



ACIP

Murphy High School

Mobile County Board of Education

Dr. William Smith, Principal
100 South Carlen Street
Mobile, AL 36606-1499

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Executive Summary

Introduction

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

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

Description of the School

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

Murphy High School is located in an area of Mobile, Al commonly referred to as Midtown. The community of Midtown consists mainly of upper middle class Caucasian citizens, where they represent approximately 80% of the population. The median income in Midtown is \$49,000 as compared to \$40,000 throughout the rest of Mobile. Although the school is nestled in the middle of a neighborhood, it draws students from all over the county.

The school currently serves 1964 students in grades 9 through 12. The student body is very diverse, the current ethnic breakdown consists of 76% African American, 18% Caucasian, 3% Hispanic students, 2% Asian and 1% American Indian/Alaskan Native/ Native Hawaiian or Other Pacific Islander. Females make up the majority of the students; 53% of the population.

Murphy employs approximately 150 teachers, 6 administrators, 4 counselors, 2 librarians and 10 support staff personnel. The current make up of our faculty is 75% Caucasian, 23% African American, and 2% other. Females make up the majority of the faculty at 65%.

Within the last three years, Murphy has not changed much demographically. However, on Christmas Day 2012 a tornado landed on campus wiping out all of the portables, tearing the roof off many of the buildings, and causing numerous other damages. The entire school population had to relocate to a portable campus housed behind a middle school located out of our school's district. Due to the major change of location and transportation issues that ensued, many of our students opted to enroll into other schools near their home for the spring semester of the 2012/2013 school year. After moving back onto our campus for the 2013/2014 school year, our student population reverted back to the average number of students normally served at Murphy high school.

Murphy High School has undergone extreme renovations due to the damage caused by the tornado. This renovation has finally come to an end and MOST of our faculty and staff have been moved to semi-permanent locations. These renovations have created a tremendous boost in student, faculty, and staff morale.

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 base to become successful, productive citizens that are college and career ready (for their future).

Vision:

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

Mission:

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

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. We have implemented a Freshman Academy Intervention program that allows under-achieving students to receive one on one tutoring in their core subjects. This has increased the passing percentage of 9th tremendously. This program also supplies students with the study skills they will need to continue improving in all classes.

Murphy continues to send students to the Faulkner Vocational program to receive technical training that will prepare them for their chosen career fields.

We fully implemented the Signature Academy last year (2015-2016) with the Murphy Signature Academy. This school year (2016-2017), we will continue to successfully sustain these Academies. Under the signature academy will be seven career pathways for students to choose from. The goal of the academy is to improve students college and career readiness. Many of the courses will eventually give students the chance to obtain professional certification i.e. OSHA and CNA.

Murphy will continue to implement the PBIS system next year. This will use positive reinforcement to improve student behavior and maintain faculty morale.

Finally, the University of Alabama has established an Early College on the campus of Murphy High School. For the 2014-2015 school year, 50 students enrolled and those 50 students obtained nearly 120 college credit hours at the close of summer, 2015. Students earned 391 hours for the 2015-2016 school year with an overall GPA of 3.43. We have MET this Local School Indicator goal, and surpassed our goal of a 10% increase. We moved from 98 credit hours in the 2014-2015 school year to 391 credit hours in the 2015-2016 school year. This is an increase of 298%.

Additional Information

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

Murphy High School, as part of the Mobile County Public School System, has qualified for the Community Eligibility Provision of the USDA, which allows school systems with 75 percent of students qualifying 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. All students will be able to eat healthy breakfasts and lunches at no charge during the 2015-16 school year.

Murphy High School partners with T. L. Faulkner Career Technical Center. This program offers 13 different career choices. Each class is designed to teach hands on training as well as the academic side of the course. The following is a list of the courses that are offered: Automotive Technology, Collision Repair Technology, Computer Technology, Cosmetology, Child Care, Electrical Technology, Healthcare Science Technology, Graphic Arts, Masonry, Carpentry, Heating & Air Conditioning, Welding and Aviation. This program prepares students for global opportunities in the world of industry.

Murphy High School has a Drop-out Prevention Specialist that assists in tracking and working with at risk seniors by helping to remove any barriers to remediation and ultimately, graduation.

Murphy High School has employs an intervention program in Freshman Academy. This program is a structured intensive intervention with students that are at risk of failing classes.

Murphy High School has a credit recovery lab that utilizes GradPoint software. This allows students an opportunity to recover lost credits for classes to keep them on track for graduation.

Finally, the University of Alabama has established an Early College on the campus of Murphy High School. For the 2014-2015 school year, 50 students enrolled and those 50 students obtained nearly 120 college credit hours at the close of summer, 2015. Students earned 391 hours for the 2015-2016 school year with an overall GPA of 3.43. We have MET this Local School Indicator goal, and surpassed our goal of a 10% increase. We moved from 98 credit hours in the 2014-2015 school year to 391 credit hours in the 2015-2016 school year. This is an increase of 298%.

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.

Beginning in June of 2016, the CIP committee(administrators, guidance counselors, title 1 facilitator, drop-out prevention specialist, intervention teacher, along with other teacher leaders [department chairs]), members of the Principal's Advisory Committee (students), and interested parents gathered to begin the process of drafting the school-wide plan.

In order to afford parents every opportunity for involvement in the planning committee, our parent liaison repeatedly advertises for any and all parent stakeholders to participate.

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

Dr. William S. Smith, Jr., Principal
Ms. Karen H. Dawson/School Improvement Specialist
Mr. William Henderson, Assistant Principal
Dr. Djuna Jackson, Assistant Principal
Mr. Leroy Jones, Assistant Principal
Ms. Kerri Settle, Assistant Principal
Mr. Clint Allen, Assistant Principal
Ms. Kerry Matthews, English Department Chair/Teacher
Ms. Christopher Galanopoulos, Math Department Chair/Teacher
Ms. Sonya Sullivan, Social Studies Department Chair/Teacher
Ms. Rebecca Mullins, Science Department Chair/Teacher
Ms. Shvonn Caffey, Freshman Academy Intervention Teacher
Ms. Kim Finch, Special Education Chair/Teacher
Ms. Danielle Jackson, ESL/Teacher
Ms. Susan Johnson, Intervention Teacher/Title 1 Facilitator
Ms. Diana McNaughton, Math Intervention Teacher/PST Coordinator
Ms. January Taylor, Drop-Out Prevention Specialist
Ms. Danielle Booth, Signature Academy Specialist
Mr. Gene Montgomery, Dean of Students, University of Alabama Early College
Ms. Gwen Bethea, Guidance Counselor
Ms. Paula Estes, Guidance Counselor
Ms. Jennifer Lee, Guidance Counselor
Ms. Tyra Johnson, Guidance Counselor

Ms. Kim Finch, Parent
Ms. Audra Gardner, Parent
Ms. Angie Gulledege, Parent
Ms. Sondra Jones, Parent
Ms. Chandra LeDoux, Parent
Ms. Tamara Taylor, Parent
Ms. Monica Stallworth, Parent
Mrs. Kristin Bearden, Parent
Mr. Jonathan Bearden, Parent
Katherine Jones, Student
Mollee Bearden, Student
Nicholas Pham, Student
Maleah Stallworth, Student
Taylor Scott, Student
Richard Tate Boone, 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.

Upon the first draft submission of Murphy High School's CIP, it will be subject to multiple reviews at the school and district levels. Once 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 schoolwide program is being carried out to fidelity in order to ensure the continuous improvement of students. Stakeholders not located at the school, parents, will be notified of upcoming meetings through notices sent home, school messenger, emails, and possibly alerts posted 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		15-16 Student Performance Diagnostic for 16-17

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:

-Despite the lack of technology on Murphy High School's campus, 95% of sophomores completed the ACT Aspire in 2016. We had a total of 549 sophomores, 520 who sat for the ACT Aspire.

-According to ACT Aspire (2nd Semester 2016) data, our highest area of percent proficiency was in English with 41.9% of students testing at the proficiency level. Following the English portion, was the Reading portion. 29.3% of 2015-2016 sophomores met the Reading Readiness Level testing at exceeding or ready. The next closest percentage proficiency was in Writing with 26.4% of sophomores meeting the ready or exceeding level.

ACT:

-Much like the ACT Aspire, the highest performing subtest for the ACT was English Composition. In English, the subscore for Murphy High School's 15-16 juniors was 16.5. This is 1.5 points away from the benchmark score of 18. In addition, 34% of the juniors tested met this benchmark score (18 or higher). The next highest performing subtest for the ACT was in Reading. The subscore in Reading was 18.0. 25% of the juniors tested met or exceeded the Reading benchmark of 22 points

Course Failures:

We also had a low number of core course failures in English 12 (12), Algebra 2 (17), Government (2), and Chemistry (4).

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

Since the ACT Aspire testing was first administered last school year (2015-2016), we are not going to see any trends in performance, positive or negative, for at least two more years.

The most positive trend in ACT can only really be seen in the amount of students who sat for the test. We have moved from 387 students tested in 2012 to 432 students tested in 2015-2016. This is a difference of 45 students. Next, we have had a very slight increase with students meeting the STEM Benchmarks. The average science score under the students meeting STEM benchmarks rose from 27.5 in 2015 to 28.7 in 2016. This is a 1.2 point increase.

Finally, when analyzing the core course failures, we have seen a steady decline in failures in Physical Science. We have 24 less failures in Physical Science for the 2015-2016 school year, with 46 failures, compared to 70 failures in Physical Science in the 2012-2013 school year. We have also seen a decrease in Algebra 1 course failures. We have moved from 76 Algebra 1 failures in 2014-2015 to 50 in 2015-2016. This is a difference of 26 Algebra 1 failures.

Which area(s) indicate the overall highest performance?

ACT Aspire:

-Despite the lack of technology on Murphy High School's campus, 95% of sophomores completed the ACT Aspire in 2016. We had a total of SY 2016-2017

549 sophomores, 520 who sat for the ACT Aspire.

-According to ACT Aspire (2nd Semester 2016) data, our highest area of percent proficiency was in English with 41.9% of students testing at the proficiency level. Following the English portion, was the Reading portion. 29.3% of 2015-2016 sophomores met the Reading Readiness Level testing at exceeding or ready. The next closest percentage proficiency was in Writing with 26.4% of sophomores meeting the ready or exceeding level.

ACT:

-Much like the ACT Aspire, the highest performing subtest for the ACT was English Composition. In English, the subscore for Murphy High School's 15-16 juniors was 16.5. This is 1.5 points away from the benchmark score of 18. In addition, 34% of the juniors tested met this benchmark score (18 or higher). The next highest performing subtest for the ACT was in Reading. The subscore in Reading was 18.0. 25% of the juniors tested met or exceeded the Reading benchmark of 22 points

Course Failures:

We also had a low number of core course failures in English 12 (12), Algebra 2 (17), Government (2), and Chemistry (4).

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

ACT Aspire:

Since the ACT Aspire testing was first administered last school year (2015-2016), we are not going to see any trends in performance, positive or negative, for at least two more years.

ACT:

Over the past three years, we have seen the African American subgroup show a trend toward increasing performance. First of all, in 2014, only 278 African American students tested. The following year, in 2015, 309 African American students sat for the test. Finally, last year, in 2016, 287 African American students were tested. This somewhat shows an increase. In Reading the greatest trend toward increasing performance is noted. In 2014, 13% of African American students scored at or above proficient in Reading (benchmarking at 22 or above). In the year, 2015, 17% of African American students tested at or above proficient. And, again for last school year, 2015-2016, 17% of African American students benchmarked in Reading. This shows a slightly positive trend.

The free and reduced subgroup show a trend toward increasing performance in English comparing the 2012-2013, 2013-2014 & 2014-2015 school years. The failing percentage for English 10 dropped from 11.51% in 2012-2013 to 6.82% in 2013-2014 and then to 1.6% in 2014-2015. The failing percentage for English 11 dropped from 11.51% in 2012-2013 to 5.96% in 2013-2014 and then to 0.6% in 2014-2015. The failing percentage for English 12 dropped from 8.28% in 2012-2013 to 2.54% in 2013-2014 and then to 0% in 2014-2015.

Because everyone in our school system is classified as free and reduced, the free and reduced subgroup data is not available for analysis for the 2015-2016 school year.

Between which subgroups is the achievement gap closing?

ACT Aspire:

Since the ACT Aspire testing was first administered last school year (2015-2016), we are not going to see any trends in performance, positive or negative, for at least two more years.

Course Failures:

The biggest achievement gap closing is between the Free and Reduced subgroup and the Paid subgroup. For the Free and Reduced subgroup, between the 2013-2014 & 2014-2015 school year, English 10's failure rate dropped from 4.69% to 1.78%, English 11's failure rate dropped from 5.55% to 1.4%, and English 12's failure rate dropped from 5.71% to 0.4%.

Failure Rates 2014-2015:

English 10: 1.6% (Free & Reduced) & 0.18% (Paid)

English 11: 0.6% (Free & Reduced) & 0.8% (Paid)

English 12: 0% (Free & Reduced) & 0.4% (Paid)

Because everyone in our school system is classified as free and reduced, the free and reduced subgroup data is not available for analysis for the 2015-2016 school year.

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

These reported findings from the ACT Aspire and the ACT are consistent with the reported findings of the data for core course failures. Moreover, there were more Math and Science core course failures than English & Social Studies core course failures

Areas in Need of Improvement

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

ACT Aspire:

-Since the ACT Aspire testing was first administered last school year (2015-2016), we are not going to see any trends in performance, positive or negative, for at least two more years.

-According to ACT Aspire (2nd Semester 2016) data, our lowest area of percent proficiency was in Mathematics with 88.2% of students testing at the non-proficient level. A bit higher than the Mathematics portion, was the Science portion. 81.8% of 2015-2016 sophomores were not proficient on the Science portion of the Aspire.

ACT:

Comparing the ACT scores with the ACT Aspire scores, similarities are seen again with the benchmark met percentage and the percent proficient in Science and Math. Science and Math were the two lowest performing on the ACT Aspire and the ACT.

Where Math was the lowest on the ACT Aspire, Science is the lowest performing on the ACT. In Mathematics, the subscore for Murphy High School's 15-16 juniors was 17.1. This is 4.9 points away from the benchmark score of 22. Moreover, only 15% of the juniors tested met this benchmark score (22 or higher). The school's subscore in Science was 18.0. This is 5 points away from the Science benchmark score of 23. 16% of the 2015-2016 juniors tested met or exceeded the Science benchmark of 23 points.

Course Failures:

Our core course failures for 2015-2016 are as follows: Algebra 1 (50), Geometry (94), and Physical Science (46).

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

Since the ACT Aspire testing was first administered last school year (2015-2016), we are not going to see any trends in performance, positive or negative, for at least two more years.

The most negative trend in the ACT can only really be seen in the overall subscores and composite scores. In 2014, the average composite score was 20.1, with a subscore of 20.3 in English, 18.8, in Mathematics, 20.8 in Reading, and 19.8 in Science. These scores noticeably dropped in the 2015 administration of the test. While significantly more students were tested, the average composite score was 18.4, with a subscore of 17.7 in English, 17.8 in Mathematics, 19.0 in Reading, and 18.5 in Science. Last school year, the 2016 administration, even more students tested; the average composite score was 17.5 (a .9 point decline from the previous year), with a subscore of 16.5 in English (which is a drop of 1.2), 17.1 in Mathematics (a seven-tenth of a point decline from the previous year), 18.0 in Reading (a three-tenths of a point decline from the previous year), and 18.3 in Science (a .5 point decline from the previous year).

Finally, when analyzing the core course failures, we have steadily seen course failures in Algebra 1 (50), Geometry (94) and Physical Science (46).

Which area(s) indicate the overall lowest performance?

ACT Aspire:

-Since the ACT Aspire testing was first administered last school year (2015-2016), we are not going to see any trends in performance, positive or negative, for at least two more years.

-According to ACT Aspire (2nd Semester 2016) data, our lowest area of percent proficiency was in Mathematics with 88.2% of students testing at the non-proficient level. A bit higher than the Mathematics portion, was the Science portion. 81.8% of 2015-2016 sophomores were not proficient on the Science portion of the Aspire.

ACT:

Comparing the ACT scores with the ACT Aspire scores, similarities are seen again with the benchmark met percentage and the percent proficient in Science and Math. Science and Math were the two lowest performing on the ACT Aspire and the ACT.

Where Math was the lowest on the ACT Aspire, Science is the lowest performing on the ACT. In Mathematics, the subscore for Murphy High School's 15-16 juniors was 17.1. This is 4.9 points away from the benchmark score of 22. Moreover, only 15% of the juniors tested met this benchmark score (22 or higher). The school's subscore in Science was 18.0. This is 5 points away from the Science benchmark score of 23. Astoundingly, only 16% of the 2015-2016 juniors tested met or exceeded the Science benchmark of 23 points.

Course Failures:

Our core course failures for 2015-2016 are as follows: Algebra 1 (50), Geometry (94), and Physical Science (46).

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

ACT Aspire:

Since the ACT Aspire testing was first administered last school year (2015-2016), we are not going to see any trends in performance, positive or negative, for at least two more years.

ACT:

Over the past three years, we have seen the African American subgroup has pretty much remained the same in regards to the Mathematics subtest of the ACT. In 2014, 8% of African American Students tested at or above proficient (scoring 22 or above). The following year, 2015, 11% benchmarked (scoring 22 or above) in Mathematics. Finally last year, 2016, 8% of African Americans scored at or above proficient (scoring 22 or above). The Asian subgroup has fluctuated greatly over the past three years on the Mathematics subtest of the ACT. In 2014, 67% of Asian students tested at or above proficient (scoring 22 or above). This increased to 70% in 2015. This is the same observation with the Hispanic/Latino subgroup. In 2014, 11% of the Hispanic/Latino subgroup tested at or above proficient (scoring 22 or above) on the Mathematics subtest. This increased to 40% in 2015. However, last year, 2016, 7% benchmarked on the Mathematics subtest.

The free and reduced subgroup show a trend toward decreasing performance in Math comparing the 2012-2013, 2013-2014, & 2014-2015 school years. The failing percentage for the free and reduced subgroup in Algebra 1 increased from 7.50% in 2012-2013 to 11.98% in 2013-2014 then decreased to 8.4% in 2014-2015.

Because everyone in our school system is classified as free and reduced, the free and reduced subgroup data is not available for analysis for the 2015-2016 school year.

Between which subgroups is the achievement gap becoming greater?

ACT Aspire:

Since the ACT Aspire testing was first administered last school year (2015-2016), we are not going to see any trends in performance, positive or negative, for at least two more years.

ACT:

After looking at data for the last three years, there is a definite achievement gap between the Caucasian and African American subgroups. At this time there is no evidence that this achievement gap is closing.

The biggest increase in the achievement gap is between the Free and Reduced subgroup and the Paid subgroup. For the Free and Reduced subgroup, between the 2013-2014 and the 2014-2015 school year, the Algebra 1 failure rate decreased 0.08 percentage points .

Failure Rates 2014-2015:

Algebra 1: 8.4% (Free & Reduced) & 3.5% (Paid)

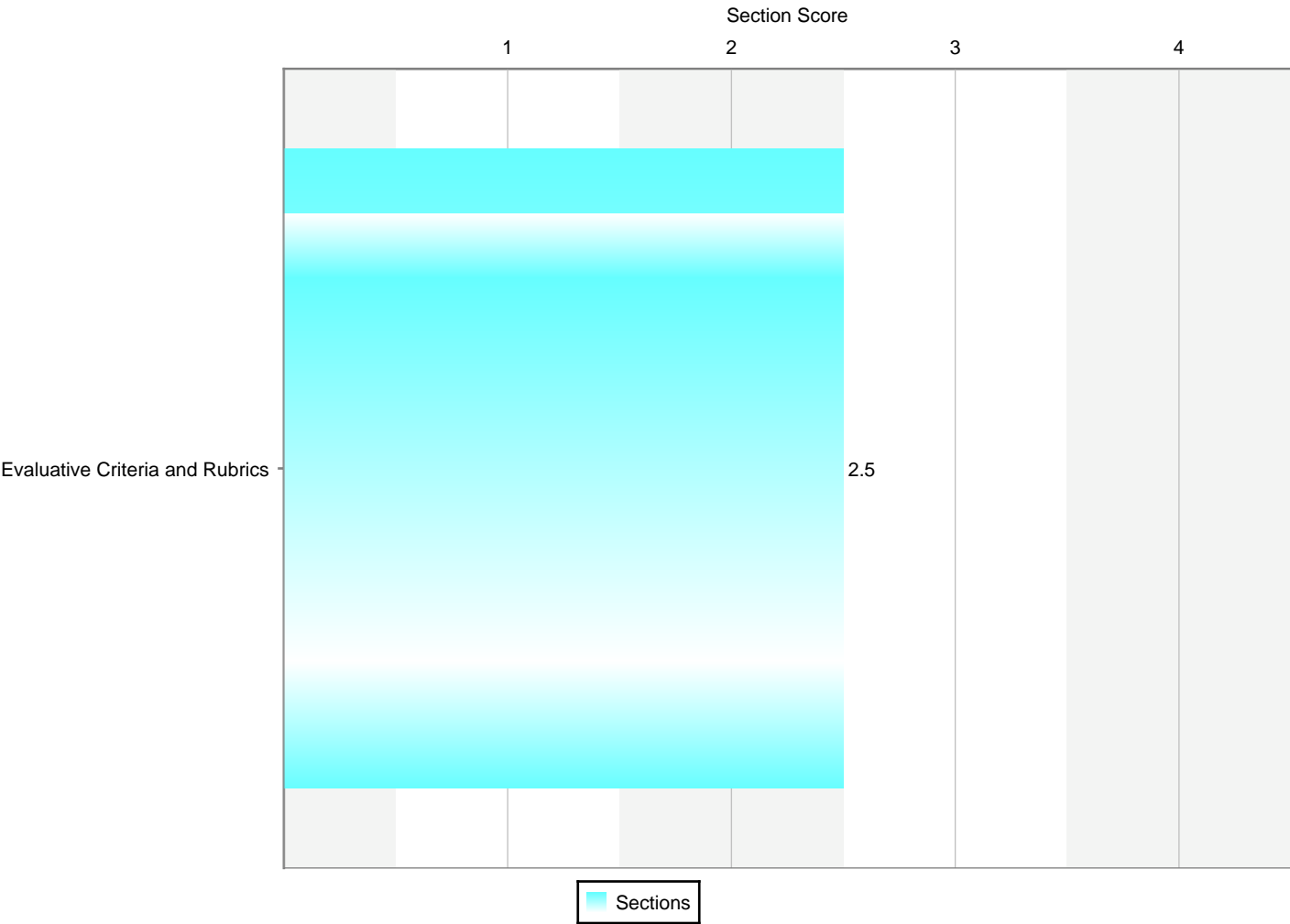
Because everyone in our school system is classified as free and reduced, the free and reduced subgroup data is not available for analysis for the 2015-2016 school year.

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

These reported findings from the ACT Aspire and the ACT are consistent with the reported findings of the data for core course failures. Moreover, there were more Math and Science core course failures than English & Social Studies core course failures

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		MHS 16-17 ACIP 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		MHS 16-17 ACIP Assurance 2

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Dr. William S. Smith, Principal Murphy High School 100 South Carlen Street Mobile, AL 36606 251-221-3186	MHS 16-17 ACIP Assurance 3

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes	Uploaded is the Word Document version of this. Murphy High School Distributes a Parental Involvement Policy that is in a brochure format. This format is not able to be uploaded to the Advanc-ED website because it uses the Publisher software.	MHS 16-17 Parental Involvement 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 (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes		MHS 16-17 Parent Compact

2016-2017 Murphy High School Continuous Improvement Plan-Goals, Objectives, Strategies, Activities

Overview

Plan Name

2016-2017 Murphy High School Continuous Improvement Plan-Goals, Objectives, Strategies, Activities

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: 5 Strategies: 9 Activities: 10	Academic	\$214090
2	Prepare and support teachers to graduate College and Career Ready students.	Objectives: 5 Strategies: 5 Activities: 5	Organizational	\$6991057
3	Prepare and support students through student support services	Objectives: 6 Strategies: 7 Activities: 7	Organizational	\$101103
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	\$78820
5	Eligible students' college credit hours earned will increase by 5% in Murphy's UA's Early College & Bishop State's DE from 656(2015-2016 sy) to 689(2016-2017 sy) by 7/2/17, as measured by the UA's Early College & Bishop State's grade report.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$100000

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.

Strategy 1:

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	Resource Assigned	Source Of Funding	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 2:

50% of All Students will demonstrate a proficiency on the ACT Aspire in Mathematics by 06/02/2017 as measured by the ACT Aspire results.

Strategy 1:

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 core Math class (not receiving a credit). The PST will discuss possible Tier 2 or Tier 3 intervention strategies. In addition, the teachers (PST) will discuss student behavior contributing to the students' lack of success. The teachers of these students are required to provide second delivery (according to cycle of instruction) to the students at-risk of failing the class. In addition, these teachers are required to submit a tier 2 student's (the student receiving second delivery by the regular class-room teacher) name to the PST coordinator. Core course failures will be monitored quarterly to determine the effectiveness 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 - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are still not successful in the classroom with the regular classroom teacher's Tier 2 interventions will be referred to Academic Intervention. In Academic Intervention, our Intervention teacher will provide the at-risk student with Tier 3 interventions. This will include 3rd delivery (or 4th, or 5th, or 6th) and re-assessment to ensure that the student understands the specific content of the subject matter. In addition, the Intervention teacher will have the student STAR tested in Reading and Math, conduct a vision and hearing assessment, and have the regular teacher complete a BASC-SOS. If the student is still unsuccessful, then a referral to special education services is made.	Academic Support Program	08/10/2016	06/05/2017	\$75008	Title I Schoolwide	Entire Faculty, Math Intervention Teacher (Diana McNaughton), Problem Solving Team, and Administrators

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualifying students who have not obtained a specific required math core credit will be referred to Credit Recovery.	Academic Support Program	08/10/2016	06/05/2017	\$0	District Funding	Problem Solving Team, Drop-Out Prevention Specialist, Guidance Counselors, Credit Recovery Facilitator

Strategy 2:

Mathematics Design Collaborative - Mathematics Design Collaborative strategies will be used to teach all students mathematics concepts during daily instruction

Category: Develop/Implement Learning Supports

Research Cited: SREB, The Bill & Melinda Gates Foundation

Activity - Mathematics Design Collaborative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mathematics Design Collaborative strategies will be used to teach all students mathematics concepts during daily instruction	Academic Support Program	08/10/2016	06/02/2017	\$0	District Funding	Mathematics Teachers, Administrators

Strategy 3:

Mathematics Intervention - The Math Intervention Teacher will target the students performing at the bottom 25% in the Mathematics portion on the ACT Aspire. This teacher will provide focused intervention with these students.

In addition, the Math Intervention Teacher will provide the faculty with information to help intervene with at-risk students in Algebra 1 & Geometry classes (during mini-

blocks or electives). Algebra 1 & Geometry course failures will be monitored at the end of each semester to accurately measure the effectiveness of this Math Intervention assistance.

Category: Implement Community Based Support and Intervention System

Research Cited: Tier 2, Tier 3: Response to Intervention, Math Common Core

Activity - Test Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supports students and teachers with personalized, interactive Math Instruction using USA TestPrep & Prep Factory	Academic Support Program	10/11/2016	06/02/2017	\$1927	Title I Schoolwide	Math Intervention Teacher (Diana McNaughton), Mathematics Teachers, Administrators, Counselors

Measurable Objective 3:

50% of All Students will demonstrate a proficiency on the ACT Aspire in Reading by 06/05/2017 as measured by the students' ACT Aspire results..

Strategy 1:

Reading Intervention - The Reading Intervention Teacher will provide at-risk students in Tier 2 & Tier 3 individualized assistance as needed in Reading.

Category: Implement Community Based Support and Intervention System

Research Cited: Tier 2: Response to Instruction, Common Core, Cycle of Instruction

Activity - Mastery Prep ACT Aspire Essentials & ACT Aspire 10 Essentials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on Tier 2 & Tier 3 student referrals, the Reading Intervention teacher will provide individualized instruction based on the students' specific needs in Reading.	Academic Support Program	08/10/2016	06/05/2017	\$98999	Title I Schoolwide	Reading Intervention Teacher (Susan Johnson) and Academic Faculty

(shared) Strategy 2:

Problem Solving Teams - The Problem Solving Team will meet at a minimum of once per month to discuss students who are in danger of failing a core English or History class (not receiving a credit). The PST will discuss possible Tier 2 or Tier 3 intervention strategies. In addition, the teachers (PST) will discuss student behavior and contributing to the students' lack of success. The teachers of these students are required to provide second delivery (according to cycle of instruction) to the students at-risk of failing the class. In addition, these teachers are required to submit a tier 2 student's (the student receiving second delivery by the regular class-room teacher) name to the PST coordinator. Core course failures 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 - Credit Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualifying students who have not obtained a specific required core credit will be referred to Credit Recovery.	Academic Support Program	08/10/2015	06/01/2016	\$0	District Funding	PST, Guidance Counselors, Credit Recovery Facilitator

(shared) Strategy 3:

SREB Literacy Ready - Students who scored "close" in Reading (scoring within 1 to 10 points away from Ready) will be placed in an SREB Literacy Readiness course for the mini-block.

This course utilizes a disciplinary literacy approach that teaches students strategies for reading and understanding complex texts in different subject areas. Students learn to develop and defend ideas from textbooks and write about them in college-level formats for English, history and biology. The unit structure conforms to the framework of the Literacy Design Collaborative, which addresses college- and career-readiness standards.

The course consists of six units, with two units in English and language arts, two units in history and two units in science. Discipline-specific content is at the forefront of the curriculum, and literacy skills specific to each discipline are emphasized in the reading and writing assignments.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Southern Regional Education Board

Activity - Literacy Ready-Ready for Reading in all Disciplines	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>This course utilizes a disciplinary literacy approach that teaches students strategies for reading and understanding complex texts in different subject areas. Students learn to develop and defend ideas from textbooks and write about them in college-level formats for English, history and biology. The unit structure conforms to the framework of the Literacy Design Collaborative, which addresses college- and career-readiness standards.</p> <p>The course consists of six units, with two units in English and language arts, two units in history and two units in science. Discipline-specific content is at the forefront of the curriculum, and literacy skills specific to each discipline are emphasized in the reading and writing assignments.</p> <p>Literacy Ready Outline</p> <p>English Unit 1 The Shallows by Nicholas Carr</p> <p>History Unit 1 Civil Rights Movement</p> <p>Science Unit 1 Nutrition</p> <p>English Unit 2 Ubik by Phillip K. Dick</p> <p>History Unit 2 U.S. Foreign Affairs</p> <p>Science Unit 2 DNA and Biotechnology</p>	Career Preparation/Orientation	09/06/2016	06/05/2017	\$25000	Title I Schoolwide	Guidance Counselors; teachers that are SREB trained in Literacy Readiness: Ms. Kerry Matthews, Mrs. Stephanie Wheat, Mr. Robert Muldoon, & Ms. Kathleen Wilhelm
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Strategy 4:

Close Reading - Close Reading coupled with the use of text dependent questions will facilitate the comprehension of text on a variety of levels (text complexity) across both ELA & Social Studies Curriculum

Category: Develop/Implement Learning Supports

Research Cited: Writing to Read (2010 Report-by the Carnegie Foundation, "Increasing how much students write does in fact improve how students read" (20).

Activity - Close Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in all ELA & Social Studies classes will close read passages and make claims by finding evidence within the passages when deemed necessary to meet curriculum standards.	Academic Support Program	08/10/2016	06/02/2017	\$6998	State Funds, Title I Schoolwide	English/Language Arts Teachers, Social Studies Teachers, Administrators

Measurable Objective 4:

50% of All Students will demonstrate a proficiency on the ACT Aspire in Science by 06/05/2017 as measured by students' ACT Aspire results..

(shared) Strategy 1:

Problem Solving Teams - The Problem Solving Team will meet at a minimum of once per month to discuss students who are in danger of failing a core English or History class (not receiving a credit). The PST will discuss possible Tier 2 or Tier 3 intervention strategies. In addition, the teachers (PST) will discuss student behavior and contributing to the students' lack of success. The teachers of these students are required to provide second delivery (according to cycle of instruction) to the students at-risk of failing the class. In addition, these teachers are required to submit a tier 2 student's (the student receiving second delivery by the regular class-room teacher) name to the PST coordinator. Core course failures 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 - Credit Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualifying students who have not obtained a specific required core credit will be referred to Credit Recovery.	Academic Support Program	08/10/2015	06/01/2016	\$0	District Funding	PST, Guidance Counselors, Credit Recovery Facilitator

(shared) Strategy 2:

SREB Literacy Ready - Students who scored "close" in Reading (scoring within 1 to 10 points away from Ready) will be placed in an SREB Literacy Readiness course for the mini-block.

This course utilizes a disciplinary literacy approach that teaches students strategies for reading and understanding complex texts in different subject areas. Students learn to develop and defend ideas from textbooks and write about them in college-level formats for English, history and biology. The unit structure conforms to the framework of the Literacy Design Collaborative, which addresses college- and career-readiness standards.

The course consists of six units, with two units in English and language arts, two units in history and two units in science. Discipline-specific content is at the forefront of the curriculum, and literacy skills specific to each discipline are emphasized in the reading and writing assignments.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Southern Regional Education Board

Activity - Literacy Ready-Ready for Reading in all Disciplines	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>This course utilizes a disciplinary literacy approach that teaches students strategies for reading and understanding complex texts in different subject areas. Students learn to develop and defend ideas from textbooks and write about them in college-level formats for English, history and biology. The unit structure conforms to the framework of the Literacy Design Collaborative, which addresses college- and career-readiness standards.</p> <p>The course consists of six units, with two units in English and language arts, two units in history and two units in science. Discipline-specific content is at the forefront of the curriculum, and literacy skills specific to each discipline are emphasized in the reading and writing assignments.</p> <p>Literacy Ready Outline</p> <p>English Unit 1 The Shallows by Nicholas Carr</p> <p>History Unit 1 Civil Rights Movement</p> <p>Science Unit 1 Nutrition</p> <p>English Unit 2 Ubik by Phillip K. Dick</p> <p>History Unit 2 U.S. Foreign Affairs</p> <p>Science Unit 2 DNA and Biotechnology</p>	Career Preparation/Orientation	09/06/2016	06/05/2017	\$25000	Title I Schoolwide	Guidance Counselors; teachers that are SREB trained in Literacy Readiness: Ms. Kerry Matthews, Mrs. Stephanie Wheat, Mr. Robert Muldoon, & Ms. Kathleen Wilhelm
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Measurable Objective 5:

100% of All Students will demonstrate a behavior effectively & responsibly using standards-based digital media to learn & communicate real-world applications of concepts & processes individually & collaboratively in Career & Technical by 06/05/2017 as measured by classroom/student observations.

Strategy 1:

Gizmos - This strategy will meet the standards of the new science course of study by students obtaining, evaluating, and communicating information.

Science teachers will implement the use of gizmos by students creating lab models and simulations

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

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 - Using Gizmos in Science Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will use gizmos by having students create lab models and simulations	Academic Support Program	10/17/2016	06/05/2017	\$6158	Title I Schoolwide	Science Teachers, Administrators, TST

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 10/03/2016 as measured by teacher participation in Accommodation 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
Teachers will provide appropriate accommodations for ELL students.	Professional Learning	08/10/2016	06/05/2017	\$0	Title III	Administrators, EL Coordinator, Teachers

Measurable Objective 2:

demonstrate a proficiency in utilizing technology and digital resources by 06/05/2017 as measured by classroom/student snapshot observations.

Strategy 1:

Technology Utilization - Teachers will utilize standards-based instruction and authentic learning activities in all content areas of responsibility to facilitate real-life experiences that advance student learning, creativity, and innovation in all learning environments.

Category: Develop/Implement Professional Learning and Support

Research Cited: Alabama Plan 2020 ESEA Flexibility Request; Alabama Standards for Instructional Leaders; Alabama Continuum for Instructional Leader

Development; Alabama Continuum for Teacher Development

Activity - Professional Learning Support/Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend various technology-based trainings to help them move from static, text-based resources to effective dynamic interactive, adaptive, multimedia/digital content powered by devices that engage, challenge, and empower students to learn a variety of ways.	Technology	07/01/2016	06/30/2017	\$6991057	District Funding, State Funds, Title I Schoolwide	School faculty and administrators

Measurable Objective 3:

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

Strategy 1:

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	Resource Assigned	Source Of Funding	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 4:

collaborate to develop more effective instructional strategies to enhance problem solving & higher order thinking skills. by 06/02/2017 as measured by PLCIAs, Teacher Observations, PD Attendance Documentation.

Strategy 1:

Mathematics Design Collaborative - The Mathematics Design Collaborative (MDC) provides instructional tools and professional support services meant to help teachers collect ongoing and immediate evidence of student learning. The instructional tools include formative assessment lessons (FALs), known as Classroom Challenges, as well as formative assessment strategies embedded within each lesson. The professional support services include course outlines and lesson guides for grades 6 through Algebra II that align the FALs to the Common Core State Standards (CCSS) and offer teachers strategies and guidance for implementing the FALs.

Category: Develop/Implement Professional Learning and Support

Research Cited: Center on Standards & Assessment Implementation, SREB, Bill & Melinda Gates Foundation

Activity - Mathematics Design Collaborative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Mathematics Design Collaborative (MDC) provides instructional tools and professional support services meant to help teachers collect ongoing and immediate evidence of student learning. The instructional tools include formative assessment lessons (FALs), known as Classroom Challenges, as well as formative assessment strategies embedded within each lesson. The professional support services include course outlines and lesson guides for grades 6 through Algebra II that align the FALs to the Common Core State Standards (CCSS) and offer teachers strategies and guidance for implementing the FALs.	Professional Learning	10/11/2016	06/02/2017	\$0	District Funding	Math Teachers & Administrators

Measurable Objective 5:

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.

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	10/04/2016	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 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.

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/Grad Point	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	District Funding, Title I Schoolwide	PST, Credit Recovery Facilitator, 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..

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
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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
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Measurable Objective 3:

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..

Strategy 1:

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	Resource Assigned	Source Of Funding	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	\$2242	Title I Schoolwide	All faculty and staff.

Strategy 2:

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	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 3:30-6:30 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	\$0	District Funding	Administrator s Highly Qualified Math & Language Arts teachers

Measurable Objective 4:

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.

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:

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	08/10/2016	06/05/2017	\$0	State Funds	Entire school faculty, including guidance counselors and administrators

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.

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
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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 Retracting Paraprofessional, J. Brady
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Measurable Objective 6:

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.

Strategy 1:

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	Resource Assigned	Source Of Funding	Staff Responsible
<p>This is an opportunity for students to complete make up work (re-do assignments) after reteaching, and/or complete a retest.</p> <ul style="list-style-type: none"> •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) <p>-Activities under Extended Day Program:</p> <p>Reteach/Retest</p> <p>Afterschool activity for students to make up work toward core subject credits</p> <p>Participation to improve student achievement and graduation rate</p>	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: 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.

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	10/01/2015	06/01/2016	\$78820	Title I Schoolwide, State Funds	Title 1 Facilitator, Technology Resource Teacher, Administrator s

Goal 5: Eligible students' college credit hours earned will increase by 5% in Murphy's UA's Early College & Bishop State's DE from 656(2015-2016 sy) to 689(2016-2017 sy) by 7/2/17, as measured by the UA's Early College & Bishop State's grade report.

Measurable Objective 1:

collaborate to increase eligible students' college credit hours earned will increase 5% in Murphy's UA Early College & Bishop State's DE from 656(2015-2016 sy) to 689(2016-2017 sy) by 06/02/2017 as measured by UA's Early College & Bishop State CC's school report. .

Strategy 1:

University of Alabama Early College & Bishop State Community College's Dual Enrollment Programs - Eligible students will work towards completing actual college credit hours (for free) on a semester basis/timeline.

Category: Other - University of Alabama Early College & Bishop State Community College's Dual Enrollment Programs

Research Cited: Early College High School Initiative Impact Study, American Institute for Research; The Four-Year Myth, Complete College America Report

Activity - University of Alabama Early College & Bishop State Community College's Dual Enrollment Programs	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 (for free) on a semester timeline through the University of Alabama Early College & Bishop State Community College Dual Enrollment Programs on Murphy High School's Campus.	Academic Support Program	08/10/2016	06/02/2017	\$100000	District Funding	Murphy High School Dean of Students, Principal, Assistant Principals, University of Alabama Faculty, Murphy Dual Enrollment Faculty, Guidance Counselors

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Using Gizmos in Science Classes	Science teachers will use gizmos by having students create lab models and simulations	Academic Support Program	10/17/2016	06/05/2017	\$6158	Science Teachers, Administrators, TST
Retract	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	Administrators and Retract Paraprofessional, J. Brady
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	Academic Support Program	12/06/2016	05/30/2017	\$10000	Principal, Assistant Principals, Referring Teachers, Math Intervention Teacher, Certified Math, Reading, English, Science or Social Studies Teachers, Guidance Counselors
New Teacher Mentor Program	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	Assistant principal (Kerri Settle), veteran teachers, and new teachers
Professional Learning Support/Training	Teachers will attend various technology-based trainings to help them move from static, text-based resources to effective dynamic interactive, adaptive, multimedia/digital content powered by devices that engage, challenge, and empower students to learn a variety of ways.	Technology	07/01/2016	06/30/2017	\$17000	School faculty and administrators

Credit Recovery/Grad Point	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	PST, Credit Recovery Facilitator, Guidance Counselors
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	10/01/2015	06/01/2016	\$56210	Title 1 Facilitator, Technology Resource Teacher, Administrators
Learning Earnings	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	\$2242	All faculty and staff.
Close Reading	Students in all ELA & Social Studies classes will close read passages and make claims by finding evidence within the passages when deemed necessary to meet curriculum standards.	Academic Support Program	08/10/2016	06/02/2017	\$4072	English/Language Arts Teachers, Social Studies Teachers, Administrators
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	08/10/2016	06/05/2017	\$55884	Drop-Out Prevention Specialist, January Taylor
Test Prep	Supports students and teachers with personalized, interactive Math Instruction using USA TestPrep & Prep Factory	Academic Support Program	10/11/2016	06/02/2017	\$1927	Math Intervention Teacher (Diana McNaughton), Mathematics Teachers, Administrators, Counselors

Literacy Ready-Ready for Reading in all Disciplines	<p>This course utilizes a disciplinary literacy approach that teaches students strategies for reading and understanding complex texts in different subject areas. Students learn to develop and defend ideas from textbooks and write about them in college-level formats for English, history and biology. The unit structure conforms to the framework of the Literacy Design Collaborative, which addresses college- and career-readiness standards.</p> <p>The course consists of six units, with two units in English and language arts, two units in history and two units in science. Discipline-specific content is at the forefront of the curriculum, and literacy skills specific to each discipline are emphasized in the reading and writing assignments.</p> <p>Literacy Ready Outline</p> <p>English Unit 1 The Shallows by Nicholas Carr History Unit 1 Civil Rights Movement Science Unit 1 Nutrition English Unit 2 Ubik by Phillip K. Dick History Unit 2 U.S. Foreign Affairs Science Unit 2 DNA and Biotechnology</p>	Career Preparation/Orientation	09/06/2016	06/05/2017	\$25000	Guidance Counselors; teachers that are SREB trained in Literacy Readiness: Ms. Kerry Matthews, Mrs. Stephanie Wheat, Mr. Robert Muldoon, & Ms. Kathleen Wilhelm
Mastery Prep ACT Aspire Essentials & ACT Aspire 10 Essentials	Based on Tier 2 & Tier 3 student referrals, the Reading Intervention teacher will provide individualized instruction based on the students' specific needs in Reading.	Academic Support Program	08/10/2016	06/05/2017	\$98999	Reading Intervention Teacher (Susan Johnson) and Academic Faculty
Intervention	Students who are still not successful in the classroom with the regular classroom teacher's Tier 2 interventions will be referred to Academic Intervention. In Academic Intervention, our Intervention teacher will provide the at-risk student with Tier 3 interventions. This will include 3rd delivery (or 4th, or 5th, or 6th) and re-assessment to ensure that the student understands the specific content of the subject matter. In addition, the Intervention teacher will have the student STAR tested in Reading and Math, conduct a vision and hearing assessment, and have the regular teacher complete a BASC-SOS. If the student is still unsuccessful, then a referral to special education services is made.	Academic Support Program	08/10/2016	06/05/2017	\$75008	Entire Faculty, Math Intervention Teacher (Diana McNaughton), Problem Solving Team, and Administrators
Total					\$385477	

Title III

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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ELL Accommodations	Teachers will provide appropriate accommodations for ELL students.	Professional Learning	08/10/2016	06/05/2017	\$0	Administrators, EL Coordinator, Teachers
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Mathematics Design Collaborative	Mathematics Design Collaborative strategies will be used to teach all students mathematics concepts during daily instruction	Academic Support Program	08/10/2016	06/02/2017	\$0	Mathematics Teachers, Administrators
University of Alabama Early College & Bishop State Community College's Dual Enrollment Programs	Eligible Murphy High School students will work to complete college credit hours (for free) on a semester timeline through the University of Alabama Early College & Bishop State Community College Dual Enrollment Programs on Murphy High School's Campus.	Academic Support Program	08/10/2016	06/02/2017	\$100000	Murphy High School Dean of Students, Principal, Assistant Principals, University of Alabama Faculty, Murphy Dual Enrollment Faculty, Guidance Counselors
Mathematics Design Collaborative	The Mathematics Design Collaborative (MDC) provides instructional tools and professional support services meant to help teachers collect ongoing and immediate evidence of student learning. The instructional tools include formative assessment lessons (FALs), known as Classroom Challenges, as well as formative assessment strategies embedded within each lesson. The professional support services include course outlines and lesson guides for grades 6 through Algebra II that align the FALs to the Common Core State Standards (CCSS) and offer teachers strategies and guidance for implementing the FALs.	Professional Learning	10/11/2016	06/02/2017	\$0	Math Teachers & Administrators
Credit Recovery/Grad Point	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	PST, Credit Recovery Facilitator, Guidance Counselors

ACIP

Murphy High School

Twilight	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	\$0	Administrator s Highly Qualified Math & Language Arts teachers
Provide Personalized Instruction for EL Students	Provide personalized instruction for EL students This activity applies to all schools with English Learners	Direct Instruction	08/10/2016	06/05/2017	\$0	Content teachers, administrators , EL Coordinator
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	10/04/2016	10/11/2016	\$0	Teachers, Counselors, Administrator s, Students & Career Coaches
Credit Recovery	Qualifying students who have not obtained a specific required core credit will be referred to Credit Recovery.	Academic Support Program	08/10/2015	06/01/2016	\$0	PST, Guidance Counselors, Credit Recovery Facilitator
Professional Learning Support/Training	Teachers will attend various technology-based trainings to help them move from static, text-based resources to effective dynamic interactive, adaptive, multimedia/digital content powered by devices that engage, challenge, and empower students to learn a variety of ways.	Technology	07/01/2016	06/30/2017	\$356887	School faculty and administrators
Credit Recovery	Qualifying students who have not obtained a specific required math core credit will be referred to Credit Recovery.	Academic Support Program	08/10/2016	06/05/2017	\$0	Problem Solving Team, Drop- Out Prevention Specialist, Guidance Counselors, Credit Recovery Facilitator
Total					\$456887	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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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	10/01/2015	06/01/2016	\$22610	Title 1 Facilitator, Technology Resource Teacher, Administrators
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	08/10/2016	06/05/2017	\$0	Entire school faculty, including guidance counselors and administrators
Professional Learning Support/Training	Teachers will attend various technology-based trainings to help them move from static, text-based resources to effective dynamic interactive, adaptive, multimedia/digital content powered by devices that engage, challenge, and empower students to learn a variety of ways.	Technology	07/01/2016	06/30/2017	\$6617170	School faculty and administrators
Close Reading	Students in all ELA & Social Studies classes will close read passages and make claims by finding evidence within the passages when deemed necessary to meet curriculum standards.	Academic Support Program	08/10/2016	06/02/2017	\$2926	English/Language Arts Teachers, Social Studies Teachers, Administrators
Total					\$6642706	

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 Learning 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?

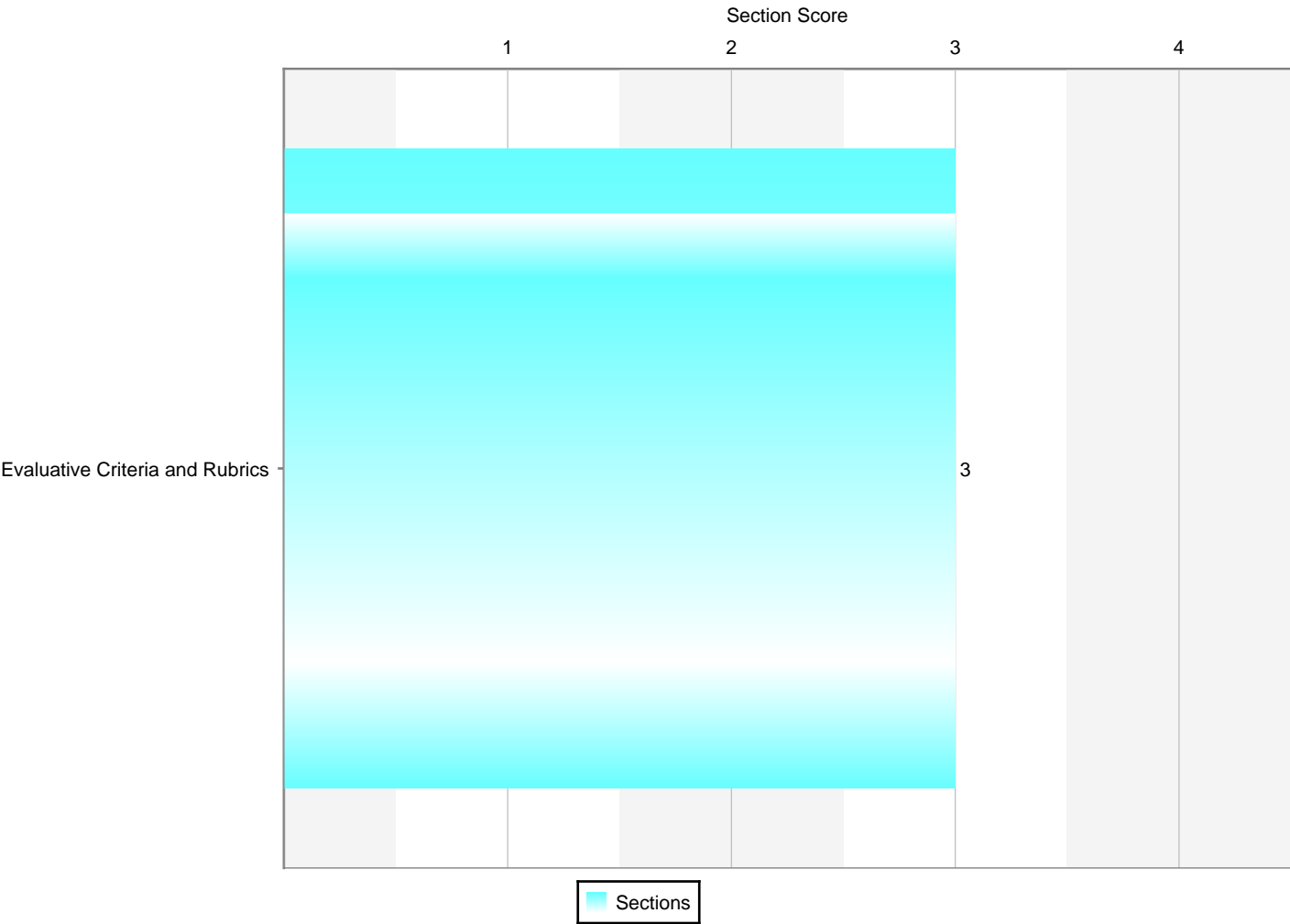
It is obvious that all stakeholders feel there is a culture of disrespect at Murphy High School. Noting the large number of dissatisfied responses with school culture and schoolwide discipline, PBIS will continue to be fully implemented. With continued proper progress monitoring, PBIS will be successful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



Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

The ACIP committee members worked as a group to disaggregate the different sets of data. The committee then discussed what patterns they saw emerging from the data and decided what strategies needed to be added. The lists of strengths and weaknesses, as well as areas to be targeted in the plan were a result of these discussions.

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

ACT Aspire:

Unfortunately, Murphy's 2015-2016 sophomores didn't meet even 50% proficiency in any area of the ACT Aspire.

According to ACT Aspire (2nd Semester 2016) data, our highest area of percent proficiency was in English with 41.9% of students testing at the proficiency level. Following the English portion, was the Reading portion. Only 29.3% of 2015-2016 sophomores met the Reading Readiness Level testing at exceeding or ready. The next closest percentage proficiency was in Writing with 26.4% of sophomores meeting the ready or exceeding level.

Only 18.2% of Murphy's 2015-2016 sophomores tested at the proficiency (ready or exceeding) in Science. And then, our lowest level testing proficiency was in Mathematics. Only 11.8% of the sophomores tested in 2015-2016 tested at the ready or exceeding proficiency level.

ACT:

In great contrast to the ACT Aspire, is the ACT test results from Murphy's 2015-2016 juniors.

Much like the ACT Aspire, the highest performing subtest for the ACT was English Composition. In English, the subscore for Murphy High School's 15-16 juniors was 16.5. This is 1.5 points away from the benchmark score of 18. In addition, 34% of the juniors tested met this benchmark score (18 or higher). The next highest performing subtest for the ACT was in Reading. The subscore in Reading was 18.0. This was a greater gap compared to English Composition because the benchmark score in Reading is 22: a difference of 4 full points. 25% of the juniors tested met or exceeded the Reading benchmark of 22 points.

Also, comparing the ACT scores with the ACT Aspire scores, similarities are seen again with the benchmark met percentage and the percent proficient in Science and Math. Science and Math were the two lowest performing on the ACT Aspire and the ACT.

Where Math was the lowest on the ACT Aspire, Science is the lowest performing on the ACT. In Mathematics, the subscore for Murphy High School's 15-16 juniors was 17.1. This is 4.9 points away from the benchmark score of 22. Moreover, only 15% of the juniors tested met this benchmark score (22 or higher). The school's subscore in Science was 18.0. This is 5 points away from the Science benchmark score of 23. Astoundingly, only 16% of the 2015-2016 juniors tested met or exceeded the Science benchmark of 23 points.

Course Failures:

We also had a high number of core course failures in Algebra 1 (50), Geometry (94), and Physical Science (46).

Discipline:

SY 2016-2017

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According to PBIS Discipline Data Analysis: 41% of referrals were handled by placing students in retract. Retract utilization increased each quarter while suspensions decreased. Suspensions have decreased from 34% (2012-2013) to 19% (2013-2014). Suspensions stayed just about the same between 2013-2014 (19%) and 2014-2015 (20%). For the 2015-2016 school year, suspensions were up 24%. There were 2,164 discipline referrals for the 2015-2016 school year which is down 134 from the 2014-2015 (2,298).

ELL:

*Murphy High School did not meet our goal for AMAO A: Only 37% of our EL students made APLA. This is short about 20%.

*Murphy High School did not meet our goal for AMAO B: Only 14% of our EL attained English Language Proficiency. This is short about 8%.

Graduation Rate:

67 of 532 students received an Advanced Diploma. 110 of 532 students received an Honors diploma. 1 non-graduating student completed graduation requirements over the summer. Murphy High School's graduation rate for 2015-2016 has not been report from the state's reporting agency (cohort).

3. What conclusions were drawn from the results?

Again, this year we are looking ahead to the ACT Aspire, ACT, & Workkeys; and we are using course failure data to identify weak areas to address throughout the year in preparation for the ACT Aspire & ACT Spring Testing, as well as the winter testing for Workkeys.

ACT Aspire Conclusions:

Unfortunately, Murphy's 2015-2016 sophomores didn't meet even 50% proficiency in any area of the ACT Aspire.

The 2015-2016 sophomores tested had the highest percent proficient in English (41.9%), Reading (29.3), and Writing (26.4%). The lowest percent proficient was in Science (18.2%) and Mathematics (11.8%).

The students performing "close" on the subtests have been placed in Literacy and Mathematics Readiness courses (mini-block) for the 2016-2017 school year with the goal of moving students to the proficient level (Ready or Exceeding).

The Math Intervention Teacher will pull the bottom performing students (25%) in Mathematics in order to move the bulk of the students (70%) from the In Need of Support category to the Close or Ready categories.

The Reading Intervention Teacher will pull the bottom performing students (25%) in Reading and English in order to move the bulk of the students (Reading 49% & English 31.8%) from the In Need of Support category to the Close or Ready categories.

ACT:

The 2015-2016 juniors tested had the highest percent in meeting benchmarks in English (34%) and Reading (25%). The lowest percent in meeting benchmarks was in Mathematics (15%) and Science (16%).

The students performing "close" on the subtests have been placed in Literacy and Mathematics Readiness courses (mini-block) for the 2016-2017 school year with the goal of moving students to benchmark on the subtests on the ACT.

The Math Intervention Teacher will pull the bottom performing students (25%) in Mathematics in order to move the bulk of the students (85%) from not benchmarking to benchmarking.

The Reading Intervention Teacher will pull the bottom performing students (25%) in Reading and English in order to move the bulk of the students (Reading 75% & English 66%) from not benchmarking to benchmarking.

Course Failure Data

For the 2015-2016 school year, Murphy High School's highest course failures were in Geometry (with 94 failures), Algebra 1 (with 50 failures), and in Physical Science (with 46 failures).

Discipline Data:

According to PBIS Discipline Data Analysis: 41% of referrals were handled by placing students in retract. Retract utilization increased each quarter while suspensions decreased. Suspensions have decreased from 34% (2012-2013) to 19% (2013-2014). Suspensions stayed just about the same between 2013-2014 (19%) and 2014-2015 (20%). The suspension rate for 2015-2016 was 24%. This is a slight increase from the previous year (a difference of 4%). There were 2,164 discipline referrals for the 2015-2016 school year which is down 134 from the 2014-2015 (2,298).

ELL Data:

*Murphy High School did not meet our goal for AMAO A: Only 37% of our EL students made APLA. This is short about 20%.

*Murphy High School did not meet our goal for AMAO B: Only 14% of our EL attained English Language Proficiency. This is short about 8%.

Drop-Out Information & Graduation Rate Data:

Murphy's graduation rate for 2014-2015 was 88%. We exceeded the 85% goal by 3%. We also increased the graduation rate by 5% between 2013-2014 and 2014-2015.

The drop-out rate for the 2014-2015 school year was 1%.

We do not have access to the drop-out and graduation rate data for the 2015-2016 school. When this information becomes available, this will be updated.

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

A great deal of information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data.

By evaluating the data from ACT Aspire, ACT, and course failures, the committee chose to comprise a set of goals to incorporate in the continuous improvement plan.

A Math Intervention teacher has been employed to assist the large number of Algebra 1 and Geometry course failures. In addition, the Math Intervention teacher will address the students scoring in the bottom 25% of the ACT Aspire in Mathematics.

By evaluating the school demographic information related to student discipline, the PBIS committee will be able to continue implementing PBIS at Murphy High School for the 2016-2017 school year.

By evaluating the data from ELL (ACCESS Testing), we understand that we failed to our goal by 8% because Murphy did not reach the target goal of 53% for AMAO-A. (.5 gain); and we did not reach the target goal of 19% for AMAO-B. (exited program)

By analyzing the drop-out information and the graduation rate data, the committee chose to better utilize our Drop-Out Prevention Specialist by collaborating to better identify those students-at risk of not graduating on time. And our Drop-Out Prevention Specialist has devised a new monitoring form and process to check the progress of these at-risk students. Because of this new monitoring form and process, Murphy's graduation rate has risen from 79% (2013-2014) to 88% (2014-2015) to a projected 90% (2015-2016).

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

All of Murphy High School's goals and objectives are connected to our school's priority needs and the needs assessments.

*To address the low performance on the ACT Aspire and the ACT, the ACIP committee created the following school-wide objectives:

---50% of All Students will demonstrate a proficiency on the ACT Aspire in Mathematics by 06/02/2017 as measured by the ACT Aspire results.

---50% of All Students will demonstrate a proficiency on the ACT Aspire in Reading by 06/05/2017 as measured by the students' ACT Aspire results.

---50% of All Students will demonstrate a proficiency on the ACT Aspire in Science by 06/05/2017 as measured by students' ACT Aspire results..

*To address the high number of Math failures, the ACIP committee created the following school-wide strategy/activity:

---Mathematics Intervention - The Math Intervention Teacher will target the students performing at the bottom 25% in the Mathematics portion on the ACT Aspire. This teacher will provide focused intervention with these students. In addition, the Math Intervention Teacher will provide the faculty with information to help intervene with at-risk students in Algebra 1 & Geometry classes (during mini-blocks or electives). Algebra 1 & Geometry course failures will be monitored at the end of each semester to accurately measure the effectiveness of this Math Intervention assistance

*To address PBIS implementation, the ACIP committee created the following school-wide objectives:

---We will collaborate to reduce the number discipline referrals by 06/01/2017 as measured by comparing the number of monthly referrals from the 2013-2014, 2014-2015, 2015-2016, and 2016-2017 school year.

*To address ELL's, the ACIP committee created the following school-wide objectives:

---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.

---We will collaborate to implement accommodations for English Language Learners by 10/01/2016 as measured by teacher participation in Accommodation Training.

*To address the graduation rate, the ACIP committee created the following school-wide objectives:

---We will collaborate to target at-risk students who qualify for the credit recovery program (PST) by 06/01/2017 as measured by the students'

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

---We will collaborate to identify students at risk of not graduating on time by 06/01/2017 as measured by weekly student monitoring forms and percentage of targeted students graduating on time.

6. 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 collected was from the following: ACCESS Assessment Results (ELLs), discipline reports (PBIS), graduation rate data (COHORT), course failures, ACT Aspire data, ACT data, Parent Surveys, Teacher Surveys, and Student Surveys.

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

All of our ACIP goals and objectives could be applied to the entire school population and to those children who are disadvantaged.

*For example, to address the entire school population, regardless of those with or without disadvantages, the ACIP committee created the following objectives and/or strategies:

Objectives:

--- 50% of All Students will demonstrate a proficiency on the ACT Aspire in Mathematics by 06/02/2017 as measured by the ACT Aspire results/

--- 50% of All Students will demonstrate a proficiency on the ACT Aspire in Reading by 06/05/2017 as measured by the students' ACT Aspire results.

--- 50% of All Students will demonstrate a proficiency on the ACT Aspire in Science by 06/05/2017 as measured by students' ACT Aspire results..

---100% of All Students will demonstrate a behavior effectively & responsibly using standards-based digital media to learn & communicate real-world applications of concepts & processes individually & collaboratively in Career & Technical by 06/05/2017 as measured by classroom/student observations.

*To address the high number of Math failures, the ACIP committee created the following school-wide strategy/activity:

*To address the high number of Math failures, the ACIP committee created the following school-wide strategy/activity:

---Mathematics Intervention - The Math Intervention Teacher will target the students performing at the bottom 25% in the Mathematics portion on the ACT Aspire. This teacher will provide focused intervention with these students. In addition, the Math Intervention Teacher will provide the faculty with information to help intervene with at-risk students in Algebra 1 & Geometry classes (during mini-blocks or electives). Algebra 1 & Geometry course failures will be monitored at the end of each semester to accurately measure the effectiveness of this Math Intervention assistance

*In order to address our student base with English Language disadvantages, the ACIP committee created the following objectives:

---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.

*In order to address our student population who may be struggling with core course failures (or potential failures), the ACIP committee created the following objectives:

---We will collaborate to target at-risk students who qualify for the credit recovery program (PST) by 06/01/2017 as measured by the students' recovery of a core credit by completing the appropriate GradPoint course in Credit Recovery.

Component 2: Schoolwide Reform Strategies

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

Goal 1:

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 All Students will demonstrate a proficiency on the ACT Aspire in Reading by 06/05/2017 as measured by the students' ACT Aspire results..

Strategy1:

ACT Aspire Periodic & Interim Assessments - 10th Grade students will be grouped and provided interventions based upon their scores on the Interim and Periodic ACT Aspire Assessments.

This will be implemented through mini-blocks, as well as extended day programs

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

Research Cited: College Board, Marzano's Best Practices

Activity - ACT Aspire Periodic & Interim Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will progress monitor 10th grade students using the ACT Aspire Periodic & Interim Assessments.	Academic Support Program	10/10/2016	06/05/2017		Intervention Teachers, Math Teachers, English/Language Arts Teachers, Science Teachers, Administrators, Guidance Counselors, 1st Block Teachers

Strategy2:

Close Reading - Close Reading coupled with the use of text dependent questions will facilitate the comprehension of text on a variety of levels (text complexity) across both ELA & Social Studies Curriculum

Category: Develop/Implement Learning Supports

Research Cited: Writing to Read (2010 Report-by the Carnegie Foundation, "Increasing how much students write does in fact improve how students read" (20).

Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in all ELA & Social Studies classes will close read passages and make claims by finding evidence within the passages when deemed necessary to meet curriculum standards.	Academic Support Program	08/10/2016	06/02/2017	\$0 - District Funding	English/Language Arts Teachers, Social Studies Teachers, Administrators

Strategy3:

Reading Intervention - The Reading Intervention Teacher will provide at-risk students in Tier 2 & Tier 3 individualized assistance as needed in Reading.

Category: Implement Community Based Support and Intervention System

Research Cited: Tier 2: Response to Instruction, Common Core, Cycle of Instruction

Activity - Mastery Prep ACT Aspire Essentials & ACT Aspire 10 Essentials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on Tier 2 & Tier 3 student referrals, the Reading Intervention teacher will provide individualized instruction based on the students' specific needs in Reading.	Academic Support Program	08/10/2016	06/05/2017	\$63000 - Title I Schoolwide \$3000 - Title I Schoolwide	Reading Intervention Teacher (Susan Johnson) and Academic Faculty

Strategy4:

Problem Solving Teams - The Problem Solving Team will meet at a minimum of once per month to discuss students who are in danger of failing a core English or History class (not receiving a credit). The PST will discuss possible Tier 2 or Tier 3 intervention strategies. In addition, the teachers (PST) will discuss student behavior and contributing to the students' lack of success. The teachers of these students are required to provide second delivery (according to cycle of instruction) to the students at-risk of failing the class. In addition, these teachers are required to submit a tier 2 student's (the student receiving second delivery by the regular class-room teacher) name to the PST coordinator. Core course failures 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 - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Qualifying students who have not obtained a specific required core credit will be referred to Credit Recovery.	Academic Support Program	08/10/2015	06/01/2016	\$0 - District Funding	PST, Guidance Counselors, Credit Recovery Facilitator

Strategy5:

Test Prep for ACT Aspire, ACT, and ACT Workkeys - USATestprep is very user-friendly. Students and teachers may begin using the site effectively on the first day of purchase. If desired, we can offer teachers a hosted online training session. The system also offers a series of how-to tutorial videos on a broad range of user topics.

Devices

Any Internet-connected computer (PC or Mac) or device can access USATestprep. As a Web-based application, there is no software to install or maintain. The site works with Safari, Firefox, Google Chrome, and Internet Explorer (version 9.0 or higher). We have also tested on Apple iOS, Android, and Kindle devices to ensure core-functionality.

Logging In

Each school receives an Account ID, student activation code, and teacher activation code to access the site. With this information students and teachers create individual accounts. To log in, simply visit the main page and click on the "Login" button in the top right corner. Students type in their Account ID, individual username, and password to begin reviewing the test materials.

Multiple Users

Your site license provides access for all students in your school, regardless of size. Students and teachers can use the site from school or home — 24/7.

Subscription

USATestprep is offered as an annual subscription. You purchase the rights to use the site for a twelve-month period. We enhance the content and features on a regular basis.

Student Performance Tracking

Once your students set up individual accounts, their completed activities are saved to the Results area. Teachers can log in with their account and view student progress, track their weak areas, and monitor student activity.

State Specific

We author each individual state test review to specifically match the DOE posted guidelines for that state.

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

Research Cited: Common Core, According to a year-long independent study by an educational research firm, students who use USATestprep gain up to a full year's growth in academic performance.

Activity - USA Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use this as a resource to help preparing students to benchmark showing proficiency in one or more areas of the ACT Aspire, ACT, and the ACT Workkeys.	Academic Support Program	08/10/2016	06/05/2017		Administrators, TST, Facilitators, and Teachers

Strategy6:

SREB Literacy Ready - Students who scored "close" in Reading (scoring within 1 to 10 points away from Ready) will be placed in an SREB Literacy Readiness course for the mini-block.

This course utilizes a disciplinary literacy approach that teaches students strategies for reading and understanding complex texts in different subject areas. Students learn to develop and defend ideas from textbooks and write about them in college-level formats for English, history and biology. The unit structure conforms to the framework of the Literacy Design Collaborative, which addresses college- and career-readiness standards.

The course consists of six units, with two units in English and language arts, two units in history and two units in science. Discipline-specific content is at the forefront of the curriculum, and literacy skills specific to each discipline are emphasized in the reading and writing

assignments.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Southern Regional Education Board

Activity - Literacy Ready-Ready for Reading in all Disciplines	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>This course utilizes a disciplinary literacy approach that teaches students strategies for reading and understanding complex texts in different subject areas. Students learn to develop and defend ideas from textbooks and write about them in college-level formats for English, history and biology. The unit structure conforms to the framework of the Literacy Design Collaborative, which addresses college- and career-readiness standards.</p> <p>The course consists of six units, with two units in English and language arts, two units in history and two units in science. Discipline-specific content is at the forefront of the curriculum, and literacy skills specific to each discipline are emphasized in the reading and writing assignments.</p> <p>Literacy Ready Outline</p> <p>English Unit 1 The Shallows by Nicholas Carr</p> <p>History Unit 1 Civil Rights Movement</p> <p>Science Unit 1 Nutrition</p> <p>English Unit 2 Ubik by Phillip K. Dick</p> <p>History Unit 2 U.S. Foreign Affairs</p> <p>Science Unit 2 DNA and Biotechnology</p>	Career Preparation/ Orientation	09/06/2016	06/05/2017	\$0 - District Funding	Guidance Counselors; teachers that are SREB trained in Literacy Readiness: Ms. Kerry Matthews, Mrs. Stephanie Wheat, Mr. Robert Muldoon, & Ms. Kathleen Wilhelm

Measurable Objective 2:

50% of Tenth grade students will demonstrate a proficiency by benchmarking on the ACT Aspire in Math in Mathematics by 06/05/2017 as measured by the students' ACT Aspire scores.

Strategy1:

SREB Math Readiness - Students who scored "close" in Math (scoring within 1 to 10 points away from Ready) will be placed in an SREB Math Readiness course for the 1st block.

This course emphasizes understanding of mathematics concepts rather than just memorizing procedures. Math Ready students learn the context behind procedures and understand why to use a certain formula or method to solve a problem. By engaging students in real-world applications, Math Ready develops critical thinking skills that students will use in college and their careers.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Southern Regional Educational Board

Activity - Ready for College Level Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>This course emphasizes understanding of mathematics concepts rather than just memorizing procedures. Math Ready students learn the context behind procedures and understand why to use a certain formula or method to solve a problem. By engaging students in real-world applications, Math Ready develops critical thinking skills that students will use in college and their careers. Note that Math Ready is not designed to prepare students for advanced mathematics in STEM majors.</p> <p>Math Ready Outline</p> <ul style="list-style-type: none"> Unit 1 Algebraic Expressions Unit 2 Equations Unit 3 Measurement and Proportional Reasoning Unit 4 Linear Functions Unit 5 Linear Systems of Equations Unit 6 Quadratic Functions Unit 7 Exponential functions Unit 8 Statistics 	Academic Support Program	09/06/2016	06/05/2017		Guidance Counselors; teachers that are SREB trained in Math readiness: Mrs. Patricia Harford, Mrs. Audra Gardner, Mr. Leland Howard

Strategy2:

Test Prep for ACT Aspire, ACT, and ACT Workkeys - USATestprep is very user-friendly. Students and teachers may begin using the site effectively on the first day of purchase. If desired, we can offer teachers a hosted online training session. The system also offers a series of how-to tutorial videos on a broad range of user topics.

Devices

Any Internet-connected computer (PC or Mac) or device can access USATestprep. As a Web-based application, there is no software to install or maintain. The site works with Safari, Firefox, Google Chrome, and Internet Explorer (version 9.0 or higher). We have also tested on Apple iOS, Android, and Kindle devices to ensure core-functionality.

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Your site license provides access for all students in your school, regardless of size. Students and teachers can use the site from school or home — 24/7.

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State Specific

We author each individual state test review to specifically match the DOE posted guidelines for that state.

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

Research Cited: Common Core, According to a year-long independent study by an educational research firm, students who use USATestprep gain up to a full year's growth in academic performance.

Activity - USA Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use this as a resource to help preparing students to benchmark showing proficiency in one or more areas of the ACT Aspire, ACT, and the ACT Workkeys.	Academic Support Program	08/10/2016	06/05/2017		Administrators, TST, Facilitators, and Teachers

Strategy3:

Math Intervention - The Math Intervention Teacher will target the students performing at the bottom 25% in the Mathematics portion on the ACT Aspire. This teacher will provide focused intervention with these students.

In addition, the Math Intervention Teacher will provide the faculty with information to help intervene with at-risk students in Algebra 1 & Geometry classes (during mini-blocks or electives). Algebra 1 & Geometry course failures will be monitored at the end of each semester to accurately measure the effectiveness of this Math Intervention assistance.

Category: Implement Community Based Support and Intervention System

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

Activity - Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Supports students and teachers with personalized, interactive Math Instruction using USATestPrep & PrepFactory.	Academic Support Program	10/01/2015	06/01/2016		Math Intervention Teacher (Diana McNaughton), Mathematics teachers

Strategy4:

ACT Aspire Periodic & Interim Assessments - 10th Grade students will be grouped and provided interventions based upon their scores on the Interim and Periodic ACT Aspire Assessments.

This will be implemented through mini-blocks, as well as extended day programs

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

Research Cited: College Board, Marzano's Best Practices

Activity - ACT Aspire Periodic & Interim Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will progress monitor 10th grade students using the ACT Aspire Periodic & Interim Assessments.	Academic Support Program	10/10/2016	06/05/2017		Intervention Teachers, Math Teachers, English/Language Arts Teachers, Science Teachers, Administrators, Guidance Counselors, 1st Block Teachers

Measurable Objective 3:

50% of All Students will demonstrate a proficiency on the ACT Aspire in Science by 06/05/2017 as measured by students' ACT Aspire

results..

Strategy1:

ACT Aspire Periodic & Interim Assessments - 10th Grade students will be grouped and provided interventions based upon their scores on the Interim and Periodic ACT Aspire Assessments.

This will be implemented through mini-blocks, as well as extended day programs

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

Research Cited: College Board, Marzano's Best Practices

Activity - ACT Aspire Periodic & Interim Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will progress monitor 10th grade students using the ACT Aspire Periodic & Interim Assessments.	Academic Support Program	10/10/2016	06/05/2017		Intervention Teachers, Math Teachers, English/Language Arts Teachers, Science Teachers, Administrators, Guidance Counselors, 1st Block Teachers

Strategy2:

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Research Cited: Common Core, According to a year-long independent study by an educational research firm, students who use USATestprep gain up to a full year's growth in academic performance.

Activity - USA Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use this as a resource to help preparing students to benchmark showing proficiency in one or more areas of the ACT Aspire, ACT, and the ACT Workkeys.	Academic Support Program	08/10/2016	06/05/2017		Administrators, TST, Facilitators, and Teachers

Strategy3:

SREB Literacy Ready - Students who scored "close" in Reading (scoring within 1 to 10 points away from Ready) will be placed in an SREB Literacy Readiness course for the mini-block.

This course utilizes a disciplinary literacy approach that teaches students strategies for reading and understanding complex texts in different subject areas. Students learn to develop and defend ideas from textbooks and write about them in college-level formats for English, history and biology. The unit structure conforms to the framework of the Literacy Design Collaborative, which addresses college- and career-readiness standards.

The course consists of six units, with two units in English and language arts, two units in history and two units in science. Discipline-specific content is at the forefront of the curriculum, and literacy skills specific to each discipline are emphasized in the reading and writing assignments.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Southern Regional Education Board

Activity - Literacy Ready-Ready for Reading in all Disciplines	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>This course utilizes a disciplinary literacy approach that teaches students strategies for reading and understanding complex texts in different subject areas. Students learn to develop and defend ideas from textbooks and write about them in college-level formats for English, history and biology. The unit structure conforms to the framework of the Literacy Design Collaborative, which addresses college- and career-readiness standards.</p> <p>The course consists of six units, with two units in English and language arts, two units in history and two units in science. Discipline-specific content is at the forefront of the curriculum, and literacy skills specific to each discipline are emphasized in the reading and writing assignments.</p> <p>Literacy Ready Outline</p> <p>English Unit 1 The Shallows by Nicholas Carr</p> <p>History Unit 1 Civil Rights Movement</p> <p>Science Unit 1 Nutrition</p> <p>English Unit 2 Ubik by Phillip K. Dick</p> <p>History Unit 2 U.S. Foreign Affairs</p> <p>Science Unit 2 DNA and Biotechnology</p>	Career Preparation/ Orientation	09/06/2016	06/05/2017	\$0 - District Funding	Guidance Counselors; teachers that are SREB trained in Literacy Readiness: Ms. Kerry Matthews, Mrs. Stephanie Wheat, Mr. Robert Muldoon, & Ms. Kathleen Wilhelm

Strategy4:

Problem Solving Teams - The Problem Solving Team will meet at a minimum of once per month to discuss students who are in danger of failing a core English or History class (not receiving a credit). The PST will discuss possible Tier 2 or Tier 3 intervention strategies. In addition, the teachers (PST) will discuss student behavior and contributing to the students' lack of success. The teachers of these students are required to provide second delivery (according to cycle of instruction) to the students at-risk of failing the class. In addition, these teachers are required to submit a tier 2 student's (the student receiving second delivery by the regular class-room teacher) name to the PST coordinator. Core course failures 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 - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Qualifying students who have not obtained a specific required core credit will be referred to Credit Recovery.	Academic Support Program	08/10/2015	06/01/2016	\$0 - District Funding	PST, Guidance Counselors, Credit Recovery Facilitator

Measurable Objective 4:

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	\$400 - District Funding	Content teachers, administrators, EL Coordinator

Measurable Objective 5:

100% of All Students will demonstrate a behavior effectively & responsibly using standards-based digital media to learn & communicate real-world applications of concepts & processes individually & collaboratively in Career & Technical by 06/05/2017 as measured by classroom/student observations.

Strategy1:

Gizmos - This strategy will meet the standards of the new science course of study by students obtaining, evaluating, and communicating information.

Science teachers will implement the use of gizmos by students creating lab models and simulations

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

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 - Using Gizmos in Science Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will use gizmos by having students create lab models and simulations	Academic Support Program	10/17/2016	06/05/2017	\$10000 - Title I Schoolwide	Science Teachers, Administrators, TST

Measurable Objective 6:

50% of All Students will demonstrate a proficiency on the ACT Aspire in Mathematics by 06/02/2017 as measured by the ACT Aspire results.

Strategy1:

Math Intervention - The Math Intervention Teacher will target the students performing at the bottom 25% in the Mathematics portion on the ACT Aspire. This teacher will provide focused intervention with these students.

In addition, the Math Intervention Teacher will provide the faculty with information to help intervene with at-risk students in Algebra 1 & Geometry classes (during mini-blocks or electives). Algebra 1 & Geometry course failures will be monitored at the end of each semester to accurately measure the effectiveness of this Math Intervention assistance.

Category: Implement Community Based Support and Intervention System

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

Activity - Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Supports students and teachers with personalized, interactive Math Instruction using USATestPrep & PrepFactory.	Academic Support Program	10/01/2015	06/01/2016		Math Intervention Teacher (Diana McNaughton), Mathematics teachers

Strategy2:

Mathematics Design Collaborative - Mathematics Design Collaborative strategies will be used to teach all students mathematics concepts during daily instruction

Category: Develop/Implement Learning Supports

Research Cited: SREB, The Bill & Melinda Gates Foundation

Activity - Mathematics Design Collaborative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mathematics Design Collaborative strategies will be used to teach all students mathematics concepts during daily instruction	Academic Support Program	08/10/2016	06/02/2017	\$0 - District Funding	Mathematics Teachers, Administrators

Strategy3:

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 core Math class (not receiving a credit). The PST will discuss possible Tier 2 or Tier 3 intervention strategies. In addition, the teachers (PST) will discuss student behavior contributing to the students' lack of success. The teachers of these students are required to provide second delivery (according to cycle of instruction) to the students at-risk of failing the class. In addition, these teachers are required to submit a tier 2 student's (the student receiving second delivery by the regular class-room teacher) name to the PST coordinator. Core course failures will be monitored quarterly to determine the effectiveness 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 - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are still not successful in the classroom with the regular classroom teacher's Tier 2 interventions will be referred to Academic Intervention. In Academic Intervention, our Intervention teacher will provide the at-risk student with Tier 3 interventions. This will include 3rd delivery (or 4th, or 5th, or 6th) and re-assessment to ensure that the student understands the specific content of the subject matter. In addition, the Intervention teacher will have the student STAR tested in Reading and Math, conduct a vision and hearing assessment, and have the regular teacher complete a BASC-SOS. If the student is still unsuccessful, then a referral to special education services is made.	Academic Support Program	08/10/2016	06/05/2017	\$2000 - Title I Schoolwide	Entire Faculty, Math Intervention Teacher (Diana McNaughton), Problem Solving Team, and Administrators

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Qualifying students who have not obtained a specific required math core credit will be referred to Credit Recovery.	Academic Support Program	08/10/2016	06/05/2017	\$0 - District Funding	Problem Solving Team, Drop-Out Prevention Specialist, Guidance Counselors, Credit Recovery Facilitator

Strategy4:

Mathematics Intervention - The Math Intervention Teacher will target the students performing at the bottom 25% in the Mathematics portion on the ACT Aspire. This teacher will provide focused intervention with these students.

In addition, the Math Intervention Teacher will provide the faculty with information to help intervene with at-risk students in Algebra 1 & Geometry classes (during mini-blocks or electives). Algebra 1 & Geometry course failures will be monitored at the end of each semester to accurately measure the effectiveness of this Math Intervention assistance.

Category: Implement Community Based Support and Intervention System

Research Cited: Tier 2, Tier 3: Response to Intervention, Math Common Core

Activity - Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Supports students and teachers with personalized, interactive Math Instruction using USA TestPrep & Prep Factory	Academic Support Program	10/11/2016	06/02/2017	\$3600 - Title I Schoolwide	Math Intervention Teacher (Diana McNaughton), Mathematics Teachers, Administrators, Counselors

Goal 2:

Prepare and support students through student support services

Measurable Objective 1:

complete a portfolio or performance by effectively and responsibly using digital media by 06/05/2017 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 2:

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	PST, Credit Recovery Facilitator, Guidance Counselors

Measurable Objective 3:

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	\$48779 - Title I Schoolwide	Drop-Out Prevention Specialist, January Taylor

Measurable Objective 4:

collaborate to assign students to retract to be utilized as an alternative to out of school suspension when possible by 06/05/2017 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 5:

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:

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	\$0 - District Funding	Administrators Highly Qualified Math & Language Arts teachers

Strategy2:

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	\$1800 - Title I Schoolwide	All faculty and staff.

2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.**Goal 1:**

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

Measurable Objective 1:

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

Measurable Objective 2:

collaborate to implement accommodations for English Language Learners by 10/03/2016 as measured by teacher participation in Accommodation 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	08/10/2016	06/05/2017	\$0 - Title II Part D	Administrators, EL Coordinator, Teachers

Measurable Objective 3:

collaborate 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 4:

collaborate to develop more effective instructional strategies to enhance problem solving & higher order thinking skills. by 06/02/2017 as measured by PLCIAs, Teacher Observations, PD Attendance Documentation.

Strategy1:

Mathematics Design Collaborative - The Mathematics Design Collaborative (MDC) provides instructional tools and professional support services meant to help teachers collect ongoing and immediate evidence of student learning. The instructional tools include formative assessment lessons (FALs), known as Classroom Challenges, as well as formative assessment strategies embedded within each lesson. The professional support services include course outlines and lesson guides for grades 6 through Algebra II that align the FALs to the Common Core State Standards (CCSS) and offer teachers strategies and guidance for implementing the FALs.

Category: Develop/Implement Professional Learning and Support

Research Cited: Center on Standards & Assessment Implementation, SREB, Bill & Melinda Gates Foundation

Activity - Mathematics Design Collaborative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Mathematics Design Collaborative (MDC) provides instructional tools and professional support services meant to help teachers collect ongoing and immediate evidence of student learning. The instructional tools include formative assessment lessons (FALs), known as Classroom Challenges, as well as formative assessment strategies embedded within each lesson. The professional support services include course outlines and lesson guides for grades 6 through Algebra II that align the FALs to the Common Core State Standards (CCSS) and offer teachers strategies and guidance for implementing the FALs.	Professional Learning	10/11/2016	06/02/2017	\$0 - District Funding	Math Teachers & Administrators

Measurable Objective 5:

demonstrate a proficiency in utilizing technology and digital resources by 06/05/2017 as measured by classroom/student snapshot observations.

Strategy1:

Technology Utilization - Teachers will utilize standards-based instruction and authentic learning activities in all content areas of responsibility to facilitate real-life experiences that advance student learning, creativity, and innovation in all learning environments.

Category: Develop/Implement Professional Learning and Support

Research Cited: Alabama Plan 2020 ESEA Flexibility Request; Alabama Standards for Instructional Leaders; Alabama Continuum for Instructional Leader Development; Alabama Continuum for Teacher Development

Activity - Professional Learning Support/Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend various technology-based trainings to help them move from static, text-based resources to effective dynamic interactive, adaptive, multimedia/digital content powered by devices that engage, challenge, and empower students to learn a variety of ways.	Technology	07/01/2016	06/30/2017	\$3000 - Title I Schoolwide	School faculty and administrators

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

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 All Students will demonstrate a proficiency on the ACT Aspire in Reading by 06/05/2017 as measured by the students' ACT Aspire results..

Strategy1:

Reading Intervention - The Reading Intervention Teacher will provide at-risk students in Tier 2 & Tier 3 individualized assistance as needed in Reading.

Category: Implement Community Based Support and Intervention System

Research Cited: Tier 2: Response to Instruction, Common Core, Cycle of Instruction

Activity - Mastery Prep ACT Aspire Essentials & ACT Aspire 10 Essentials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on Tier 2 & Tier 3 student referrals, the Reading Intervention teacher will provide individualized instruction based on the students' specific needs in Reading.	Academic Support Program	08/10/2016	06/05/2017	\$3000 - Title I Schoolwide \$63000 - Title I Schoolwide	Reading Intervention Teacher (Susan Johnson) and Academic Faculty

Strategy2:

Close Reading - Close Reading coupled with the use of text dependent questions will facilitate the comprehension of text on a variety of levels (text complexity) across both ELA & Social Studies Curriculum

Category: Develop/Implement Learning Supports

Research Cited: Writing to Read (2010 Report-by the Carnegie Foundation, "Increasing how much students write does in fact improve how students read" (20).

Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in all ELA & Social Studies classes will close read passages and make claims by finding evidence within the passages when deemed necessary to meet curriculum standards.	Academic Support Program	08/10/2016	06/02/2017	\$0 - District Funding	English/Language Arts Teachers, Social Studies Teachers, Administrators

Strategy3:

ACT Aspire Periodic & Interim Assessments - 10th Grade students will be grouped and provided interventions based upon their scores on the Interim and Periodic ACT Aspire Assessments.

This will be implemented through mini-blocks, as well as extended day programs

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

Research Cited: College Board, Marzano's Best Practices

Activity - ACT Aspire Periodic & Interim Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will progress monitor 10th grade students using the ACT Aspire Periodic & Interim Assessments.	Academic Support Program	10/10/2016	06/05/2017		Intervention Teachers, Math Teachers, English/Language Arts Teachers, Science Teachers, Administrators, Guidance Counselors, 1st Block Teachers

Strategy4:

Test Prep for ACT Aspire, ACT, and ACT Workkeys - USATestprep is very user-friendly. Students and teachers may begin using the site effectively on the first day of purchase. If desired, we can offer teachers a hosted online training session. The system also offers a series of how-to tutorial videos on a broad range of user topics.

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Multiple Users

Your site license provides access for all students in your school, regardless of size. Students and teachers can use the site from school or home — 24/7.

Subscription

USATestprep is offered as an annual subscription. You purchase the rights to use the site for a twelve-month period. We enhance the content and features on a regular basis.

Student Performance Tracking

Once your students set up individual accounts, their completed activities are saved to the Results area. Teachers can log in with their account and view student progress, track their weak areas, and monitor student activity.

State Specific

We author each individual state test review to specifically match the DOE posted guidelines for that state.

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

Research Cited: Common Core, According to a year-long independent study by an educational research firm, students who use USATestprep gain up to a full year's growth in academic performance.

Activity - USA Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use this as a resource to help preparing students to benchmark showing proficiency in one or more areas of the ACT Aspire, ACT, and the ACT Workkeys.	Academic Support Program	08/10/2016	06/05/2017		Administrators, TST, Facilitators, and Teachers

Strategy5:

Problem Solving Teams - The Problem Solving Team will meet at a minimum of once per month to discuss students who are in danger of failing a core English or History class (not receiving a credit). The PST will discuss possible Tier 2 or Tier 3 intervention strategies. In addition, the teachers (PST) will discuss student behavior and contributing to the students' lack of success. The teachers of these students are required to provide second delivery (according to cycle of instruction) to the students at-risk of failing the class. In addition, these teachers are required to submit a tier 2 student's (the student receiving second delivery by the regular class-room teacher) name to the PST coordinator. Core course failures 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 - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Qualifying students who have not obtained a specific required core credit will be referred to Credit Recovery.	Academic Support Program	08/10/2015	06/01/2016	\$0 - District Funding	PST, Guidance Counselors, Credit Recovery Facilitator

Strategy6:

SREB Literacy Ready - Students who scored "close" in Reading (scoring within 1 to 10 points away from Ready) will be placed in an SREB Literacy Readiness course for the mini-block.

This course utilizes a disciplinary literacy approach that teaches students strategies for reading and understanding complex texts in different subject areas. Students learn to develop and defend ideas from textbooks and write about them in college-level formats for English, history

and biology. The unit structure conforms to the framework of the Literacy Design Collaborative, which addresses college- and career-readiness standards.

The course consists of six units, with two units in English and language arts, two units in history and two units in science. Discipline-specific content is at the forefront of the curriculum, and literacy skills specific to each discipline are emphasized in the reading and writing assignments.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Southern Regional Education Board

Activity - Literacy Ready-Ready for Reading in all Disciplines	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>This course utilizes a disciplinary literacy approach that teaches students strategies for reading and understanding complex texts in different subject areas. Students learn to develop and defend ideas from textbooks and write about them in college-level formats for English, history and biology. The unit structure conforms to the framework of the Literacy Design Collaborative, which addresses college- and career-readiness standards.</p> <p>The course consists of six units, with two units in English and language arts, two units in history and two units in science. Discipline-specific content is at the forefront of the curriculum, and literacy skills specific to each discipline are emphasized in the reading and writing assignments.</p> <p>Literacy Ready Outline</p> <p>English Unit 1 The Shallows by Nicholas Carr</p> <p>History Unit 1 Civil Rights Movement</p> <p>Science Unit 1 Nutrition</p> <p>English Unit 2 Ubik by Phillip K. Dick</p> <p>History Unit 2 U.S. Foreign Affairs</p> <p>Science Unit 2 DNA and Biotechnology</p>	Career Preparation/ Orientation	09/06/2016	06/05/2017	\$0 - District Funding	Guidance Counselors; teachers that are SREB trained in Literacy Readiness: Ms. Kerry Matthews, Mrs. Stephanie Wheat, Mr. Robert Muldoon, & Ms. Kathleen Wilhelm

Measurable Objective 2:

50% of All Students will demonstrate a proficiency on the ACT Aspire in Science by 06/05/2017 as measured by students' ACT Aspire results..

Strategy1:

ACT Aspire Periodic & Interim Assessments - 10th Grade students will be grouped and provided interventions based upon their scores on the Interim and Periodic ACT Aspire Assessments.

This will be implemented through mini-blocks, as well as extended day programs

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

Research Cited: College Board, Marzano's Best Practices

Activity - ACT Aspire Periodic & Interim Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will progress monitor 10th grade students using the ACT Aspire Periodic & Interim Assessments.	Academic Support Program	10/10/2016	06/05/2017		Intervention Teachers, Math Teachers, English/Language Arts Teachers, Science Teachers, Administrators, Guidance Counselors, 1st Block Teachers

Strategy2:

SREB Literacy Ready - Students who scored "close" in Reading (scoring within 1 to 10 points away from Ready) will be placed in an SREB Literacy Readiness course for the mini-block.

This course utilizes a disciplinary literacy approach that teaches students strategies for reading and understanding complex texts in different subject areas. Students learn to develop and defend ideas from textbooks and write about them in college-level formats for English, history and biology. The unit structure conforms to the framework of the Literacy Design Collaborative, which addresses college- and career-readiness standards.

The course consists of six units, with two units in English and language arts, two units in history and two units in science. Discipline-specific content is at the forefront of the curriculum, and literacy skills specific to each discipline are emphasized in the reading and writing assignments.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Southern Regional Education Board

Activity - Literacy Ready-Ready for Reading in all Disciplines	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>This course utilizes a disciplinary literacy approach that teaches students strategies for reading and understanding complex texts in different subject areas. Students learn to develop and defend ideas from textbooks and write about them in college-level formats for English, history and biology. The unit structure conforms to the framework of the Literacy Design Collaborative, which addresses college- and career-readiness standards.</p> <p>The course consists of six units, with two units in English and language arts, two units in history and two units in science. Discipline-specific content is at the forefront of the curriculum, and literacy skills specific to each discipline are emphasized in the reading and writing assignments.</p> <p>Literacy Ready Outline</p> <p>English Unit 1 The Shallows by Nicholas Carr</p> <p>History Unit 1 Civil Rights Movement</p> <p>Science Unit 1 Nutrition</p> <p>English Unit 2 Ubik by Phillip K. Dick</p> <p>History Unit 2 U.S. Foreign Affairs</p> <p>Science Unit 2 DNA and Biotechnology</p>	Career Preparation/ Orientation	09/06/2016	06/05/2017	\$0 - District Funding	Guidance Counselors; teachers that are SREB trained in Literacy Readiness: Ms. Kerry Matthews, Mrs. Stephanie Wheat, Mr. Robert Muldoon, & Ms. Kathleen Wilhelm

Strategy3:

Problem Solving Teams - The Problem Solving Team will meet at a minimum of once per month to discuss students who are in danger of failing a core English or History class (not receiving a credit). The PST will discuss possible Tier 2 or Tier 3 intervention strategies. In addition, the teachers (PST) will discuss student behavior and contributing to the students' lack of success. The teachers of these students are required to provide second delivery (according to cycle of instruction) to the students at-risk of failing the class. In addition, these

teachers are required to submit a tier 2 student's (the student receiving second delivery by the regular class-room teacher) name to the PST coordinator. Core course failures will be monitored quarterly to determine the effectiveness and the growth of the Tier 2 & Tier 3 interventions.

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Activity - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Qualifying students who have not obtained a specific required core credit will be referred to Credit Recovery.	Academic Support Program	08/10/2015	06/01/2016	\$0 - District Funding	PST, Guidance Counselors, Credit Recovery Facilitator

Strategy4:

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Your site license provides access for all students in your school, regardless of size. Students and teachers can use the site from school or home — 24/7.

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

Research Cited: Common Core, According to a year-long independent study by an educational research firm, students who use USATestprep gain up to a full year's growth in academic performance.

Activity - USA Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use this as a resource to help preparing students to benchmark showing proficiency in one or more areas of the ACT Aspire, ACT, and the ACT Workkeys.	Academic Support Program	08/10/2016	06/05/2017		Administrators, TST, Facilitators, and Teachers

Measurable Objective 3:

100% of All Students will demonstrate a behavior effectively & responsibly using standards-based digital media to learn & communicate real-world applications of concepts & processes individually & collaboratively in Career & Technical by 06/05/2017 as measured by classroom/student observations.

Strategy1:

Gizmos - This strategy will meet the standards of the new science course of study by students obtaining, evaluating, and communicating information.

Science teachers will implement the use of gizmos by students creating lab models and simulations

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

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 - Using Gizmos in Science Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will use gizmos by having students create lab models and simulations	Academic Support Program	10/17/2016	06/05/2017	\$10000 - Title I Schoolwide	Science Teachers, Administrators, TST

Measurable Objective 4:

50% of Tenth grade students will demonstrate a proficiency by benchmarking on the ACT Aspire in Math in Mathematics by 06/05/2017 as measured by the students' ACT Aspire scores.

Strategy1:

ACT Aspire Periodic & Interim Assessments - 10th Grade students will be grouped and provided interventions based upon their scores on the Interim and Periodic ACT Aspire Assessments.

This will be implemented through mini-blocks, as well as extended day programs

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

Research Cited: College Board, Marzano's Best Practices

Activity - ACT Aspire Periodic & Interim Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will progress monitor 10th grade students using the ACT Aspire Periodic & Interim Assessments.	Academic Support Program	10/10/2016	06/05/2017		Intervention Teachers, Math Teachers, English/Language Arts Teachers, Science Teachers, Administrators, Guidance Counselors, 1st Block Teachers

Strategy2:

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Your site license provides access for all students in your school, regardless of size. Students and teachers can use the site from school or home — 24/7.

Subscription

USATestprep is offered as an annual subscription. You purchase the rights to use the site for a twelve-month period. We enhance the content and features on a regular basis.

Student Performance Tracking

Once your students set up individual accounts, their completed activities are saved to the Results area. Teachers can log in with their account and view student progress, track their weak areas, and monitor student activity.

State Specific

We author each individual state test review to specifically match the DOE posted guidelines for that state.

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

Research Cited: Common Core, According to a year-long independent study by an educational research firm, students who use USATestprep gain up to a full year's growth in academic performance.

Activity - USA Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use this as a resource to help preparing students to benchmark showing proficiency in one or more areas of the ACT Aspire, ACT, and the ACT Workkeys.	Academic Support Program	08/10/2016	06/05/2017		Administrators, TST, Facilitators, and Teachers

Strategy3:

Math Intervention - The Math Intervention Teacher will target the students performing at the bottom 25% in the Mathematics portion on the ACT Aspire. This teacher will provide focused intervention with these students.

In addition, the Math Intervention Teacher will provide the faculty with information to help intervene with at-risk students in Algebra 1 & Geometry classes (during mini-blocks or electives). Algebra 1 & Geometry course failures will be monitored at the end of each semester to accurately measure the effectiveness of this Math Intervention assistance.

Category: Implement Community Based Support and Intervention System

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

Activity - Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Supports students and teachers with personalized, interactive Math Instruction using USATestPrep & PrepFactory.	Academic Support Program	10/01/2015	06/01/2016		Math Intervention Teacher (Diana McNaughton), Mathematics teachers

Strategy4:

SREB Math Readiness - Students who scored "close" in Math (scoring within 1 to 10 points away from Ready) will be placed in an SREB Math Readiness course for the 1st block.

This course emphasizes understanding of mathematics concepts rather than just memorizing procedures. Math Ready students learn the context behind procedures and understand why to use a certain formula or method to solve a problem. By engaging students in real-world applications, Math Ready develops critical thinking skills that students will use in college and their careers.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Southern Regional Educational Board

Activity - Ready for College Level Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>This course emphasizes understanding of mathematics concepts rather than just memorizing procedures. Math Ready students learn the context behind procedures and understand why to use a certain formula or method to solve a problem. By engaging students in real-world applications, Math Ready develops critical thinking skills that students will use in college and their careers. Note that Math Ready is not designed to prepare students for advanced mathematics in STEM majors.</p> <p>Math Ready Outline</p> <ul style="list-style-type: none"> Unit 1 Algebraic Expressions Unit 2 Equations Unit 3 Measurement and Proportional Reasoning Unit 4 Linear Functions Unit 5 Linear Systems of Equations Unit 6 Quadratic Functions Unit 7 Exponential functions Unit 8 Statistics 	Academic Support Program	09/06/2016	06/05/2017		Guidance Counselors; teachers that are SREB trained in Math readiness: Mrs. Patricia Harford, Mrs. Audra Gardner, Mr. Leland Howard

Measurable Objective 5:

50% of All Students will demonstrate a proficiency on the ACT Aspire in Mathematics by 06/02/2017 as measured by the ACT Aspire results.

Strategy1:

Mathematics Intervention - The Math Intervention Teacher will target the students performing at the bottom 25% in the Mathematics portion on the ACT Aspire. This teacher will provide focused intervention with these students.

In addition, the Math Intervention Teacher will provide the faculty with information to help intervene with at-risk students in Algebra 1 & Geometry classes (during mini-blocks or electives). Algebra 1 & Geometry course failures will be monitored at the end of each semester to accurately measure the effectiveness of this Math Intervention assistance.

Category: Implement Community Based Support and Intervention System

Research Cited: Tier 2, Tier 3: Response to Intervention, Math Common Core

Activity - Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Supports students and teachers with personalized, interactive Math Instruction using USA TestPrep & Prep Factory	Academic Support Program	10/11/2016	06/02/2017	\$3600 - Title I Schoolwide	Math Intervention Teacher (Diana McNaughton), Mathematics Teachers, Administrators, Counselors

Strategy2:

Math Intervention - The Math Intervention Teacher will target the students performing at the bottom 25% in the Mathematics portion on the ACT Aspire. This teacher will provide focused intervention with these students.

In addition, the Math Intervention Teacher will provide the faculty with information to help intervene with at-risk students in Algebra 1 & Geometry classes (during mini-blocks or electives). Algebra 1 & Geometry course failures will be monitored at the end of each semester to accurately measure the effectiveness of this Math Intervention assistance.

Category: Implement Community Based Support and Intervention System

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

Activity - Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Supports students and teachers with personalized, interactive Math Instruction using USATestPrep & PrepFactory.	Academic Support Program	10/01/2015	06/01/2016		Math Intervention Teacher (Diana McNaughton), Mathematics teachers

Strategy3:

Mathematics Design Collaborative - Mathematics Design Collaborative strategies will be used to teach all students mathematics concepts during daily instruction

Category: Develop/Implement Learning Supports

Research Cited: SREB, The Bill & Melinda Gates Foundation

Activity - Mathematics Design Collaborative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mathematics Design Collaborative strategies will be used to teach all students mathematics concepts during daily instruction	Academic Support Program	08/10/2016	06/02/2017	\$0 - District Funding	Mathematics Teachers, Administrators

Strategy4:

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 core Math class (not receiving a credit). The PST will discuss possible Tier 2 or Tier 3 intervention strategies. In addition, the teachers (PST) will discuss student behavior contributing to the students' lack of success. The teachers of these students are required to provide second delivery (according to cycle of instruction) to the students at-risk of failing the class. In addition, these teachers are required to submit a tier 2 student's (the student receiving second delivery by the regular class-room teacher) name to the PST coordinator. Core course failures will be monitored quarterly to determine the effectiveness 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 - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are still not successful in the classroom with the regular classroom teacher's Tier 2 interventions will be referred to Academic Intervention. In Academic Intervention, our Intervention teacher will provide the at-risk student with Tier 3 interventions. This will include 3rd delivery (or 4th, or 5th, or 6th) and re-assessment to ensure that the student understands the specific content of the subject matter. In addition, the Intervention teacher will have the student STAR tested in Reading and Math, conduct a vision and hearing assessment, and have the regular teacher complete a BASC-SOS. If the student is still unsuccessful, then a referral to special education services is made.	Academic Support Program	08/10/2016	06/05/2017	\$2000 - Title I Schoolwide	Entire Faculty, Math Intervention Teacher (Diana McNaughton), Problem Solving Team, and Administrators

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Qualifying students who have not obtained a specific required math core credit will be referred to Credit Recovery.	Academic Support Program	08/10/2016	06/05/2017	\$0 - District Funding	Problem Solving Team, Drop-Out Prevention Specialist, Guidance Counselors, Credit Recovery Facilitator

Measurable Objective 6:

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	\$400 - 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 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

Measurable Objective 2:

collaborate 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 3:

collaborate to develop more effective instructional strategies to enhance problem solving & higher order thinking skills. by 06/02/2017 as measured by PLCIAs, Teacher Observations, PD Attendance Documentation.

Strategy1:

Mathematics Design Collaborative - The Mathematics Design Collaborative (MDC) provides instructional tools and professional support services meant to help teachers collect ongoing and immediate evidence of student learning. The instructional tools include formative

assessment lessons (FALs), known as Classroom Challenges, as well as formative assessment strategies embedded within each lesson. The professional support services include course outlines and lesson guides for grades 6 through Algebra II that align the FALs to the Common Core State Standards (CCSS) and offer teachers strategies and guidance for implementing the FALs.

Category: Develop/Implement Professional Learning and Support

Research Cited: Center on Standards & Assessment Implementation, SREB, Bill & Melinda Gates Foundation

Activity - Mathematics Design Collaborative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Mathematics Design Collaborative (MDC) provides instructional tools and professional support services meant to help teachers collect ongoing and immediate evidence of student learning. The instructional tools include formative assessment lessons (FALs), known as Classroom Challenges, as well as formative assessment strategies embedded within each lesson. The professional support services include course outlines and lesson guides for grades 6 through Algebra II that align the FALs to the Common Core State Standards (CCSS) and offer teachers strategies and guidance for implementing the FALs.	Professional Learning	10/11/2016	06/02/2017	\$0 - District Funding	Math Teachers & Administrators

Measurable Objective 4:

demonstrate a proficiency in utilizing technology and digital resources by 06/05/2017 as measured by classroom/student snapshot observations.

Strategy1:

Technology Utilization - Teachers will utilize standards-based instruction and authentic learning activities in all content areas of responsibility to facilitate real-life experiences that advance student learning, creativity, and innovation in all learning environments.

Category: Develop/Implement Professional Learning and Support

Research Cited: Alabama Plan 2020 ESEA Flexibility Request; Alabama Standards for Instructional Leaders; Alabama Continuum for Instructional Leader Development; Alabama Continuum for Teacher Development

Activity - Professional Learning Support/Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend various technology-based trainings to help them move from static, text-based resources to effective dynamic interactive, adaptive, multimedia/digital content powered by devices that engage, challenge, and empower students to learn a variety of ways.	Technology	07/01/2016	06/30/2017	\$3000 - Title I Schoolwide	School faculty and administrators

Measurable Objective 5:

collaborate to implement accommodations for English Language Learners by 10/03/2016 as measured by teacher participation in Accommodation 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	08/10/2016	06/05/2017	\$0 - Title II Part D	Administrators, EL Coordinator, 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 (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	PST, Credit Recovery Facilitator, Guidance Counselors

Measurable Objective 2:

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	\$1800 - Title I Schoolwide	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	\$0 - District Funding	Administrators Highly Qualified Math & Language Arts teachers

Measurable Objective 3:

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	\$48779 - Title I Schoolwide	Drop-Out Prevention Specialist, January Taylor

Measurable Objective 4:

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 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 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	\$48000 - Title I Schoolwide	Title 1 Facilitator, Technology Resource Teacher, Administrators

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

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	\$400 - District Funding	Content teachers, administrators, EL Coordinator

Measurable Objective 2:

50% of All Students will demonstrate a proficiency on the ACT Aspire in Science by 06/05/2017 as measured by students' ACT Aspire results..

Strategy1:

Problem Solving Teams - The Problem Solving Team will meet at a minimum of once per month to discuss students who are in danger of failing a core English or History class (not receiving a credit). The PST will discuss possible Tier 2 or Tier 3 intervention strategies. In addition, the teachers (PST) will discuss student behavior and contributing to the students' lack of success. The teachers of these students are required to provide second delivery (according to cycle of instruction) to the students at-risk of failing the class. In addition, these teachers are required to submit a tier 2 student's (the student receiving second delivery by the regular class-room teacher) name to the PST coordinator. Core course failures 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 - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Qualifying students who have not obtained a specific required core credit will be referred to Credit Recovery.	Academic Support Program	08/10/2015	06/01/2016	\$0 - District Funding	PST, Guidance Counselors, Credit Recovery Facilitator

Strategy2:

Test Prep for ACT Aspire, ACT, and ACT Workkeys - USATestprep is very user-friendly. Students and teachers may begin using the site effectively on the first day of purchase. If desired, we can offer teachers a hosted online training session. The system also offers a series of how-to tutorial videos on a broad range of user topics.

Devices

Any Internet-connected computer (PC or Mac) or device can access USATestprep. As a Web-based application, there is no software to install or maintain. The site works with Safari, Firefox, Google Chrome, and Internet Explorer (version 9.0 or higher). We have also tested on Apple iOS, Android, and Kindle devices to ensure core-functionality.

Logging In

Each school receives an Account ID, student activation code, and teacher activation code to access the site. With this information students and teachers create individual accounts. To log in, simply visit the main page and click on the "Login" button in the top right corner. Students

type in their Account ID, individual username, and password to begin reviewing the test materials.

Multiple Users

Your site license provides access for all students in your school, regardless of size. Students and teachers can use the site from school or home — 24/7.

Subscription

USATestprep is offered as an annual subscription. You purchase the rights to use the site for a twelve-month period. We enhance the content and features on a regular basis.

Student Performance Tracking

Once your students set up individual accounts, their completed activities are saved to the Results area. Teachers can log in with their account and view student progress, track their weak areas, and monitor student activity.

State Specific

We author each individual state test review to specifically match the DOE posted guidelines for that state.

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

Research Cited: Common Core, According to a year-long independent study by an educational research firm, students who use USATestprep gain up to a full year's growth in academic performance.

Activity - USA Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use this as a resource to help preparing students to benchmark showing proficiency in one or more areas of the ACT Aspire, ACT, and the ACT Workkeys.	Academic Support Program	08/10/2016	06/05/2017		Administrators, TST, Facilitators, and Teachers

Strategy3:

ACT Aspire Periodic & Interim Assessments - 10th Grade students will be grouped and provided interventions based upon their scores on the Interim and Periodic ACT Aspire Assessments.

This will be implemented through mini-blocks, as well as extended day programs

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

Research Cited: College Board, Marzano's Best Practices

Activity - ACT Aspire Periodic & Interim Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will progress monitor 10th grade students using the ACT Aspire Periodic & Interim Assessments.	Academic Support Program	10/10/2016	06/05/2017		Intervention Teachers, Math Teachers, English/Language Arts Teachers, Science Teachers, Administrators, Guidance Counselors, 1st Block Teachers

Strategy4:

SREB Literacy Ready - Students who scored "close" in Reading (scoring within 1 to 10 points away from Ready) will be placed in an SREB

Literacy Readiness course for the mini-block.

This course utilizes a disciplinary literacy approach that teaches students strategies for reading and understanding complex texts in different subject areas. Students learn to develop and defend ideas from textbooks and write about them in college-level formats for English, history and biology. The unit structure conforms to the framework of the Literacy Design Collaborative, which addresses college- and career-readiness standards.

The course consists of six units, with two units in English and language arts, two units in history and two units in science. Discipline-specific content is at the forefront of the curriculum, and literacy skills specific to each discipline are emphasized in the reading and writing assignments.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Southern Regional Education Board

Activity - Literacy Ready-Ready for Reading in all Disciplines	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>This course utilizes a disciplinary literacy approach that teaches students strategies for reading and understanding complex texts in different subject areas. Students learn to develop and defend ideas from textbooks and write about them in college-level formats for English, history and biology. The unit structure conforms to the framework of the Literacy Design Collaborative, which addresses college- and career-readiness standards.</p> <p>The course consists of six units, with two units in English and language arts, two units in history and two units in science. Discipline-specific content is at the forefront of the curriculum, and literacy skills specific to each discipline are emphasized in the reading and writing assignments.</p> <p>Literacy Ready Outline</p> <p>English Unit 1 The Shallows by Nicholas Carr</p> <p>History Unit 1 Civil Rights Movement</p> <p>Science Unit 1 Nutrition</p> <p>English Unit 2 Ubik by Phillip K. Dick</p> <p>History Unit 2 U.S. Foreign Affairs</p> <p>Science Unit 2 DNA and Biotechnology</p>	Career Preparation/ Orientation	09/06/2016	06/05/2017	\$0 - District Funding	Guidance Counselors; teachers that are SREB trained in Literacy Readiness: Ms. Kerry Matthews, Mrs. Stephanie Wheat, Mr. Robert Muldoon, & Ms. Kathleen Wilhelm

Measurable Objective 3:

50% of All Students will demonstrate a proficiency on the ACT Aspire in Reading by 06/05/2017 as measured by the students' ACT Aspire results..

Strategy1:

Reading Intervention - The Reading Intervention Teacher will provide at-risk students in Tier 2 & Tier 3 individualized assistance as needed in Reading.

Category: Implement Community Based Support and Intervention System

Research Cited: Tier 2: Response to Instruction, Common Core, Cycle of Instruction

Activity - Mastery Prep ACT Aspire Essentials & ACT Aspire 10 Essentials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on Tier 2 & Tier 3 student referrals, the Reading Intervention teacher will provide individualized instruction based on the students' specific needs in Reading.	Academic Support Program	08/10/2016	06/05/2017	\$3000 - Title I Schoolwide \$63000 - Title I Schoolwide	Reading Intervention Teacher (Susan Johnson) and Academic Faculty

Strategy2:

SREB Literacy Ready - Students who scored "close" in Reading (scoring within 1 to 10 points away from Ready) will be placed in an SREB Literacy Readiness course for the mini-block.

This course utilizes a disciplinary literacy approach that teaches students strategies for reading and understanding complex texts in different subject areas. Students learn to develop and defend ideas from textbooks and write about them in college-level formats for English, history and biology. The unit structure conforms to the framework of the Literacy Design Collaborative, which addresses college- and career-readiness standards.

The course consists of six units, with two units in English and language arts, two units in history and two units in science. Discipline-specific content is at the forefront of the curriculum, and literacy skills specific to each discipline are emphasized in the reading and writing assignments.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Southern Regional Education Board

Activity - Literacy Ready-Ready for Reading in all Disciplines	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>This course utilizes a disciplinary literacy approach that teaches students strategies for reading and understanding complex texts in different subject areas. Students learn to develop and defend ideas from textbooks and write about them in college-level formats for English, history and biology. The unit structure conforms to the framework of the Literacy Design Collaborative, which addresses college- and career-readiness standards.</p> <p>The course consists of six units, with two units in English and language arts, two units in history and two units in science. Discipline-specific content is at the forefront of the curriculum, and literacy skills specific to each discipline are emphasized in the reading and writing assignments.</p> <p>Literacy Ready Outline</p> <p>English Unit 1 The Shallows by Nicholas Carr</p> <p>History Unit 1 Civil Rights Movement</p> <p>Science Unit 1 Nutrition</p> <p>English Unit 2 Ubik by Phillip K. Dick</p> <p>History Unit 2 U.S. Foreign Affairs</p> <p>Science Unit 2 DNA and Biotechnology</p>	Career Preparation/ Orientation	09/06/2016	06/05/2017	\$0 - District Funding	Guidance Counselors; teachers that are SREB trained in Literacy Readiness: Ms. Kerry Matthews, Mrs. Stephanie Wheat, Mr. Robert Muldoon, & Ms. Kathleen Wilhelm

Strategy3:

Test Prep for ACT Aspire, ACT, and ACT Workkeys - USATestprep is very user-friendly. Students and teachers may begin using the site effectively on the first day of purchase. If desired, we can offer teachers a hosted online training session. The system also offers a series of how-to tutorial videos on a broad range of user topics.

Devices

Any Internet-connected computer (PC or Mac) or device can access USATestprep. As a Web-based application, there is no software to install or maintain. The site works with Safari, Firefox, Google Chrome, and Internet Explorer (version 9.0 or higher). We have also tested on Apple iOS, Android, and Kindle devices to ensure core-functionality.

Logging In

Each school receives an Account ID, student activation code, and teacher activation code to access the site. With this information students and teachers create individual accounts. To log in, simply visit the main page and click on the "Login" button in the top right corner. Students type in their Account ID, individual username, and password to begin reviewing the test materials.

Multiple Users

Your site license provides access for all students in your school, regardless of size. Students and teachers can use the site from school or home — 24/7.

Subscription

USATestprep is offered as an annual subscription. You purchase the rights to use the site for a twelve-month period. We enhance the content and features on a regular basis.

Student Performance Tracking

Once your students set up individual accounts, their completed activities are saved to the Results area. Teachers can log in with their account and view student progress, track their weak areas, and monitor student activity.

State Specific

We author each individual state test review to specifically match the DOE posted guidelines for that state.

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

Research Cited: Common Core, According to a year-long independent study by an educational research firm, students who use USATestprep gain up to a full year's growth in academic performance.

Activity - USA Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use this as a resource to help preparing students to benchmark showing proficiency in one or more areas of the ACT Aspire, ACT, and the ACT Workkeys.	Academic Support Program	08/10/2016	06/05/2017		Administrators, TST, Facilitators, and Teachers

Strategy4:

Close Reading - Close Reading coupled with the use of text dependent questions will facilitate the comprehension of text on a variety of levels (text complexity) across both ELA & Social Studies Curriculum

Category: Develop/Implement Learning Supports

Research Cited: Writing to Read (2010 Report-by the Carnegie Foundation, "Increasing how much students write does in fact improve how students read" (20).

Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in all ELA & Social Studies classes will close read passages and make claims by finding evidence within the passages when deemed necessary to meet curriculum standards.	Academic Support Program	08/10/2016	06/02/2017	\$0 - District Funding	English/Language Arts Teachers, Social Studies Teachers, Administrators

Strategy5:

Problem Solving Teams - The Problem Solving Team will meet at a minimum of once per month to discuss students who are in danger of failing a core English or History class (not receiving a credit). The PST will discuss possible Tier 2 or Tier 3 intervention strategies. In addition, the teachers (PST) will discuss student behavior and contributing to the students' lack of success. The teachers of these students are required to provide second delivery (according to cycle of instruction) to the students at-risk of failing the class. In addition, these teachers are required to submit a tier 2 student's (the student receiving second delivery by the regular class-room teacher) name to the PST coordinator. Core course failures 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 - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Qualifying students who have not obtained a specific required core credit will be referred to Credit Recovery.	Academic Support Program	08/10/2015	06/01/2016	\$0 - District Funding	PST, Guidance Counselors, Credit Recovery Facilitator

Strategy6:

ACT Aspire Periodic & Interim Assessments - 10th Grade students will be grouped and provided interventions based upon their scores on the Interim and Periodic ACT Aspire Assessments.

This will be implemented through mini-blocks, as well as extended day programs

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

Research Cited: College Board, Marzano's Best Practices

Activity - ACT Aspire Periodic & Interim Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will progress monitor 10th grade students using the ACT Aspire Periodic & Interim Assessments.	Academic Support Program	10/10/2016	06/05/2017		Intervention Teachers, Math Teachers, English/Language Arts Teachers, Science Teachers, Administrators, Guidance Counselors, 1st Block Teachers

Measurable Objective 4:

50% of Tenth grade students will demonstrate a proficiency by benchmarking on the ACT Aspire in Math in Mathematics by 06/05/2017 as measured by the students' ACT Aspire scores.

Strategy1:

Test Prep for ACT Aspire, ACT, and ACT Workkeys - USATestprep is very user-friendly. Students and teachers may begin using the site effectively on the first day of purchase. If desired, we can offer teachers a hosted online training session. The system also offers a series of how-to tutorial videos on a broad range of user topics.

Devices

Any Internet-connected computer (PC or Mac) or device can access USATestprep. As a Web-based application, there is no software to install or maintain. The site works with Safari, Firefox, Google Chrome, and Internet Explorer (version 9.0 or higher). We have also tested on Apple iOS, Android, and Kindle devices to ensure core-functionality.

Logging In

Each school receives an Account ID, student activation code, and teacher activation code to access the site. With this information students and teachers create individual accounts. To log in, simply visit the main page and click on the "Login" button in the top right corner. Students type in their Account ID, individual username, and password to begin reviewing the test materials.

Multiple Users

Your site license provides access for all students in your school, regardless of size. Students and teachers can use the site from school or home — 24/7.

Subscription

USATestprep is offered as an annual subscription. You purchase the rights to use the site for a twelve-month period. We enhance the content and features on a regular basis.

Student Performance Tracking

Once your students set up individual accounts, their completed activities are saved to the Results area. Teachers can log in with their account and view student progress, track their weak areas, and monitor student activity.

State Specific

We author each individual state test review to specifically match the DOE posted guidelines for that state.

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

Research Cited: Common Core, According to a year-long independent study by an educational research firm, students who use USATestprep gain up to a full year's growth in academic performance.

Activity - USA Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use this as a resource to help preparing students to benchmark showing proficiency in one or more areas of the ACT Aspire, ACT, and the ACT Workkeys.	Academic Support Program	08/10/2016	06/05/2017		Administrators, TST, Facilitators, and Teachers

Strategy2:

Math Intervention - The Math Intervention Teacher will target the students performing at the bottom 25% in the Mathematics portion on the ACT Aspire. This teacher will provide focused intervention with these students.

In addition, the Math Intervention Teacher will provide the faculty with information to help intervene with at-risk students in Algebra 1 & Geometry classes (during mini-blocks or electives). Algebra 1 & Geometry course failures will be monitored at the end of each semester to accurately measure the effectiveness of this Math Intervention assistance.

Category: Implement Community Based Support and Intervention System

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

Activity - Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Supports students and teachers with personalized, interactive Math Instruction using USATestPrep & PrepFactory.	Academic Support Program	10/01/2015	06/01/2016		Math Intervention Teacher (Diana McNaughton), Mathematics teachers

Strategy3:

SREB Math Readiness - Students who scored "close" in Math (scoring within 1 to 10 points away from Ready) will be placed in an SREB Math Readiness course for the 1st block.

This course emphasizes understanding of mathematics concepts rather than just memorizing procedures. Math Ready students learn the context behind procedures and understand why to use a certain formula or method to solve a problem. By engaging students in real-world applications, Math Ready develops critical thinking skills that students will use in college and their careers.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Southern Regional Educational Board

Activity - Ready for College Level Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>This course emphasizes understanding of mathematics concepts rather than just memorizing procedures. Math Ready students learn the context behind procedures and understand why to use a certain formula or method to solve a problem. By engaging students in real-world applications, Math Ready develops critical thinking skills that students will use in college and their careers. Note that Math Ready is not designed to prepare students for advanced mathematics in STEM majors.</p> <p>Math Ready Outline</p> <ul style="list-style-type: none"> Unit 1 Algebraic Expressions Unit 2 Equations Unit 3 Measurement and Proportional Reasoning Unit 4 Linear Functions Unit 5 Linear Systems of Equations Unit 6 Quadratic Functions Unit 7 Exponential functions Unit 8 Statistics 	Academic Support Program	09/06/2016	06/05/2017		Guidance Counselors; teachers that are SREB trained in Math readiness: Mrs. Patricia Harford, Mrs. Audra Gardner, Mr. Leland Howard

Strategy4:

ACT Aspire Periodic & Interim Assessments - 10th Grade students will be grouped and provided interventions based upon their scores on SY 2016-2017

the Interim and Periodic ACT Aspire Assessments.

This will be implemented through mini-blocks, as well as extended day programs

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

Research Cited: College Board, Marzano's Best Practices

Activity - ACT Aspire Periodic & Interim Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will progress monitor 10th grade students using the ACT Aspire Periodic & Interim Assessments.	Academic Support Program	10/10/2016	06/05/2017		Intervention Teachers, Math Teachers, English/Language Arts Teachers, Science Teachers, Administrators, Guidance Counselors, 1st Block Teachers

Measurable Objective 5:

100% of All Students will demonstrate a behavior effectively & responsibly using standards-based digital media to learn & communicate real-world applications of concepts & processes individually & collaboratively in Career & Technical by 06/05/2017 as measured by classroom/student observations.

Strategy1:

Gizmos - This strategy will meet the standards of the new science course of study by students obtaining, evaluating, and communicating information.

Science teachers will implement the use of gizmos by students creating lab models and simulations

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

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 - Using Gizmos in Science Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will use gizmos by having students create lab models and simulations	Academic Support Program	10/17/2016	06/05/2017	\$10000 - Title I Schoolwide	Science Teachers, Administrators, TST

Measurable Objective 6:

50% of All Students will demonstrate a proficiency on the ACT Aspire in Mathematics by 06/02/2017 as measured by the ACT Aspire results.

Strategy1:

Mathematics Design Collaborative - Mathematics Design Collaborative strategies will be used to teach all students mathematics concepts during daily instruction

Category: Develop/Implement Learning Supports

Research Cited: SREB, The Bill & Melinda Gates Foundation

Activity - Mathematics Design Collaborative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mathematics Design Collaborative strategies will be used to teach all students mathematics concepts during daily instruction	Academic Support Program	08/10/2016	06/02/2017	\$0 - District Funding	Mathematics Teachers, Administrators

Strategy2:

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 core Math class (not receiving a credit). The PST will discuss possible Tier 2 or Tier 3 intervention strategies. In addition, the teachers (PST) will discuss student behavior contributing to the students' lack of success. The teachers of these students are required to provide second delivery (according to cycle of instruction) to the students at-risk of failing the class. In addition, these teachers are required to submit a tier 2 student's (the student receiving second delivery by the regular class-room teacher) name to the PST coordinator. Core course failures will be monitored quarterly to determine the effectiveness 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 - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Qualifying students who have not obtained a specific required math core credit will be referred to Credit Recovery.	Academic Support Program	08/10/2016	06/05/2017	\$0 - District Funding	Problem Solving Team, Drop-Out Prevention Specialist, Guidance Counselors, Credit Recovery Facilitator

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are still not successful in the classroom with the regular classroom teacher's Tier 2 interventions will be referred to Academic Intervention. In Academic Intervention, our Intervention teacher will provide the at-risk student with Tier 3 interventions. This will include 3rd delivery (or 4th, or 5th, or 6th) and re-assessment to ensure that the student understands the specific content of the subject matter. In addition, the Intervention teacher will have the student STAR tested in Reading and Math, conduct a vision and hearing assessment, and have the regular teacher complete a BASC-SOS. If the student is still unsuccessful, then a referral to special education services is made.	Academic Support Program	08/10/2016	06/05/2017	\$2000 - Title I Schoolwide	Entire Faculty, Math Intervention Teacher (Diana McNaughton), Problem Solving Team, and Administrators

Strategy3:

Math Intervention - The Math Intervention Teacher will target the students performing at the bottom 25% in the Mathematics portion on the

ACT Aspire. This teacher will provide focused intervention with these students.

In addition, the Math Intervention Teacher will provide the faculty with information to help intervene with at-risk students in Algebra 1 & Geometry classes (during mini-blocks or electives). Algebra 1 & Geometry course failures will be monitored at the end of each semester to accurately measure the effectiveness of this Math Intervention assistance.

Category: Implement Community Based Support and Intervention System

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

Activity - Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Supports students and teachers with personalized, interactive Math Instruction using USATestPrep & PrepFactory.	Academic Support Program	10/01/2015	06/01/2016		Math Intervention Teacher (Diana McNaughton), Mathematics teachers

Strategy4:

Mathematics Intervention - The Math Intervention Teacher will target the students performing at the bottom 25% in the Mathematics portion on the ACT Aspire. This teacher will provide focused intervention with these students.

In addition, the Math Intervention Teacher will provide the faculty with information to help intervene with at-risk students in Algebra 1 & Geometry classes (during mini-blocks or electives). Algebra 1 & Geometry course failures will be monitored at the end of each semester to accurately measure the effectiveness of this Math Intervention assistance.

Category: Implement Community Based Support and Intervention System

Research Cited: Tier 2, Tier 3: Response to Intervention, Math Common Core

Activity - Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Supports students and teachers with personalized, interactive Math Instruction using USA TestPrep & Prep Factory	Academic Support Program	10/11/2016	06/02/2017	\$3600 - Title I Schoolwide	Math Intervention Teacher (Diana McNaughton), Mathematics Teachers, Administrators, Counselors

Goal 2:

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

Measurable Objective 1:

demonstrate a proficiency in utilizing technology and digital resources by 06/05/2017 as measured by classroom/student snapshot observations.

Strategy1:

Technology Utilization - Teachers will utilize standards-based instruction and authentic learning activities in all content areas of responsibility to facilitate real-life experiences that advance student learning, creativity, and innovation in all learning environments.

Category: Develop/Implement Professional Learning and Support

Research Cited: Alabama Plan 2020 ESEA Flexibility Request; Alabama Standards for Instructional Leaders; Alabama Continuum for Instructional Leader Development; Alabama Continuum for Teacher Development

Activity - Professional Learning Support/Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend various technology-based trainings to help them move from static, text-based resources to effective dynamic interactive, adaptive, multimedia/digital content powered by devices that engage, challenge, and empower students to learn a variety of ways.	Technology	07/01/2016	06/30/2017	\$3000 - Title I Schoolwide	School faculty and administrators

Measurable Objective 2:

collaborate 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 3:

collaborate to develop more effective instructional strategies to enhance problem solving & higher order thinking skills. by 06/02/2017 as measured by PLCIAs, Teacher Observations, PD Attendance Documentation.

Strategy1:

Mathematics Design Collaborative - The Mathematics Design Collaborative (MDC) provides instructional tools and professional support services meant to help teachers collect ongoing and immediate evidence of student learning. The instructional tools include formative assessment lessons (FALs), known as Classroom Challenges, as well as formative assessment strategies embedded within each lesson. The professional support services include course outlines and lesson guides for grades 6 through Algebra II that align the FALs to the Common Core State Standards (CCSS) and offer teachers strategies and guidance for implementing the FALs.

Category: Develop/Implement Professional Learning and Support

Research Cited: Center on Standards & Assessment Implementation, SREB, Bill & Melinda Gates Foundation

Activity - Mathematics Design Collaborative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Mathematics Design Collaborative (MDC) provides instructional tools and professional support services meant to help teachers collect ongoing and immediate evidence of student learning. The instructional tools include formative assessment lessons (FALs), known as Classroom Challenges, as well as formative assessment strategies embedded within each lesson. The professional support services include course outlines and lesson guides for grades 6 through Algebra II that align the FALs to the Common Core State Standards (CCSS) and offer teachers strategies and guidance for implementing the FALs.	Professional Learning	10/11/2016	06/02/2017	\$0 - District Funding	Math Teachers & Administrators

Measurable Objective 4:

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, CCRI's

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

Measurable Objective 5:

collaborate to implement accommodations for English Language Learners by 10/03/2016 as measured by teacher participation in Accommodation 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	08/10/2016	06/05/2017	\$0 - Title II Part D	Administrators, EL Coordinator, Teachers

Goal 3:

SY 2016-2017

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Prepare and support students through student support services

Measurable Objective 1:

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:

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	\$0 - District Funding	Administrators Highly Qualified Math & Language Arts teachers

Strategy2:

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	\$1800 - Title I Schoolwide	All faculty and staff.

Measurable Objective 2:

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 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	\$0 - District Funding	PST, Credit Recovery Facilitator, Guidance Counselors

Measurable Objective 4:

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 5:

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	\$48779 - Title I Schoolwide	Drop-Out Prevention Specialist, January Taylor

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	\$48000 - Title I Schoolwide	Title 1 Facilitator, Technology Resource Teacher, Administrators

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

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 All Students will demonstrate a proficiency on the ACT Aspire in Mathematics by 06/02/2017 as measured by the ACT Aspire results.

Strategy1:

Mathematics Intervention - The Math Intervention Teacher will target the students performing at the bottom 25% in the Mathematics portion on the ACT Aspire. This teacher will provide focused intervention with these students.

In addition, the Math Intervention Teacher will provide the faculty with information to help intervene with at-risk students in Algebra 1 & Geometry classes (during mini-blocks or electives). Algebra 1 & Geometry course failures will be monitored at the end of each semester to accurately measure the effectiveness of this Math Intervention assistance.

Category: Implement Community Based Support and Intervention System

Research Cited: Tier 2, Tier 3: Response to Intervention, Math Common Core

Activity - Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Supports students and teachers with personalized, interactive Math Instruction using USA TestPrep & Prep Factory	Academic Support Program	10/11/2016	06/02/2017	\$3600 - Title I Schoolwide	Math Intervention Teacher (Diana McNaughton), Mathematics Teachers, Administrators, Counselors

Strategy2:

Mathematics Design Collaborative - Mathematics Design Collaborative strategies will be used to teach all students mathematics concepts during daily instruction

Category: Develop/Implement Learning Supports

Research Cited: SREB, The Bill & Melinda Gates Foundation

Activity - Mathematics Design Collaborative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mathematics Design Collaborative strategies will be used to teach all students mathematics concepts during daily instruction	Academic Support Program	08/10/2016	06/02/2017	\$0 - District Funding	Mathematics Teachers, Administrators

Strategy3:

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 core Math class (not receiving a credit). The PST will discuss possible Tier 2 or Tier 3 intervention strategies. In addition, the teachers (PST) will discuss student behavior contributing to the students' lack of success. The teachers of these students are required to provide second delivery (according to cycle of instruction) to the students at-risk of failing the class. In addition, these teachers are required to submit a tier 2 student's (the student receiving second delivery by the regular class-room teacher) name to the PST coordinator. Core course failures will be monitored quarterly to determine the effectiveness 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 - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are still not successful in the classroom with the regular classroom teacher's Tier 2 interventions will be referred to Academic Intervention. In Academic Intervention, our Intervention teacher will provide the at-risk student with Tier 3 interventions. This will include 3rd delivery (or 4th, or 5th, or 6th) and re-assessment to ensure that the student understands the specific content of the subject matter. In addition, the Intervention teacher will have the student STAR tested in Reading and Math, conduct a vision and hearing assessment, and have the regular teacher complete a BASC-SOS. If the student is still unsuccessful, then a referral to special education services is made.	Academic Support Program	08/10/2016	06/05/2017	\$2000 - Title I Schoolwide	Entire Faculty, Math Intervention Teacher (Diana McNaughton), Problem Solving Team, and Administrators

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Qualifying students who have not obtained a specific required math core credit will be referred to Credit Recovery.	Academic Support Program	08/10/2016	06/05/2017	\$0 - District Funding	Problem Solving Team, Drop-Out Prevention Specialist, Guidance Counselors, Credit Recovery Facilitator

Strategy4:

Math Intervention - The Math Intervention Teacher will target the students performing at the bottom 25% in the Mathematics portion on the ACT Aspire. This teacher will provide focused intervention with these students.

In addition, the Math Intervention Teacher will provide the faculty with information to help intervene with at-risk students in Algebra 1 & Geometry classes (during mini-blocks or electives). Algebra 1 & Geometry course failures will be monitored at the end of each semester to accurately measure the effectiveness of this Math Intervention assistance.

Category: Implement Community Based Support and Intervention System

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

Activity - Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Supports students and teachers with personalized, interactive Math Instruction using USATestPrep & PrepFactory.	Academic Support Program	10/01/2015	06/01/2016		Math Intervention Teacher (Diana McNaughton), Mathematics teachers

Measurable Objective 2:

50% of Tenth grade students will demonstrate a proficiency by benchmarking on the ACT Aspire in Math in Mathematics by 06/05/2017 as measured by the students' ACT Aspire scores.

Strategy1:

ACT Aspire Periodic & Interim Assessments - 10th Grade students will be grouped and provided interventions based upon their scores on the Interim and Periodic ACT Aspire Assessments.

This will be implemented through mini-blocks, as well as extended day programs

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

Research Cited: College Board, Marzano's Best Practices

Activity - ACT Aspire Periodic & Interim Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will progress monitor 10th grade students using the ACT Aspire Periodic & Interim Assessments.	Academic Support Program	10/10/2016	06/05/2017		Intervention Teachers, Math Teachers, English/Language Arts Teachers, Science Teachers, Administrators, Guidance Counselors, 1st Block Teachers

Strategy2:

Test Prep for ACT Aspire, ACT, and ACT Workkeys - USATestprep is very user-friendly. Students and teachers may begin using the site effectively on the first day of purchase. If desired, we can offer teachers a hosted online training session. The system also offers a series of how-to tutorial videos on a broad range of user topics.

Devices

Any Internet-connected computer (PC or Mac) or device can access USATestprep. As a Web-based application, there is no software to install or maintain. The site works with Safari, Firefox, Google Chrome, and Internet Explorer (version 9.0 or higher). We have also tested on SY 2016-2017

Apple iOS, Android, and Kindle devices to ensure core-functionality.

Logging In

Each school receives an Account ID, student activation code, and teacher activation code to access the site. With this information students and teachers create individual accounts. To log in, simply visit the main page and click on the "Login" button in the top right corner. Students type in their Account ID, individual username, and password to begin reviewing the test materials.

Multiple Users

Your site license provides access for all students in your school, regardless of size. Students and teachers can use the site from school or home — 24/7.

Subscription

USATestprep is offered as an annual subscription. You purchase the rights to use the site for a twelve-month period. We enhance the content and features on a regular basis.

Student Performance Tracking

Once your students set up individual accounts, their completed activities are saved to the Results area. Teachers can log in with their account and view student progress, track their weak areas, and monitor student activity.

State Specific

We author each individual state test review to specifically match the DOE posted guidelines for that state.

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

Research Cited: Common Core, According to a year-long independent study by an educational research firm, students who use USATestprep gain up to a full year's growth in academic performance.

Activity - USA Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use this as a resource to help preparing students to benchmark showing proficiency in one or more areas of the ACT Aspire, ACT, and the ACT Workkeys.	Academic Support Program	08/10/2016	06/05/2017		Administrators, TST, Facilitators, and Teachers

Strategy3:

SREB Math Readiness - Students who scored "close" in Math (scoring within 1 to 10 points away from Ready) will be placed in an SREB Math Readiness course for the 1st block.

This course emphasizes understanding of mathematics concepts rather than just memorizing procedures. Math Ready students learn the context behind procedures and understand why to use a certain formula or method to solve a problem. By engaging students in real-world applications, Math Ready develops critical thinking skills that students will use in college and their careers.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Southern Regional Educational Board

Activity - Ready for College Level Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>This course emphasizes understanding of mathematics concepts rather than just memorizing procedures. Math Ready students learn the context behind procedures and understand why to use a certain formula or method to solve a problem. By engaging students in real-world applications, Math Ready develops critical thinking skills that students will use in college and their careers. Note that Math Ready is not designed to prepare students for advanced mathematics in STEM majors.</p> <p>Math Ready Outline</p> <ul style="list-style-type: none"> Unit 1 Algebraic Expressions Unit 2 Equations Unit 3 Measurement and Proportional Reasoning Unit 4 Linear Functions Unit 5 Linear Systems of Equations Unit 6 Quadratic Functions Unit 7 Exponential functions Unit 8 Statistics 	Academic Support Program	09/06/2016	06/05/2017		Guidance Counselors; teachers that are SREB trained in Math readiness: Mrs. Patricia Harford, Mrs. Audra Gardner, Mr. Leland Howard

Strategy4:

Math Intervention - The Math Intervention Teacher will target the students performing at the bottom 25% in the Mathematics portion on the ACT Aspire. This teacher will provide focused intervention with these students.

In addition, the Math Intervention Teacher will provide the faculty with information to help intervene with at-risk students in Algebra 1 & Geometry classes (during mini-blocks or electives). Algebra 1 & Geometry course failures will be monitored at the end of each semester to accurately measure the effectiveness of this Math Intervention assistance.

Category: Implement Community Based Support and Intervention System

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

Activity - Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Supports students and teachers with personalized, interactive Math Instruction using USATestPrep & PrepFactory.	Academic Support Program	10/01/2015	06/01/2016		Math Intervention Teacher (Diana McNaughton), Mathematics teachers

Measurable Objective 3:

50% of All Students will demonstrate a proficiency on the ACT Aspire in Science by 06/05/2017 as measured by students' ACT Aspire results..

Strategy1:

Test Prep for ACT Aspire, ACT, and ACT Workkeys - USATestprep is very user-friendly. Students and teachers may begin using the site effectively on the first day of purchase. If desired, we can offer teachers a hosted online training session. The system also offers a series of how-to tutorial videos on a broad range of user topics.

Devices

Any Internet-connected computer (PC or Mac) or device can access USATestprep. As a Web-based application, there is no software to install or maintain. The site works with Safari, Firefox, Google Chrome, and Internet Explorer (version 9.0 or higher). We have also tested on Apple iOS, Android, and Kindle devices to ensure core-functionality.

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Each school receives an Account ID, student activation code, and teacher activation code to access the site. With this information students and teachers create individual accounts. To log in, simply visit the main page and click on the "Login" button in the top right corner. Students type in their Account ID, individual username, and password to begin reviewing the test materials.

Multiple Users

Your site license provides access for all students in your school, regardless of size. Students and teachers can use the site from school or home — 24/7.

Subscription

USATestprep is offered as an annual subscription. You purchase the rights to use the site for a twelve-month period. We enhance the content and features on a regular basis.

Student Performance Tracking

Once your students set up individual accounts, their completed activities are saved to the Results area. Teachers can log in with their account and view student progress, track their weak areas, and monitor student activity.

State Specific

We author each individual state test review to specifically match the DOE posted guidelines for that state.

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

Research Cited: Common Core, According to a year-long independent study by an educational research firm, students who use USATestprep gain up to a full year's growth in academic performance.

Activity - USA Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use this as a resource to help preparing students to benchmark showing proficiency in one or more areas of the ACT Aspire, ACT, and the ACT Workkeys.	Academic Support Program	08/10/2016	06/05/2017		Administrators, TST, Facilitators, and Teachers

Strategy2:

SREB Literacy Ready - Students who scored "close" in Reading (scoring within 1 to 10 points away from Ready) will be placed in an SREB Literacy Readiness course for the mini-block.

This course utilizes a disciplinary literacy approach that teaches students strategies for reading and understanding complex texts in different subject areas. Students learn to develop and defend ideas from textbooks and write about them in college-level formats for English, history and biology. The unit structure conforms to the framework of the Literacy Design Collaborative, which addresses college- and career-readiness standards.

The course consists of six units, with two units in English and language arts, two units in history and two units in science. Discipline-specific content is at the forefront of the curriculum, and literacy skills specific to each discipline are emphasized in the reading and writing assignments.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Southern Regional Education Board

Activity - Literacy Ready-Ready for Reading in all Disciplines	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>This course utilizes a disciplinary literacy approach that teaches students strategies for reading and understanding complex texts in different subject areas. Students learn to develop and defend ideas from textbooks and write about them in college-level formats for English, history and biology. The unit structure conforms to the framework of the Literacy Design Collaborative, which addresses college- and career-readiness standards.</p> <p>The course consists of six units, with two units in English and language arts, two units in history and two units in science. Discipline-specific content is at the forefront of the curriculum, and literacy skills specific to each discipline are emphasized in the reading and writing assignments.</p> <p>Literacy Ready Outline</p> <p>English Unit 1 The Shallows by Nicholas Carr</p> <p>History Unit 1 Civil Rights Movement</p> <p>Science Unit 1 Nutrition</p> <p>English Unit 2 Ubik by Phillip K. Dick</p> <p>History Unit 2 U.S. Foreign Affairs</p> <p>Science Unit 2 DNA and Biotechnology</p>	Career Preparation/ Orientation	09/06/2016	06/05/2017	\$0 - District Funding	Guidance Counselors; teachers that are SREB trained in Literacy Readiness: Ms. Kerry Matthews, Mrs. Stephanie Wheat, Mr. Robert Muldoon, & Ms. Kathleen Wilhelm

Strategy3:

Problem Solving Teams - The Problem Solving Team will meet at a minimum of once per month to discuss students who are in danger of failing a core English or History class (not receiving a credit). The PST will discuss possible Tier 2 or Tier 3 intervention strategies. In addition, the teachers (PST) will discuss student behavior and contributing to the students' lack of success. The teachers of these students are required to provide second delivery (according to cycle of instruction) to the students at-risk of failing the class. In addition, these teachers are required to submit a tier 2 student's (the student receiving second delivery by the regular class-room teacher) name to the PST coordinator. Core course failures 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 - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Qualifying students who have not obtained a specific required core credit will be referred to Credit Recovery.	Academic Support Program	08/10/2015	06/01/2016	\$0 - District Funding	PST, Guidance Counselors, Credit Recovery Facilitator

Strategy4:

ACT Aspire Periodic & Interim Assessments - 10th Grade students will be grouped and provided interventions based upon their scores on the Interim and Periodic ACT Aspire Assessments.

This will be implemented through mini-blocks, as well as extended day programs

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

Research Cited: College Board, Marzano's Best Practices

Activity - ACT Aspire Periodic & Interim Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will progress monitor 10th grade students using the ACT Aspire Periodic & Interim Assessments.	Academic Support Program	10/10/2016	06/05/2017		Intervention Teachers, Math Teachers, English/Language Arts Teachers, Science Teachers, Administrators, Guidance Counselors, 1st Block Teachers

Measurable Objective 4:

50% of All Students will demonstrate a proficiency on the ACT Aspire in Reading by 06/05/2017 as measured by the students' ACT Aspire results..

Strategy1:

Test Prep for ACT Aspire, ACT, and ACT Workkeys - USATestprep is very user-friendly. Students and teachers may begin using the site effectively on the first day of purchase. If desired, we can offer teachers a hosted online training session. The system also offers a series of how-to tutorial videos on a broad range of user topics.

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Each school receives an Account ID, student activation code, and teacher activation code to access the site. With this information students and teachers create individual accounts. To log in, simply visit the main page and click on the "Login" button in the top right corner. Students type in their Account ID, individual username, and password to begin reviewing the test materials.

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Your site license provides access for all students in your school, regardless of size. Students and teachers can use the site from school or home — 24/7.

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Student Performance Tracking

Once your students set up individual accounts, their completed activities are saved to the Results area. Teachers can log in with their account and view student progress, track their weak areas, and monitor student activity.

State Specific

We author each individual state test review to specifically match the DOE posted guidelines for that state.

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

Research Cited: Common Core, According to a year-long independent study by an educational research firm, students who use USATestprep gain up to a full year's growth in academic performance.

Activity - USA Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use this as a resource to help preparing students to benchmark showing proficiency in one or more areas of the ACT Aspire, ACT, and the ACT Workkeys.	Academic Support Program	08/10/2016	06/05/2017		Administrators, TST, Facilitators, and Teachers

Strategy2:

ACT Aspire Periodic & Interim Assessments - 10th Grade students will be grouped and provided interventions based upon their scores on the Interim and Periodic ACT Aspire Assessments.

This will be implemented through mini-blocks, as well as extended day programs

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

Research Cited: College Board, Marzano's Best Practices

Activity - ACT Aspire Periodic & Interim Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will progress monitor 10th grade students using the ACT Aspire Periodic & Interim Assessments.	Academic Support Program	10/10/2016	06/05/2017		Intervention Teachers, Math Teachers, English/Language Arts Teachers, Science Teachers, Administrators, Guidance Counselors, 1st Block Teachers

Strategy3:

Reading Intervention - The Reading Intervention Teacher will provide at-risk students in Tier 2 & Tier 3 individualized assistance as needed in Reading.

Category: Implement Community Based Support and Intervention System

Research Cited: Tier 2: Response to Instruction, Common Core, Cycle of Instruction

Activity - Mastery Prep ACT Aspire Essentials & ACT Aspire 10 Essentials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on Tier 2 & Tier 3 student referrals, the Reading Intervention teacher will provide individualized instruction based on the students' specific needs in Reading.	Academic Support Program	08/10/2016	06/05/2017	\$63000 - Title I Schoolwide \$3000 - Title I Schoolwide	Reading Intervention Teacher (Susan Johnson) and Academic Faculty

Strategy4:

Problem Solving Teams - The Problem Solving Team will meet at a minimum of once per month to discuss students who are in danger of failing a core English or History class (not receiving a credit). The PST will discuss possible Tier 2 or Tier 3 intervention strategies. In addition, the teachers (PST) will discuss student behavior and contributing to the students' lack of success. The teachers of these students are required to provide second delivery (according to cycle of instruction) to the students at-risk of failing the class. In addition, these

teachers are required to submit a tier 2 student's (the student receiving second delivery by the regular class-room teacher) name to the PST coordinator. Core course failures 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 - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Qualifying students who have not obtained a specific required core credit will be referred to Credit Recovery.	Academic Support Program	08/10/2015	06/01/2016	\$0 - District Funding	PST, Guidance Counselors, Credit Recovery Facilitator

Strategy5:

SREB Literacy Ready - Students who scored "close" in Reading (scoring within 1 to 10 points away from Ready) will be placed in an SREB Literacy Readiness course for the mini-block.

This course utilizes a disciplinary literacy approach that teaches students strategies for reading and understanding complex texts in different subject areas. Students learn to develop and defend ideas from textbooks and write about them in college-level formats for English, history and biology. The unit structure conforms to the framework of the Literacy Design Collaborative, which addresses college- and career-readiness standards.

The course consists of six units, with two units in English and language arts, two units in history and two units in science. Discipline-specific content is at the forefront of the curriculum, and literacy skills specific to each discipline are emphasized in the reading and writing assignments.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Southern Regional Education Board

Activity - Literacy Ready-Ready for Reading in all Disciplines	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>This course utilizes a disciplinary literacy approach that teaches students strategies for reading and understanding complex texts in different subject areas. Students learn to develop and defend ideas from textbooks and write about them in college-level formats for English, history and biology. The unit structure conforms to the framework of the Literacy Design Collaborative, which addresses college- and career-readiness standards.</p> <p>The course consists of six units, with two units in English and language arts, two units in history and two units in science. Discipline-specific content is at the forefront of the curriculum, and literacy skills specific to each discipline are emphasized in the reading and writing assignments.</p> <p>Literacy Ready Outline</p> <p>English Unit 1 The Shallows by Nicholas Carr</p> <p>History Unit 1 Civil Rights Movement</p> <p>Science Unit 1 Nutrition</p> <p>English Unit 2 Ubik by Phillip K. Dick</p> <p>History Unit 2 U.S. Foreign Affairs</p> <p>Science Unit 2 DNA and Biotechnology</p>	Career Preparation/ Orientation	09/06/2016	06/05/2017	\$0 - District Funding	Guidance Counselors; teachers that are SREB trained in Literacy Readiness: Ms. Kerry Matthews, Mrs. Stephanie Wheat, Mr. Robert Muldoon, & Ms. Kathleen Wilhelm

Strategy6:

Close Reading - Close Reading coupled with the use of text dependent questions will facilitate the comprehension of text on a variety of levels (text complexity) across both ELA & Social Studies Curriculum

Category: Develop/Implement Learning Supports

Research Cited: Writing to Read (2010 Report-by the Carnegie Foundation, "Increasing how much students write does in fact improve how students read" (20).

Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in all ELA & Social Studies classes will close read passages and make claims by finding evidence within the passages when deemed necessary to meet curriculum standards.	Academic Support Program	08/10/2016	06/02/2017	\$0 - District Funding	English/Language Arts Teachers, Social Studies Teachers, Administrators

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	\$400 - District Funding	Content teachers, administrators, EL Coordinator

Measurable Objective 6:

100% of All Students will demonstrate a behavior effectively & responsibly using standards-based digital media to learn & communicate real-world applications of concepts & processes individually & collaboratively in Career & Technical by 06/05/2017 as measured by classroom/student observations.

Strategy1:

Gizmos - This strategy will meet the standards of the new science course of study by students obtaining, evaluating, and communicating information.

Science teachers will implement the use of gizmos by students creating lab models and simulations

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

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 - Using Gizmos in Science Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will use gizmos by having students create lab models and simulations	Academic Support Program	10/17/2016	06/05/2017	\$10000 - Title I Schoolwide	Science Teachers, Administrators, TST

Goal 2:

Prepare and support students through student support services

Measurable Objective 1:

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	\$48779 - Title I Schoolwide	Drop-Out Prevention Specialist, January Taylor

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:

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	\$1800 - Title I Schoolwide	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	\$0 - District Funding	Administrators Highly Qualified Math & Language Arts teachers

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	PST, Credit Recovery Facilitator, Guidance Counselors

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

6. 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:

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	\$400 - 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 10/03/2016 as measured by teacher participation in Accommodation 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	08/10/2016	06/05/2017	\$0 - Title II Part D	Administrators, EL Coordinator, Teachers

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

Goal 1:

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 All Students will demonstrate a proficiency on the ACT Aspire in Reading by 06/05/2017 as measured by the students' ACT Aspire results..

Strategy1:

SREB Literacy Ready - Students who scored "close" in Reading (scoring within 1 to 10 points away from Ready) will be placed in an SREB Literacy Readiness course for the mini-block.

This course utilizes a disciplinary literacy approach that teaches students strategies for reading and understanding complex texts in different subject areas. Students learn to develop and defend ideas from textbooks and write about them in college-level formats for English, history

and biology. The unit structure conforms to the framework of the Literacy Design Collaborative, which addresses college- and career-readiness standards.

The course consists of six units, with two units in English and language arts, two units in history and two units in science. Discipline-specific content is at the forefront of the curriculum, and literacy skills specific to each discipline are emphasized in the reading and writing assignments.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Southern Regional Education Board

Activity - Literacy Ready-Ready for Reading in all Disciplines	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>This course utilizes a disciplinary literacy approach that teaches students strategies for reading and understanding complex texts in different subject areas. Students learn to develop and defend ideas from textbooks and write about them in college-level formats for English, history and biology. The unit structure conforms to the framework of the Literacy Design Collaborative, which addresses college- and career-readiness standards.</p> <p>The course consists of six units, with two units in English and language arts, two units in history and two units in science. Discipline-specific content is at the forefront of the curriculum, and literacy skills specific to each discipline are emphasized in the reading and writing assignments.</p> <p>Literacy Ready Outline</p> <p>English Unit 1 The Shallows by Nicholas Carr</p> <p>History Unit 1 Civil Rights Movement</p> <p>Science Unit 1 Nutrition</p> <p>English Unit 2 Ubik by Phillip K. Dick</p> <p>History Unit 2 U.S. Foreign Affairs</p> <p>Science Unit 2 DNA and Biotechnology</p>	Career Preparation/ Orientation	09/06/2016	06/05/2017	\$0 - District Funding	Guidance Counselors; teachers that are SREB trained in Literacy Readiness: Ms. Kerry Matthews, Mrs. Stephanie Wheat, Mr. Robert Muldoon, & Ms. Kathleen Wilhelm

Strategy2:

ACT Aspire Periodic & Interim Assessments - 10th Grade students will be grouped and provided interventions based upon their scores on the Interim and Periodic ACT Aspire Assessments.

This will be implemented through mini-blocks, as well as extended day programs

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

Research Cited: College Board, Marzano's Best Practices

Activity - ACT Aspire Periodic & Interim Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will progress monitor 10th grade students using the ACT Aspire Periodic & Interim Assessments.	Academic Support Program	10/10/2016	06/05/2017		Intervention Teachers, Math Teachers, English/Language Arts Teachers, Science Teachers, Administrators, Guidance Counselors, 1st Block Teachers

Strategy3:

Test Prep for ACT Aspire, ACT, and ACT Workkeys - USATestprep is very user-friendly. Students and teachers may begin using the site effectively on the first day of purchase. If desired, we can offer teachers a hosted online training session. The system also offers a series of how-to tutorial videos on a broad range of user topics.

Devices

Any Internet-connected computer (PC or Mac) or device can access USATestprep. As a Web-based application, there is no software to install or maintain. The site works with Safari, Firefox, Google Chrome, and Internet Explorer (version 9.0 or higher). We have also tested on Apple iOS, Android, and Kindle devices to ensure core-functionality.

Logging In

Each school receives an Account ID, student activation code, and teacher activation code to access the site. With this information students and teachers create individual accounts. To log in, simply visit the main page and click on the "Login" button in the top right corner. Students type in their Account ID, individual username, and password to begin reviewing the test materials.

Multiple Users

Your site license provides access for all students in your school, regardless of size. Students and teachers can use the site from school or home — 24/7.

Subscription

USATestprep is offered as an annual subscription. You purchase the rights to use the site for a twelve-month period. We enhance the content and features on a regular basis.

Student Performance Tracking

Once your students set up individual accounts, their completed activities are saved to the Results area. Teachers can log in with their account and view student progress, track their weak areas, and monitor student activity.

State Specific

We author each individual state test review to specifically match the DOE posted guidelines for that state.

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

Research Cited: Common Core, According to a year-long independent study by an educational research firm, students who use USATestprep gain up to a full year's growth in academic performance.

Activity - USA Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use this as a resource to help preparing students to benchmark showing proficiency in one or more areas of the ACT Aspire, ACT, and the ACT Workkeys.	Academic Support Program	08/10/2016	06/05/2017		Administrators, TST, Facilitators, and Teachers

Strategy4:

Close Reading - Close Reading coupled with the use of text dependent questions will facilitate the comprehension of text on a variety of levels (text complexity) across both ELA & Social Studies Curriculum

Category: Develop/Implement Learning Supports

Research Cited: Writing to Read (2010 Report-by the Carnegie Foundation, "Increasing how much students write does in fact improve how students read" (20).

Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in all ELA & Social Studies classes will close read passages and make claims by finding evidence within the passages when deemed necessary to meet curriculum standards.	Academic Support Program	08/10/2016	06/02/2017	\$0 - District Funding	English/Language Arts Teachers, Social Studies Teachers, Administrators

Measurable Objective 2:

50% of Tenth grade students will demonstrate a proficiency by benchmarking on the ACT Aspire in Math in Mathematics by 06/05/2017 as measured by the students' ACT Aspire scores.

Strategy1:

Test Prep for ACT Aspire, ACT, and ACT Workkeys - USATestprep is very user-friendly. Students and teachers may begin using the site effectively on the first day of purchase. If desired, we can offer teachers a hosted online training session. The system also offers a series of how-to tutorial videos on a broad range of user topics.

Devices

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Student Performance Tracking

Once your students set up individual accounts, their completed activities are saved to the Results area. Teachers can log in with their account and view student progress, track their weak areas, and monitor student activity.

State Specific

We author each individual state test review to specifically match the DOE posted guidelines for that state.

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

Research Cited: Common Core, According to a year-long independent study by an educational research firm, students who use

USATestprep gain up to a full year's growth in academic performance.

Activity - USA Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use this as a resource to help preparing students to benchmark showing proficiency in one or more areas of the ACT Aspire, ACT, and the ACT Workkeys.	Academic Support Program	08/10/2016	06/05/2017		Administrators, TST, Facilitators, and Teachers

Strategy2:

ACT Aspire Periodic & Interim Assessments - 10th Grade students will be grouped and provided interventions based upon their scores on the Interim and Periodic ACT Aspire Assessments.

This will be implemented through mini-blocks, as well as extended day programs

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

Research Cited: College Board, Marzano's Best Practices

Activity - ACT Aspire Periodic & Interim Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will progress monitor 10th grade students using the ACT Aspire Periodic & Interim Assessments.	Academic Support Program	10/10/2016	06/05/2017		Intervention Teachers, Math Teachers, English/Language Arts Teachers, Science Teachers, Administrators, Guidance Counselors, 1st Block Teachers

Strategy3:

SREB Math Readiness - Students who scored "close" in Math (scoring within 1 to 10 points away from Ready) will be placed in an SREB Math Readiness course for the 1st block.

This course emphasizes understanding of mathematics concepts rather than just memorizing procedures. Math Ready students learn the context behind procedures and understand why to use a certain formula or method to solve a problem. By engaging students in real-world applications, Math Ready develops critical thinking skills that students will use in college and their careers.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Southern Regional Educational Board

Activity - Ready for College Level Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>This course emphasizes understanding of mathematics concepts rather than just memorizing procedures. Math Ready students learn the context behind procedures and understand why to use a certain formula or method to solve a problem. By engaging students in real-world applications, Math Ready develops critical thinking skills that students will use in college and their careers. Note that Math Ready is not designed to prepare students for advanced mathematics in STEM majors.</p> <p>Math Ready Outline</p> <p>Unit 1 Algebraic Expressions</p> <p>Unit 2 Equations</p> <p>Unit 3 Measurement and Proportional Reasoning</p> <p>Unit 4 Linear Functions</p> <p>Unit 5 Linear Systems of Equations</p> <p>Unit 6 Quadratic Functions</p> <p>Unit 7 Exponential functions</p> <p>Unit 8 Statistics</p>	Academic Support Program	09/06/2016	06/05/2017		Guidance Counselors; teachers that are SREB trained in Math readiness: Mrs. Patricia Harford, Mrs. Audra Gardner, Mr. Leland Howard

Measurable Objective 3:

100% of All Students will demonstrate a behavior effectively & responsibly using standards-based digital media to learn & communicate real-world applications of concepts & processes individually & collaboratively in Career & Technical by 06/05/2017 as measured by classroom/student observations.

Strategy1:

Gizmos - This strategy will meet the standards of the new science course of study by students obtaining, evaluating, and communicating information.

Science teachers will implement the use of gizmos by students creating lab models and simulations

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

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 - Using Gizmos in Science Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will use gizmos by having students create lab models and simulations	Academic Support Program	10/17/2016	06/05/2017	\$10000 - Title I Schoolwide	Science Teachers, Administrators, TST

Measurable Objective 4:

50% of All Students will demonstrate a proficiency on the ACT Aspire in Mathematics by 06/02/2017 as measured by the ACT Aspire results.

Strategy1:

Mathematics Design Collaborative - Mathematics Design Collaborative strategies will be used to teach all students mathematics concepts during daily instruction

Category: Develop/Implement Learning Supports

Research Cited: SREB, The Bill & Melinda Gates Foundation

Activity - Mathematics Design Collaborative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mathematics Design Collaborative strategies will be used to teach all students mathematics concepts during daily instruction	Academic Support Program	08/10/2016	06/02/2017	\$0 - District Funding	Mathematics Teachers, Administrators

Measurable Objective 5:

50% of All Students will demonstrate a proficiency on the ACT Aspire in Science by 06/05/2017 as measured by students' ACT Aspire results..

Strategy1:

ACT Aspire Periodic & Interim Assessments - 10th Grade students will be grouped and provided interventions based upon their scores on the Interim and Periodic ACT Aspire Assessments.

This will be implemented through mini-blocks, as well as extended day programs

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

Research Cited: College Board, Marzano's Best Practices

Activity - ACT Aspire Periodic & Interim Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will progress monitor 10th grade students using the ACT Aspire Periodic & Interim Assessments.	Academic Support Program	10/10/2016	06/05/2017		Intervention Teachers, Math Teachers, English/Language Arts Teachers, Science Teachers, Administrators, Guidance Counselors, 1st Block Teachers

Strategy2:

SREB Literacy Ready - Students who scored "close" in Reading (scoring within 1 to 10 points away from Ready) will be placed in an SREB Literacy Readiness course for the mini-block.

This course utilizes a disciplinary literacy approach that teaches students strategies for reading and understanding complex texts in different subject areas. Students learn to develop and defend ideas from textbooks and write about them in college-level formats for English, history and biology. The unit structure conforms to the framework of the Literacy Design Collaborative, which addresses college- and career-readiness standards.

The course consists of six units, with two units in English and language arts, two units in history and two units in science. Discipline-specific content is at the forefront of the curriculum, and literacy skills specific to each discipline are emphasized in the reading and writing assignments.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Southern Regional Education Board

Activity - Literacy Ready-Ready for Reading in all Disciplines	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>This course utilizes a disciplinary literacy approach that teaches students strategies for reading and understanding complex texts in different subject areas. Students learn to develop and defend ideas from textbooks and write about them in college-level formats for English, history and biology. The unit structure conforms to the framework of the Literacy Design Collaborative, which addresses college- and career-readiness standards.</p> <p>The course consists of six units, with two units in English and language arts, two units in history and two units in science. Discipline-specific content is at the forefront of the curriculum, and literacy skills specific to each discipline are emphasized in the reading and writing assignments.</p> <p>Literacy Ready Outline</p> <p>English Unit 1 The Shallows by Nicholas Carr</p> <p>History Unit 1 Civil Rights Movement</p> <p>Science Unit 1 Nutrition</p> <p>English Unit 2 Ubik by Phillip K. Dick</p> <p>History Unit 2 U.S. Foreign Affairs</p> <p>Science Unit 2 DNA and Biotechnology</p>	Career Preparation/ Orientation	09/06/2016	06/05/2017	\$0 - District Funding	Guidance Counselors; teachers that are SREB trained in Literacy Readiness: Ms. Kerry Matthews, Mrs. Stephanie Wheat, Mr. Robert Muldoon, & Ms. Kathleen Wilhelm

Strategy3:

Test Prep for ACT Aspire, ACT, and ACT Workkeys - USATestprep is very user-friendly. Students and teachers may begin using the site effectively on the first day of purchase. If desired, we can offer teachers a hosted online training session. The system also offers a series of how-to tutorial videos on a broad range of user topics.

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Student Performance Tracking

Once your students set up individual accounts, their completed activities are saved to the Results area. Teachers can log in with their account and view student progress, track their weak areas, and monitor student activity.

State Specific

We author each individual state test review to specifically match the DOE posted guidelines for that state.

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

Research Cited: Common Core, According to a year-long independent study by an educational research firm, students who use USATestprep gain up to a full year's growth in academic performance.

Activity - USA Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use this as a resource to help preparing students to benchmark showing proficiency in one or more areas of the ACT Aspire, ACT, and the ACT Workkeys.	Academic Support Program	08/10/2016	06/05/2017		Administrators, TST, Facilitators, and Teachers

Goal 2:

Prepare and support students through student support services

Measurable Objective 1:

complete a portfolio or performance by effectively and responsibly using digital media by 06/05/2017 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 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	\$48000 - Title I Schoolwide	Title 1 Facilitator, Technology Resource Teacher, Administrators

Component 3: Instruction by Qualified Staff

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? If no, what is the number that has not met state requirements and what is being done to address this?	Yes		

3. Describe how staffing decision ensure that 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 the academic needs of the school are met.

Component 4: Strategies to Attract Qualified Teachers

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

Murphy High School's teacher turnover rate for the 2015-2016 school year is 11%.

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

The majority of the faculty has been at Murphy High School for 5+ years. Most teachers hired new to Murphy are not new teachers.

3. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate?

Murphy High School has a lower turnover rate for the 2015-2016 school year (11%) compared to the 2014-2015 school year (21%). However, Murphy High School utilizes a teacher mentor program which is administered by our assistant principals. Teachers are matched by subject area. Mentor teachers are required to meet with new teachers on an as-needed basis throughout the year. This program helps support teachers new to the teaching profession. Evidence of meetings is kept on PLCIA's which are turned in to the appropriate assistant principal for review.

Murphy High School utilizes a teacher mentor program which is administered by our assistant principals. Teachers are matched by subject area. Mentor teachers are required to meet new teachers on an as-needed basis throughout the school year. Evidence of meetings is kept on PLCIA's which are turned in to the appropriate assistant principal for review.

Component 5: High Quality and Ongoing Professional Development

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

The faculty will demonstrate behavior to increase the use of accommodations for ELL students by 06/05/2017 as measured by the participation of schools in district provided training. (Activity: Accommodations Training).

The faculty will demonstrate a proficiency in utilizing technology and digital resources by 06/05/2017 as measured by classroom/student snapshot observations.

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

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

The faculty will demonstrate behavior to increase the use of accommodations for ELL students by 06/05/2017 as measured by the participation of schools in district provided training. (Activity: Accommodations Training).

The faculty will demonstrate a proficiency in utilizing technology and digital resources by 06/05/2017 as measured by classroom/student snapshot observations.

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

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

The teacher mentor program is administered by our assistant principal. Teachers are matched by subject area. Mentor teachers are required to meet new teachers throughout the entire year on an as-needed basis. Evidence of meetings is kept on PLCIA's which are turned in to the assistant principal for review.

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

The school Restructuring Committee will conduct job-embedded, quarterly training during the regular weekly core department data meetings. School-wide strategies (to improve literacy in math, reading, science, and social studies) will be presented in small groups. Teachers will
SY 2016-2017

then implement these in their classrooms. Follow up sessions will be held to assess how implementation is progressing. Teachers still struggling with implementation will be provided additional assistance by their Restructuring Committee members.

Selected teachers (Reading & Math) and implement strategies in their classrooms. Student impact will be measured by core course failure rates, ACT data, ACT Aspire data, and ACT Workkeys. Corresponding ACT scores from the previous year to the current year will show an increase in proficiency (mastery) of 2%. Corresponding core course failure rates from the previous year to the current year will show a reduction in core course failures by 3%. This will be evidenced by PLCIA forms and ACT scores/course failures which will be placed in the Evidence Box. "Walk-Through" evidence will be visual evidence of the use of the strategies in the classroom as well as student knowledge of the strategy.

Component 6: Transition Strategies

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

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

To prepare students for life after high school, our school hosts an annual college night for parents and students. This provides an opportunity to talk to college reps, gather information about financial aid, and also explore military and trade school options.

Additionally, students are presented opportunities through the school year to meet with various college, military, and trade school recruiters on campus during the school day.

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

Component 7: Teacher Participation in Making Assessment Decisions

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

Murphy High School teachers meet bi-monthly in departmental 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. There is daily collaboration between intervention teachers, inclusion teachers, and core teachers. Members of the Problem Solving Team evaluate data collected (ACT Aspire results, ACT results, Workkeys results, STAR Reading & Math results, and current progress reports) on at-risk students to determine if there are any indicators that would warrant referral for special education services.

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

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

Our teachers follow the Cycle of Instruction. The Cycle of Instruction is a teaching process that works in this order: focus and review, statement of the objective, teacher modeling, guided practice, independent practice and demonstration, summarizing, assessing, reteaching, and back to the beginning.

This process allows our teachers to identify students struggling at many points throughout the cycle before reaching the conclusion of a lesson. Overall, we use course failures and credits not-earned as a measure to identify students who are experiencing difficulty mastering the State's academic achievement assessment standards at the advanced or proficient level.

We also offer Twilight (afternoon school) and Credit Recovery (in school) to assist those students who need to recover a credit or students who cannot successfully progress in a normal school-academic environment.

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

After reaching the conclusion of a lesson and identifying a student who continues to struggle after assessing and reteaching, teachers begin the Response to Intervention process.

Our school has a multiple intervention programs in place that serve students who have graduated to the third tier of RTI.

Students referred to intervention are pulled immediately from an elective course with the permission of the elective teacher and given a third delivery of their objectives on a more one-on-one level. Then students are allowed the opportunity to reassess for a third and final time.

We also offer Twilight (afternoon school) and Credit Recovery (in school) to assist those students who need to recover a credit or students who cannot successfully progress in a normal school-academic environment. \$15,000.00

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

During the cycle of instruction, teachers use differentiated instruction in the guided practice and independent practice stages. Our teachers allow cooperative learning such as discussion teams or think-pair-share. They also utilize graphic organizers, concept cards, foldables, manipulatives, and other visual/hands-on learning tools.

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

Students identified as at risk of failing or dropping out are encouraged to attend Credit Recovery, S.T.E.P. tutoring, EEOP, and Twilight School, as well as any other tutorials offered on or off campus.

Rtl strategies made available and provided for academic or behavior assistance as needed for at-risk students who do not already have individual education plans.

Encourage parental involvement through phone conversations, school conferences, PTSA meetings, notes, etc.

Utilization of Title 1 staff to provide additional assistance and intervention for students in small group or individual instruction.

We also offer Twilight (afternoon school) and Credit Recovery (in school) to assist those students who need to recover a credit or students who cannot successfully progress in a normal school-academic environment. \$15,000.00

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

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

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

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

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

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

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

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

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

Students have the opportunity to participate in 5 different career cluster pathways on campus. In 2015-2016, Murphy offered 21 different career technical courses on campus. There were an additional 184 class offerings at the Falkner Vocational campus that students are allowed to choose from

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

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

The State of Alabama School Foundation Program: The State of Alabama funds the basic programming in terms of teacher units based on student enrollment.

Title 1 Part A (Federal): This money is used to supplement regularly funded programming. For the 2016-2017 school year, Title 1 monies are being used to fund 2 intervention teachers, 1 drop out prevention specialist, 1 retract paraprofessional, and various materials and instructional supplies.

Title 1 Parental Involvement Funds (Federal): This money is used for supplies/materials for parent in-services, parenting pamphlets, increasing materials for parent help, and parent newsletters.

Food and Nutrition:

The school system has qualified for the Community Eligibility Provision of the USDA, which allows school systems with 75 percent of students qualifying for free or reduced-price lunches to offer meals to all students at no charge.

Technical Education-Perkins IV: Basic Grant (Title 1):
Technology Upgrades

****With all of these programs working together, the ACIP committee meets to plan and facilitate Murphy High School to achieve the schoolwide goals.****

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

The State of Alabama School Foundation Program: The State of Alabama funds the Basic programming in terms of teacher units based on student enrollment. For the 2016-2017 school year, the state funding is 121 teacher units, 1 principal unit, 5 assistant principal units, 4 counselor units, and 2 librarian units.

Title 1 Part A (Federal): This money is used to supplement regularly funded programming. For the 2016-2017 school year, Title 1 monies are being used to fund 2 intervention teachers, 1 drop out prevention specialist, 1 retract paraprofessional, and various materials and instructional supplies.

Title 1 Parental Involvement Funds (Federal): This money is used for supplies/materials for parent in-services, parenting pamphlets, increasing materials for parent help, and parent newsletters.

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

The school uses PBIS as means to reduce the number of discipline referrals and to provide the obvious positive behavior intervention supports. The school uses ALSDE and Federal guidelines and definitions to identify homeless students. Murphy High School is typically contacted by DHR, Social Services, the district office (Riemer or Dickinson) or parent to initialize the identification of a homeless student.

The counseling office and school administrators identify possible services. If further intervention is needed, the local school will contact the district office for possible funding or other needs. The Mobile County Public School System has qualified for the Community Eligibility Provision of the USDA, which allows school systems with 75 percent of students qualifying for free or reduced-price lunches to offer meals to all students at no charge. Therefore, all students will receive free breakfasts and lunches in the system. This should increase attendance and decrease the number of tardies. All students are required to take a minimum of 1 career tech class (BTA). Special Education students who are AOD candidates are required to take a minimum of 2 career tech classes and log 40 hours of paid work time through the co-op program. Students have the opportunity to participate in 5 different career cluster pathways on campus. In 2015-2016, Murphy offered 21 different career technical courses on campus. There were an additional 184 class offerings at the Falkner Vocational campus that students are allowed to choose from.

Component 10: Evaluation

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

Beginning in June of 2016, the ACIP committee, along with other teacher leaders and interested parents met on a monthly basis to ensure the implementation of Murphy High School's goals, objectives, strategies, and activities. The committee will meet monthly to discuss how the district suggested modifications can integrate smoothly with the goals, objectives, strategies, and activities already operating in the school.

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

Murphy High School's ACIP committee will analyze the results of the ACT, ACT Aspire, ACT Workkeys, and the number of course failures in order to measure effectiveness the schoolwide goals, objectives, strategies, and activities. The ACIP committee will meet at a minimum of once a quarter to evaluate the implementation and the effectiveness of the schoolwide program.

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

Murphy High School's ACIP and PST committee will meet a minimum of once a quarter to discuss and analyze those students who are furthest from achieving their core course credits or those students who are at risk of not graduating on time. The discussion will entail proper identification of these under-achieving students and how best the schoolwide program is working for each individual student.

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

Upon the first draft submission of Murphy High School's CIP, it will be subject to multiple reviews at the school and district levels.

Once 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 schoolwide program is being carried out to fidelity in order to ensure the continuous improvement of students.

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

We are keeping all goals from last year. We are amending the objectives under the goals to better suit the 2016-2017 population.

*In Goal 1:

---Measurable Objective 1: 57% of English Learners students will demonstrate a proficiency and will meet or exceed the state APLA of 57% of students achieving a .5 gain in English Language Arts by 06/05/2017 as measured by ACCESS for ELL state mandated assessment.

***In Goal 2:**

---Measurable Objective 1: We will collaborate to implement accommodations for English Language Learners by 10/03/2016 as measured by teacher participation in Accommodation Training.

---Measurable Objective 2: We will demonstrate a proficiency in utilizing technology and digital resources by 06/05/2017 as measured by classroom/student snapshot observations.

---Measurable Objective 3: We will collaborate to provide new teachers with the highest quality introduction to our school, system, and profession by 06/05/2017 as measured by PLCIA documentation.

***In Goal 3:**

---Measurable Objective 1: We will 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.

---Measurable Objective 2: We will 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.

---Measurable Objective 3: We will 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, 2015-2016, & 2016-2017 school year.

---Measurable Objective 4: Students will 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.

---Measurable Objective 5: We will 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.

***In Goal 4:**

---Measurable Objective 1: We will 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.

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

The ACIP committee only deleted a few objectives, and no goals. One objective was pertaining to the use of our district provided literacy coaches. Last year (2015-2016), Murphy High School utilized our coaches to train our faculty in developing Common Formative Assessments, creating Common Formative Assessments, and implementing the use of Common Formative Assessments.

We changed our technology objective to 100% of All Students will demonstrate a behavior effectively & responsibly using standards-based digital media to learn & communicate real-world applications of concepts & processes individually & collaboratively in Career & Technical by 06/05/2017 as measured by classroom/student observations because this goal will be more student centered and easier to evaluate/monitor the effectiveness.

Coordination of Resources - Comprehensive Budget

Introduction

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

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	117.45	117.65	5,715,645.00
Administrator Units	1.00	1	120,413.00
Assistant Principal	4.00	4	340,679.00
Counselor	3.50	4.0	266,336.00
Librarian	2.00	2	111,587.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0.0	22,610.00
Professional Development	0.00	0	8,512.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0.0	53,998.00
Library Enhancement	0.00	0.0	2,926.00
Totals			6,642,706.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	387150.0

Provide a brief explanation and breakdown of expenses.

Base Allocation: \$362,000.00

Parenting Allocation: \$7104.61

Total: \$369,104.61

Base Carryover Allocation: \$16,709.00

-Classroom Materials and Supplies: \$6,709.00

-Computer Hardware: \$10,000.00

Student Support Services Carryover: \$1,673.00

Budgeted Expenses:

Total Salaries/Fringes (Staffing Form B): \$214,089.68

-Intervention Teacher/Facilitator/1 FTE, \$62,998.17; Intervention Teacher/1 FTE, \$71,008.49; Drop-Out Prevention Specialist/1 FTE, \$48,779.01; Retract Paraprofessional/1 FTE, \$31,304.00;

Total Salaries/Fringes (stipends & Substitutes-Forms C & C1) \$33,000.00

-Extended Day Stipends: \$23,000.00

-Professional Development (subs for teachers): \$10,000.00

Total Materials and Supplies (Form D) \$95,014.93

-Parenting Supplies: \$7,104.61

-Library Materials and Supplies: \$3,700.00

-Classroom Materials and Supplies: \$31,000.00

-Computer Hardware: \$48,210.00

-Technology Equipment: \$5,000.00

-Instructional Software/Supplies (USATestPrep & Learning Earnings): \$5,842

Total Contracts (Form F): \$31,185.00

-Xerox (Document Handling Program): \$25,000.00

*Technical Services

-Explore Learning (Gizmos): \$6,185.00

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title II

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title VI

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

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

Other

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

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	456887.0

Provide a brief explanation and breakdown of expenses

01 Teacher 1.00: 44,610.00
03 Asst Principal 1.00: 96,116.00
10 Aide 1.00: 22,335.00
19 Suppl/OT/Other: 103,860.00
20 Employee Benefits: 81,369.00
34 Property Services: 3,597.
35 Tuition: 100,000.00
41 Instruction Supplies: 5,000

Strategies to Increase Parental Involvement

Introduction

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

Strategies to Increase Parental Involvement

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

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 1 Schoolwide Program. Parents are notified of the meeting through (1) the school phone messenger and (2) electronically and public postings. In addition, transportation and childcare will be provided, if it is requested.

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

(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 on an as needed basis to accommodate as many parents as possible. Parents are reminded of all events and opportunities through the school website, school messenger, Facebook, and email, if available.

(2) The process for how all parents have the opportunity for involvement in decision making is as follows: We have a parent liaison, who has been trained on Title 1, Part A, parental involvement, and parents' rights. There is a Parental Advisory Committee, which is repeatedly advertised for all parents to participate in. To be a member of the committee, contact with the Parent Liaison must be made, and you will be notified of the next committee meeting. The Advisory Committee keeps parents informed of various committee work and receives input from parents that is used in the meetings. They assist in evaluating the parental involvement plan, the school-parent compact, and the quarterly baseline data.

(3) Parental Involvement funds are used to fund materials in the parent resource center, monthly workshops, and anything else determined as needed by the Parent Advisory Committee. \$7,104.61 is allocated in Title 1 budget for parenting activities.

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

At parent meetings throughout the year, information will be presented about the school's Title 1 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.

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

updated).

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 1 parent meeting, at registration, or sent home with the student. 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 Title 1 office, so they can be used for parent/student teacher conferences.

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

In the spring of each year, the school's leadership team meets to review, evaluate, and revise its Continuous Improvement Plan. There are a minimum of 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 Resource Center for review, and that 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.

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

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

Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)

The school will accomplish much of this through its annual parent meeting to be held at the beginning of each school year. At that time, parents will receive an overview of the state academic content standards, academic achievement standards, and assessments. In addition, an explanation will be given regarding Title 1, what services will be offered, and how parents have the right to be involved in their children's education.

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

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

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

The school's Parent Liaison will work diligently to ensure that all parent training and materials will be aligned with the goals of the school. Parenting classes will also be provided throughout the year on an add needed basis addressing various topics including, but not limited to, the college selection process, financial aid pointers, effective parenting, career planning, computer training for parents, and communication pointers.

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

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

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

The Parent Liaison 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.

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

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

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

The Parent Liaison will maintain a parent resource center (in the Title 1 office-due to renovations) 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 that can engage and participate in Title 1 activities.

6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

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

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

The Parent Liaison will work closely with the head of the ELL program to ensure that every meeting, flyer, and notice is in the native

language of everyone in attendance to ensure effective communication.

6f. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

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

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

The school 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.

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

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