

Assurances

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

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

Ⓟ Indicates LEA Principal Approval based on Assurances listed above.

Part I NEEDS ASSESSMENT- SUMMARY OF DATA

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

Beginning in July 2012, the CIP committee along with other teacher leaders and interested parents began the process of disaggregating AHSGE, PRIDE Survey, School Incidence Report, EDUCATE Alabama, Career and Technical Education Plan, and other local data. Strengths and weakness were identified and discussed to determine the most critical areas of need to be included in the CIP. Once those areas were identified, the team collaborated on developing goals, strategies, and action steps to reach our desired outcomes. When the draft was completed, it was subject to multiple reviews at the school and district levels. Once all suggested modifications had been thoroughly discussed and approved by the committee, the final CIP was sent to the district school board for approval and signatures.

Instructional Leadership Team Names and Positions

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

Dr. William S. Smith, Jr., Principal
 Mr. Robert Sweeney, Teacher/Language Arts
 Ms. Amy Buckles, Teacher/Mathematics
 Ms. Sonya Sullivan, Teacher/ Social Studies
 Ms. Rebecca Mullins, Teacher/Science
 Ms. Shovonnie Caffey, Freshman Academy Intervention Teacher
 Ms. Kerri Boulter, Teacher/Special Education
 Ms. Kirsten Conlon, Teacher/ESL
 Ms. Susan Johnson, Teacher/Read 180
 Ms. Holly Panchenko, Reading Intervention/Title I
 Ms. January Taylor, Drop Out Prevention Specialist
 Ms. Connie Stallworth, Parent
 Ms. Angie Gulledege, Parent
 Rachael Hurley, Student
 Rebecca Denson, Student

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

SUMMARY OF NEEDS BASED ON A COMPREHENSIVE REVIEW OF DATA

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

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

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

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

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

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

Number and percentage of teachers Non-HQT:

1 and <1%

Number and percentage of Classes Taught by Non-HQT:

3 and <1%

Alabama High School Graduation Exam (AHSGE):

Strengths:

Reading: Met participation goal for all students (99%) free and reduced (99%) Overall increase in proficiency for all students (0.38%). Black students increased proficiency (0.88%). White students increased proficiency (0.62%) Increase in mastery of Standard II-1 Identify Main Idea (+25.7%). Increase in mastery of Standard III-1 Recognize logic and arguments (+28.9%) and III-2 Analyze literary elements (+17.2). These were listed as our biggest areas of weakness last year. Standard IV-4, which includes reference material usage, is the biggest area of strength.

Math: Met AYP goal without any formula assistance. Met participation goal for all subgroups. Standard IV, which includes finding perimeter, circumference, area, volume, distance, midpoint and slope, is the biggest area of strength.

There was a feeder pattern initiative for order of operations since it was considered a weak area within the feeder pattern schools. There was a proficiency increase of (+28%) on Standard I-1.

Weaknesses:

Reading: Decreased proficiency for Asian students (-3.12%). Decreased proficiency for free/reduced lunch students (-0.15%). Standard II-5 Recognize summary statements and Standard III-3 Understand figurative language are our two weakest standard areas.

Math: Overall decreased proficiency for all students (-0.28%) Decreased proficiency for black students (-0.30%) Decreased proficiency for white students (-0.29%) Decreased proficiency for free/reduced lunch students (-1.87%) Standard VI-1, which includes graph equations/inequalities, is the biggest area of weakness.

Alabama Reading and Mathematics Test (ARMT):

Strengths:

N/A

Weaknesses:

N/A

Alabama Science Assessment:

Strengths:

N/A

Weaknesses:

N/A

Stanford 10:

Strengths:

N/A

Weaknesses:

N/A

Dynamic Indicators of Basic Early Literacy Skills (DIBELS):

Strengths:

N/A

Weaknesses:

N/A

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

Alabama Direct Assessment of Writing (ADAW):

Strengths:

N/A

Weaknesses:

N/A

ACCESS for English Language Learners (ELLs):

Strengths:

64% of students made APLA on the 2012 assessment. *55% of students made a 4.0 or higher on the Speaking domain of the ACCESS Assessment. **63% of students made a 4.0 or higher on the Listening domain of the ACCESS Assessment.

Weaknesses:

**21% of students made a 4.0 or higher on the Reading domain of the ACCESS Assessment. **37% of students made a 4.0 or higher on the writing domain of the ACCESS Assessment.

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

116 Teacher units, 9 non-tenured, Of the 9 non-tenured teachers, only 2 are 1st year teachers. The rest of the staff was comprised of veteran teachers that operate in the application and integrating levels in the Educate Alabama system.

Weaknesses:

Teachers still need technical support at the beginning of each school year to get their plans updated and ready to go for the new year.

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

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

Weaknesses:

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

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

Social Studies (74%) is the only core subject close to proficiency at district standards for all quarters on EQTs.

Weaknesses:

EQT proficiency for math is 31% for 2011-2012. This is an improvement from 22% in 2010-2011. EQT proficiency for language arts is 61% for 2011-2012. EQT proficiency for science is 45%.

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

Students have the opportunity to participate in 5 different career cluster pathways on campus. In 2011-2012 Murphy offered 23 different career technical courses on campus. There were an additional 184 class offerings at the Faulkner Vocational campus that students are allowed to choose from. The Health Services cluster had 17 of 28 students complete the program.

Weaknesses:

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

Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA**School Demographic Information related to student discipline (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance).****Strengths:**

22% of referrals were handled by administrators conferencing with the student being referred. 27% of referrals were handled by placing students in retract. Retract utilization increased each quarter while suspensions decreased.

Weaknesses:

Total of 3285 office referrals. Suspension rate for 2011-2012 is 34%

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

78 of 502 students received an Advanced Diploma. 101 of 502 students received an Honors diploma. Only 32 of 502 received the Credit Based Diploma instead of a Regular Diploma. 4 of the non graduating students completed graduation requirements over the summer.

Weaknesses:

Under the new state graduation formula, the graduation rate for 2011-2012 was 64%. Murphy made AYP in each subgroup with the help of the IM formula.

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

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

Weaknesses:

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

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

Tardy Committee in place. New tardy policy created to address the excessive number of tardies.

Weaknesses:

School wide drop in ADA each quarter during 2011-2012. ADA dropped from a high of 95% to a low of 89%. School wide rise in tardies each quarter during 2011-2012.

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

According to the 2011-2012 parent survey, 82% of parents feel welcome at Murphy High School. This is up from 60% last year. 79% feel Murphy High School encourages them to be involved in their child's education. 83% feel teachers are interested and cooperative when discussing concerns about their child.

Weaknesses:

Only 121 parents completed the survey. However, this is up from 88 in 2010-2011. Only 12% of parents participated in parent activities offered in 2011-2012.

School Perception Information related to student PRIDE data.**Strengths:**

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

Weaknesses:

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

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

Strengths:

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

Weaknesses:

Accommodations not being made in all core classes.

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

Strengths:

ESL teacher on campus all day.

Weaknesses:

Few core teachers have attended EL core teacher training.

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

Strengths:

Murphy fully implements the Alabama Course of Study and pacing guides required by MCPSS. The Freshman Academy implements High Schools that Work strategies. Murphy High School provides Extended Day Saturday School most Saturdays. Murphy offers a full range of remediation classes during the short block.

Weaknesses:

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

Part II - GOAL TO ADDRESS ACADEMIC NEEDS

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

CONTINUOUS IMPROVEMENT GOALS (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):

G1. Reading Comprehension

Description:

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

Data Results on which goal is based:

AHSGE Reading Proficiency scores

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

Additional Academic Indicators:
 Graduation Rate

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

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

Strategies:

S1.1.1 Reading Comprehension for at risk students

Description:

Faculty will be trained to implement select research based literacy strategies. Trainings will be led by Literacy team members who are from the four core departments (Math, Science, Social Studies, Language Arts). Additionally, targeted 11th grade students will be placed in Read 180 classes during the school day. Targeted 11th and 12th grade students will placed in remediation classes during the short block. The Title I intervention teacher will pull out targeted students whose schedules prevent them from being enrolled a regular remediation class.

Action Steps:

AS1.1.1 Grad Exam Prep/Remediation Classes

Description:

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

Benchmarks:

Students will complete the STAR test for Universal Screening at the beginning of the 1st quarter, the end of 1st quarter and the end of 2nd quarter. Students will show a minimum of 1.0 gain in their RL (Reading Level)by the end of the semester. Classroom STAR reports will be placed in the evidence box.

AS1.1.2 READ 180

Description:

Provide Tier 3 intervention utilizing Read 180 which will target 11th grade students who are reading below grade level. Eligible students will be identified through Star Enterprise and AHSGE scores.

Benchmarks:

95% of students will improve their SRI by 100 Lexile points. Students not meeting proficiency will be referred to the PST. Classroom Lexile reports will be placed in the evidence box.

AS1.1.3 School-based Literacy Team

Description:

A team of teachers representing the core academic departments (Language Arts,Math, Science, Social Studies) will collaborate and discuss which

literacy strategies to implement school-wide. The Literacy Team will plan training presentations that are subject specific. These teacher leaders will then train their respective departments on designated days during regularly held data meetings. A couple of weeks after the initial training, team members will meet with departments again for a sharing session to check progress on strategy implementation. Further coaching will be provided to teachers still having trouble with implementation.

Benchmarks:

Literacy team members will provide follow-up technical assistance for teachers who have difficulty with strategy implementation. All training and follow-up will be evidenced by PLCIA forms, as well as copies of handouts and training presentation materials. These materials will be placed in the evidence box.

AS1.1.4 School-wide Literacy Strategies

Description:

The school Literacy Team will conduct job-embedded, quarterly training during the regular weekly core department data meetings. School-wide strategies will be presented in small groups. Teachers will then implement these in their classrooms. Follow up sessions will be held to assess how implementation is progressing. Teachers will be required to bring several student work samples to share at the follow-up session. Teachers still struggling with implementation will be provided additional assistance by their Literacy Team member.

Benchmarks:

100% of core department teachers will attend the training and implement the strategies in their classrooms. Students impact will be measured by EQT scores. Corresponding EQT scores from the previous year to the current year will show an increase in proficiency of 3%. This will be evidenced by PLCIA forms and EQT results 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.

Interventions:

Students may be assigned to Saturday School for additional assistance. Drop Out Prevention Specialist will work with Seniors to assist with removing any barriers to remediation and ultimately, graduation.

Resources:

Title I, Read 180 teacher \$57,472.21; Title I facilitator/reading intervention teacher \$67,921.97; Substitutes \$3,000; Library \$7,710; Classroom materials and supplies \$17,013; Computer hardware and equipment \$15,000; Copier services \$15,000

G2. Mathematics Comprehension

Description:

Increase proficiency on the math portion of the AHSGE from 91% to 92%

Data Results on which goal is based:

AHSGE Math Proficiency scores

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

Target Content Area(s): Math

ARMT: Math

Additional Academic Indicators:

Graduation Rate

Target Student Subgroup(s):

SPED, ELL, Free & Reduced, All Students

Courses of Study:

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

Strategies:**2.1 Mathematics Comprehension for at risk students****Description:**

Teachers will teach the new Common Core Standards as well as implement the new Standards for Mathematical Practice to fidelity.

Action Steps:**AS2.1.1 Standards for Mathematical Practice****Description:**

All mathematics teachers will fully implement multiple common core mathematics practice standards in all mathematics and intervention classrooms daily.

Benchmarks:

100% of teachers will fully implement the common core mathematics practice standards in all mathematics and intervention classrooms daily as evidenced by the walk through. Department/Data PLCIA forms will be placed in the Evidence Box. 95% of the students will be engaged daily in instruction using multiple common core mathematics practice standards as evidenced by the walk through. Teachers who are having difficulty with implementation will observe other teachers, receive help and support during job-embedded professional development sessions, or receive help from the district level if needed.

AS2.1.2 Job-Embedded Professional Development**Description:**

Mathematics teachers will meet quarterly on scheduled days in small groups to collaborate on the implementation of the new common core practice standards. Groups will be course driven so all Algebra teachers will meet together, Geometry, and so on.

Benchmarks:

All mathematics teachers will participate in the job-embedded professional development. Implementation problems that cannot be solved in the small group sessions will be presented to the entire department at the next departmental meeting evidenced by PLCIA forms (evidence box). Additional assistance will be provided at the district level if needed.

Interventions:

Students may be assigned to Saturday School for additional assistance. Drop Out Prevention Specialist will work with Seniors to assist with removing any barriers to remediation and ultimately, graduation. Students who are failing will be referred to the PST.

Resources:

Title I, Substitutes \$8,000; Classroom materials and supplies \$17,013; Computer hardware and equipment \$15,000; Copier services \$15,000; Stipends \$5,000

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

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

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

G1. APLA

Description:

By the end of the 2012-2013 school year, Murphy High School will increase the number of EL students making Adequate Progress in Language Acquisition (APLA) from 64% to 65%.

Data Results on which goal is based:

ACCESS for ELs

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

Target ELP Language Domain(s): Reading

WIDA Standards: Social and Instructional Language, Language of Language Arts, Language of Math, Language of Science, Language of Social Studies

Strategies:

S1.1.1 Core Classroom Accommodations

Description:

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

Action Steps:

AS1.1.1 District Classroom EL Training

Description:

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

Benchmarks:

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

AS1.1.2 EL Profile and EL Guide for Accommodations

Description:

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

Benchmarks:

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

Interventions:

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

Resources:

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

S1.2 WIDA Standards in the Cycle of Instruction**Description:**

Core teachers will implement the Cycle of Instruction to include WIDA Standards for ELs.

Action Steps:**AS1.2.1 District Classroom EL Training****Description:**

Selected General Ed teachers serving ELs will attend a day of district professional development on successful integration of WIDA Standards into the Cycle of Instruction. PD date options are as follows: Sept. 5 Oct. 10 Nov. 14 Jan. 15 Feb. 4

Benchmarks:

100% of selected teachers of ELs will attend PD by Feb. 4th. A list of teachers selected to attend the training and attendance certificates will be placed in the evidence box. Teachers who participate in the district training will return to school and conduct turn around training to their respective departments, evidenced by PLCIA forms filed in the evidence box.

AS1.2.2 EL Profile and EL Guide for Accommodations**Description:**

ESL Staff will provide General Ed teachers of EL students with the students' English proficiency level and the WIDA Can-Do-Profile and Accommodations page within the first month of school (K-8) or semester (9-12).

Benchmarks:

100% of teachers of ELs will sign upon receipt of the information. Documentation pages that have dates and signatures will be filed in the evidence box. Teachers will have Can-Do Profiles readily available and observable in the classroom as evidence by the walk through.

AS1.2.3 Instructional Strategies**Description:**

Instructional strategies will be utilized daily by teachers throughout the Cycle of Instruction to facilitate comprehension of the content for EL students.

Benchmarks:

100% of classrooms with EL students will visually display key content vocabulary and provide meaningful opportunities to use the academic language in language domains. Academic language of content (key vocabulary) is displayed visually with graphic support. ELs have opportunities to speak, hear, read, and write key vocabulary in a variety of group settings, i.e. whole group, small group, partners, individually, co-op learning, peer tutoring, etc. as evidenced by the walk through.

Interventions:

EL students not making language progress will be provided additional pull-out/ push-in assistance with EL staff and recommended to the EL committee. EL student will be provided summer school and after school remedial opportunities.

Resources:

All resources provided at the district level with local, Title I, Title II and Title III funds.

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

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

G1. Student Discipline

Description:

The student suspension rate will decrease from 34% in 2011-2012 to 25% in 2012-2013.

Strategies:

S1.1 Decrease student suspensions

Description:

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

Action Steps:

AS1.1.1 Schoolwide Discipline Plan

Description:

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

Benchmarks:

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

AS1.1.2 Utilize Retract

Description:

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

Benchmarks:

Quarterly data will show a decrease in suspensions and an increase in retract utilization. Quarterly data report along with the monthly Retract Report will be filed in the evidence box.

Interventions:

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

Resources:

Title I funded Retract paraprofessional (\$28,406 salary and fringes); classroom supplies (\$500)

G2. Graduation Rate**Description:**

Graduation Rate will increase from 64% (2011-2012) to 90% (2012-2013).

Strategies:**S2.1 Increase Graduation Rate****Description:**

In an effort to increase the graduation rate at Murphy High School, the school will employ a Drop Out Prevention Specialist to assist in tracking and working with at risk seniors. Additionally, the school will implement Saturday School to provide both grad exam tutoring and general remedial help to help reduce the number of students who fail graduate.

Action Steps:**AS2.1.1 Drop Out Prevention****Description:**

Murphy High School will employ a Drop Out Prevention Specialist (DOPS) to work with at risk seniors. Students will be identified by AHSGE scores and grades. DOPS will assist in removing barriers to graduation, facilitate career pathways, develop a graduation portfolio, and track identified students to graduation.

Benchmarks:

At least 90% of identified students will graduate. Student portfolios will be retained with the Drop Out Prevention Specialist until graduation. Upon graduation, student portfolios will be filed in the evidence box.

AS2.1.2 Saturday School**Description:**

Students who are at risk for not graduating due to not passing the AHSGE or failing classes will be referred to Saturday School for tutoring/remedial help. Saturday School sessions will be held from 8am -12noon. Parents receive progress updates after each session their child attends.

Benchmarks:

Formative: A minimum of a 2% decrease in course failure rate between corresponding quarters of the previous and current years. Summative: A minimum of 3% increase in the graduation rate.

AS2.1.3 Freshman Academy Intervention**Description:**

Murphy will continue to have a Freshman Academy. Implementation has been very successful and the students develop a strong connection to the faculty and the school. Structured intensive intervention has been very effective in reducing the course failure rate and keeping incoming 9th grade students on track to graduate on time.

Benchmarks:

Course failures from previous year to current year will decrease by 3%. Students who are failing are referred to the Academy's Leadership Team for intensive intervention. Copies of intervention documentation will be filed in the evidence box along with course failure data. Student intervention will be observable during the walk through.

Interventions:

Students who are monitored by the Drop Out Prevention Specialist will have to attend a meeting which includes the parent, student, administrator and counselor. Students who fail to attend Saturday School will have to meet with an administrator.

Resources:

Title I, Drop Out Prevention Specialist \$42,321.42; .5 Counselor \$33,297.49; Saturday School \$18,836.99; Materials and Supplies \$5026.70

Part V - Additional Components To Be Addressed to Satisfy Federal Requirements

Teacher Mentoring:

Describe teacher mentoring activities. For example, are new or inexperienced teachers given support from an assigned master teacher and what does that support look like? (Section 1116)

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

Budget:

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

- The State of Alabama School Foundation Program: The State of Alabama funds the Basic programming in terms of teacher units based on student enrollment. For the 2012-2013 school year the state is funding 116.70 teacher units, 1 principal unit, 4.50 Assistant Principal units, 3 counselor units, and 2 librarian units. The foundation budget is \$6,310,147.
- Title I Part A (Federal): This money is used to supplement regularly funded programming. For the 2012-2013 school year, Title I monies are being used to fund 2 reading intervention teachers, 1 drop out prevention specialist, 1 retract paraprofessional, .5 counselor and various materials and instructional supplies. The Title I budget is \$400,364.91.
- Title I Parental Involvement Funds (Federal): This money is used for supplies/materials for parent in-services, parenting pamphlets, increasing materials for parent help, and parent newsletters. The Parenting budget is \$7,473 which is included in the Title I budget amount.

Transition:

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

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

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

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

Highly Qualified Teachers:

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

Every year district representatives attend job fairs in all areas of Alabama and neighboring states that are sponsored by colleges and universities for the purpose of attracting highly qualified teachers to Mobile County. Prospective teachers are given information about the school system, city of Mobile, and neighboring communities. Contact information is collected from prospective teachers in high need areas and these teachers are encouraged to apply and consider relocation to the area. Applications are requested district-wide when openings are available in order to choose only those teachers who are highly qualified. The decision of hiring highly qualified staff is made by the local school. Principals are required to have the knowledge of each teacher's highly qualified status and the area the teacher is highly qualified to teach. All scheduling and assignment decisions must be made using this information. Murphy currently has 115 teachers or 99% of faculty and staff with highly qualified status. The remaining 1% (1 teacher) is currently in the DREXEL program working on achieving highly qualified status. All teachers are required to participate in professional development activities organized by the administration of the local school and encouraged to seek additional professional development activities. Funding for high-quality, on-going activities is provided by local, state and federal funds.

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

Assessments and Teacher Involvement:

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

Murphy High School teachers meet weekly in departmental data meetings to discuss the progress of students, and make any necessary adjustments to instruction. There is daily collaboration between intervention and core teachers, as well as, daily collaboration between inclusion teachers and regular core teachers. Members of the Problem Solving Team evaluate data collected on struggling students to determine if there are any indicators that would warrant referral for special services. Teacher representation and teacher input is utilized on school budget committees, policy committees, and textbook selection committees.

Special Populations:

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

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

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

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

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

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

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

Describe procedures used for each group of individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for non-traditional fields; single parents, including single pregnant women; displaced homemakers; and individuals with limited English proficiency.

Applies Only to Secondary Schools

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

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

Students have the opportunity to participate in 5 different career cluster pathways on campus. In 2011-2012 Murphy offered 23 different career technical courses on campus. There were an additional 184 class offerings at the Falkner Vocational campus that students are allowed to choose from.

Extended Learning Opportunities:

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

- Students identified as at risk of failing or dropping out are encouraged to attend Saturday School tutoring, Credit Recovery, S.T.E.P. tutoring, and 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 I staff to provide additional assistance and intervention for students in small group or individual instruction.

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

Parental Involvement:

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

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

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

- (1) The leadership and staff of Murphy High School have a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings on a flexible schedule. Quarterly parent workshops will be held on a flexible schedule to accommodate as many parents as possible. The parent center will be open every day from 7:30-2:30 for parents to pick up materials and information or to meet with the parent manager. Parents are reminded of all events and opportunities through the school website, 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 program manager, who has been trained on Title I, Part A, parental involvement, and parents' rights. There is a Parental Advisory Committee, which is repeatedly advertised for all parents to participate in. To be a member of the committee, contact with the Parent Liason must be made, and you will be notified of the next committee meeting. The Advisory Committee keeps parents informed of various committee work and receives input from parents that is used in the meetings. They assist in evaluating the parental involvement plan, the school-parent compact, and the quarterly baseline data.
- (3) Parental Involvement funds are used to fund materials in the parent resource center, monthly workshops, and the bulk mail account for the parenting program. \$7,473 allocated in Title I budget

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

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

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

Revisions to the compact will be developed through a coordinated effort by school staff members and the school's Parent Advisory Committee. Parents will be given a copy of the new compact at the annual Title I parent meeting, at registration, or 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 parenting office, so they can be used for parent/student-teacher conferences.

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

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

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

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

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

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

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

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

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

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

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

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

(5) Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

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

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

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

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

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

Part VII- PROFESSIONAL LEARNING NEEDS RELATED TO ACADEMIC CHALLENGES

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

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

Learning Activities: District EL Training

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

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

What types of professional learning will be offered?

District Classroom EL Training for Content Teachers

When will the session be delivered?

Sessions are held monthly at the district office.

What are the expected outcomes of professional learning?

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

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

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

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

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

Funding provided at the District level.

School-based Literacy Team

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

Did not make AYP in the area of reading.

What types of professional learning will be offered?

A school-based Literacy Team will be created with members from the core subject areas of math, language arts, science and social studies. These teacher leaders will meet and discuss which literacy strategies would be most beneficial to address weak areas and would also be applicable across the entire curriculum. Once the decision has been made about the strategies, the team will then collaborate and come up with a training format and training materials for use in faculty training. Team members will conduct initial training with their respective departments during regular data meetings. Team members will also conduct follow up sessions to check for understanding and implementation through discussion and student work samples.

When will the session be delivered?

Sessions will be held quarterly during regular departmental data meetings. There will be both an initial training and a follow up training each quarter.

What are the expected outcomes of professional learning?

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

Teachers will implement the literacy strategies in their classrooms. Visual displays and/or student work samples should be visible during the walk through. EQT quarterly data should reflect an increase of 3% in proficiency from the previous year to the current year.

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

Teachers will be required to bring student work samples to the follow up sessions. Teachers struggling with implementation will be given assistance by the literacy team members. Visual displays and/or student work samples should be observable during the walk through.

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

Title I, Subs for Literacy Team \$3,200; Training materials and supplies \$500

Job-embedded Math Practice Standards

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

Teachers are implementing Common Core Standards as well as Math Practice Standards.

What types of professional learning will be offered?

Math teachers will participate in job-embedded training. Teachers of like subjects will meet on designated days to collaborate on different ways to implement the practice standards and to problem solve ways to eliminate barriers to full implementation.

When will the session be delivered?

Collaborative groups will decide on meeting dates. Those dates will be turned in to the department chair. Teachers will meet once a quarter.

What are the expected outcomes of professional learning?

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

Evidence of group work, problem solving and questioning techniques should be observable during the walk through.

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

PLCIA forms will be filled out and turned in to the department chair. Ideas will be shared at the monthly department meetings. The department chair will coordinate additional assistance for teachers continuing to struggle with implementation.

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

Title I, Substitutes \$6,000

Career Academies

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

Increase the graduation rate

What types of professional learning will be offered?

The school will send a leadership team to the National Career Academy Coalition conference in Nashville, TN. The team will attend informational sessions at the conference as well as participate in site visits of selected schools in Nashville.

When will the session be delivered?

The conference will be held November 8-11, 2012.

What are the expected outcomes of professional learning?

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

Upon return, the team will present the information gathered to the faculty and then serve as leaders/facilitators for creating and implementing career academy programs at Murphy High School for the 2013-2014 school year.

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

Copies of all training materials, group presentation materials, PLCIA meeting forms and materials related to the development of the academy programs will be placed in the evidence box.

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

Title I, Conference registration; Hotel; Transportation; Meals

Part VIII - Coordination of Resources/Comprehensive Budget

I. State Foundation Funds

	FTEs Earned	Units Placed	Total Salaries
FTE Teacher Units	116.70	116.31	5,533,300.00

Administrator Units	1.00	1.00	107,621.00
Assistant Principal	4.50	4.50	370,891.00
Counselor	3.00	4.00	189,400.00
Librarian	2.00	2.50	103,300.00
Career and Technical Education Administrator	0	0	0
Career and Technical Education Counselor	0	0	0
Technology			0
Professional Development			0
State ELL Funds			0
Instructional Supplies			5,635.00
Library Enhancement			0.00
Total of All Salaries:			\$6,310,147.0

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and a breakdown of expenses.

Base Allocation: \$392,891.91
 Parenting Allocation: \$7,473.00
 Total: \$ 400,364.91

Budgeted Expenses:

Total Salaries/Fringes (Staffing Form B) \$229,428.22

- List positions and FTEs:
 - o Reading Teacher/Facilitator/1 FTE, \$67,921.97; Read 180 Teacher/ 1 FTE, \$57,472.21; Drop Out Prevention Specialist/ 1 FTE, \$42,321.42; Retract Paraprofessional/1FTE, \$28,415.12; Counselor/ .5 FTE, \$33,297.49

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

• List positions and FTEs
 Total Salaries/Fringes (stipends& Substitutes-Forms C&C1) \$ 43,436.99

- List type of compensation:
 - o Staff Development Stipends- \$10,000
 - o Extended Day stipends \$18,836.99
 - o Bridges Stipends - \$2,000
 - o Professional Development Subs - \$12,000
 - o Instructional Subs (Title I) \$600.00

Total Materials and Supplies (Form D) \$85,499.70

- List materials and supplies by function (instructional, professional development, etc.)
 - o Parenting materials and supplies \$7,473.00
 - o Teacher instructional materials and supplies \$34,026.70
 - o Instructional technology \$5,000.00
 - o Computer Hardware \$25,000
 - o Library Materials and Supplies \$7,710

Total Contracts (Form F) \$30,000

- List vendors:

- o Xerox Copy Machine \$30,000
- o
- Total Equipment (Form G) \$0
- Total Travel (Form H) \$12,000
- List proposed travel expenditures and whether or not it is suggested, functional or mandatory travel
- o Suggested School Leadership Team travel for meals, mileage and lodging for 12 people to Nashville, TN for the National Career Academy Coalition conference

Grand Total Expenses: \$400,364.91
 Parenting Minimum 1% (Program code 5101) \$7,473 parenting supplies
 Professional Development: 10% of Budget (Function 2215): \$39,290
 \$12,000 travel; \$12,000 substitutes; \$10,000 stipends; \$5,290 professional books

Total:523,087

Total : 400,364.91

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0

Title IV: For Safe and Drug-free Schools

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0

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

Provide a brief explanation and a breakdown of expenses.

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

Total :

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

Provide a brief explanation and a breakdown of expenses.

N/A

Total :

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

Provide a brief explanation and a breakdown of expenses.

N/A

Total :

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

Teacher units (.03) \$1,477 Asst. Principal (.5) \$41,318 Aide (1.5) \$25,771 Supplements \$103,758 Employee Benefits \$48,153 Property Services \$6,287 Utilities \$549,849 Instruction Supplies \$1600 Dues and Fees (IB Program) \$10,200

Total :