



ACIP

Murphy High School

Mobile County Board of Education

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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 serves an average of 2200 students in grades 9 through 12 yearly and employs approximately 130 teachers, 6 administrators, and 10 support staff personnel. The student body is very diverse, the ethnic break down on average consists of 67% African American, 27% Caucasian, and 6% other; while 75% of the faculty and staff are Caucasian, 24% African American, and 1% other. Females make up the majority of the students, 55% of the population, and the majority of the faculty and staff: 67% of the employees.

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 of 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.

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 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 been 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.

We currently offer 22 AP Courses. We gave 448 exams last year (2014); and 128 students scored a 3, 4 or 5 on the Exam. That gives us a 29% passing rate.

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

We are implementing the Signature Academy next year with the Murphy Signature Academy of International Studies. 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 also be implementing the PBIS system next year. This will use positive reinforcement to improve student behavior and maintain faculty morale.

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.

All students will be able to eat healthy lunches at no charge during the 2014-15 school year.

Murphy began offering universal free breakfast to students during the 2013-2014 school year and will continue to do so.

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 an intervention 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 get credit for classes and keep them on track for graduation.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Beginning in June of 2014, 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 schoolwide 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.

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. Denise Stamps-Johnson/School Improvement Specialist
Ms. Jennifer Lee, English Department Chair/Teacher
Ms. Amy Buckles, Math Department Chair/Teacher
Ms. Sonya Sullivan, Social Studies Department Chair/Teacher
Ms. Rebecca Mullins, Science Department Chair/Teacher
Ms. Shvonnice Caffey, Freshman Academy Intervention Teacher
Ms. Kerri Bouler, Special Education Chair/Teacher
Ms. Danielle Jackson, ESL/Teacher
Ms. Susan Johnson, Intervention Teacher/Title 1
Ms. Diana McNaughton, Intervention Teacher
Ms. January Taylor, Drop-Out Prevention
Ms. Kim Finch, Parent
Ms. Angie Gulledege, Parent
Ms. Sondra Jones, Parent
Ms. Nikki Brantley
Ms. Susan Walker
Katherine Jones, Student
Everette Coleman, Student
Cara Holden, Student
Braxton Woody, Student
Lindsey Bunderson, 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.

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 2013 and the Spring of 2014. In addition to using this information in the planning of the ACIP, the Leadership committee also took into consideration the We Scholastic Survey that was administered in August/September of 2014. We took the results of both sets of surveys to disaggregate the information to use in our planning of our schoolwide plan. | Murphy High School We Scholastic Survey Results |

Evaluative Criteria and Rubrics

Overall Rating: 3.0

| | Statement or Question | Response | Rating |
|----|------------------------------|---|---------|
| 1. | Questionnaire Administration | All 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 complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants. | Level 4 |

| | Statement or Question | Response | Rating |
|----|---|--|---------|
| 2. | Stakeholder Feedback Results and Analysis | One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity. | Level 2 |

Areas of Notable Achievement

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

The overall highest level of satisfaction or approval was indicated on the Parent Survey under the section, Resources and Support Systems. 84% of parents feel that Murphy High School provides opportunities for students to participate in activities that interest them. 82% of parents feel that Murphy High School's purpose statement is clearly focused on student success. In addition, 81% of parents state that their child knows the expectations for learning in all classes. Finally, 73% of parents feel that Murphy has established goals and has a plan for improving student learning.

The overall highest level of satisfaction or approval was indicated on the Teacher Survey under the section, My Students. 98% of teachers report giving their students encouragement, challenging their students to think, and they really care about the work students do in the classroom. Moreover, 95% of teachers report that they set high academic standards for performance, with 94% feeling that the content their students are learning is very important.

The overall highest level of satisfaction or approval was indicated on the Student Survey under the section, Academics. 95% of students say that they try to do a good job on school work. Under the section, School Connectedness, 92% of students report that students at Murphy High School are involved in sports, clubs, or other activities outside of class. Finally, under the section Risk and Protective Factors, 91% of students claim that they are accepting of people who are different from them.

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

In the fall of 2013, only 6 parents, 3 staff/faculty members, and 3 students completed the Advanc-ED surveys (respectively). However, in the spring, 95 parents, 115 staff/faculty members, and 223 students completed the second administration of the Advanc-ED surveys (respectively). This alone shows that the number of stakeholders increased and subsequently feel that they have the security to express their opinions in the survey. Therefore, this huge stakeholder increase between the two administrations of the survey show that there is an overall trend of satisfaction or approval in the participation of the schoolwide program.

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

According to the WE Survey, 67% of students and 59% of teachers feel that Murphy High School has high expectations for all students. This is consistent with AdvancED's Parent Survey where 81% of parents state that their child knows the expectations for learning in all classes. Finally, AdvancEd's Teacher Survey reports that 95% of teachers report that they set high academic standards for performance, with 94% feeling that the content their students are learning is very important.

Moreover, AdvancED's Teacher Survey reports 98% of teachers give their students encouragement, challenging their students to think, and they really care about the work students do in the classroom. This is comparable and consistent with the WE Survey's indicator, "I encourage students to create original solutions to complex problems" where 90% of teachers are in total agreement, In addition, 100% of teachers are in total agreement that they expect students to become independent learners.

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, Academics. 41% of teachers feel that the students of Murphy High School do not try to do a good job on school work. In addition, 68% of teachers state that rules are not enforced at school. 57% of teachers feel that the work environment at Murphy High School is not positive. Finally, 73% of teachers feel that Murphy's school repairs were not made promptly.

The overall lowest level of satisfaction or approval was indicated on the Parent Survey under the section, Purpose and Direction. 8% of parents do not feel that Murphy has established goals and a plan for improving student learning. 15% of parents think that our school does not share responsibility for student learning with its stakeholders. 36% of parents say that their child's teachers do not keep them informed regularly of how my child is being graded. Finally, 24% of parents report that Murphy does not provide excellent support services (counseling and/or career planning).

The overall lowest level of satisfaction or approval was indicated on the Student Survey under the section, School Connectedness. 40% of students at Murphy High School feel that adults do not listen and respond to student needs. 28% of students report that the school does not recognize and celebrate hard-working faculty and staff. 61% of students feel that students do not follow rules. Finally, 53% of students feel that there is a climate of disrespect at Murphy High School.

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

In the fall of 2013, only 6 parents, 3 staff/faculty members, and 3 students completed the Advanc-ED surveys (respectively). However, in the spring, 95 parents, 115 staff/faculty members, and 223 students completed the second administration of the Advanc-ED surveys (respectively). This alone shows that the number of stakeholders increased and subsequently feel that they have the security to express their opinions in the survey. However, due to the lack of participation in the survey in the fall of 2013, there was no true baseline for comparison to accurately show a trend.

What are the implications for these stakeholder perceptions?

The root cause for negative responses can directly linked to the addition and the revision of specific objectives in our schoolwide plan. 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 be fully implemented. With proper implementation and proper progress monitoring, PBIS should be successful in dramatically changing Murphy's schoolwide culture.

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

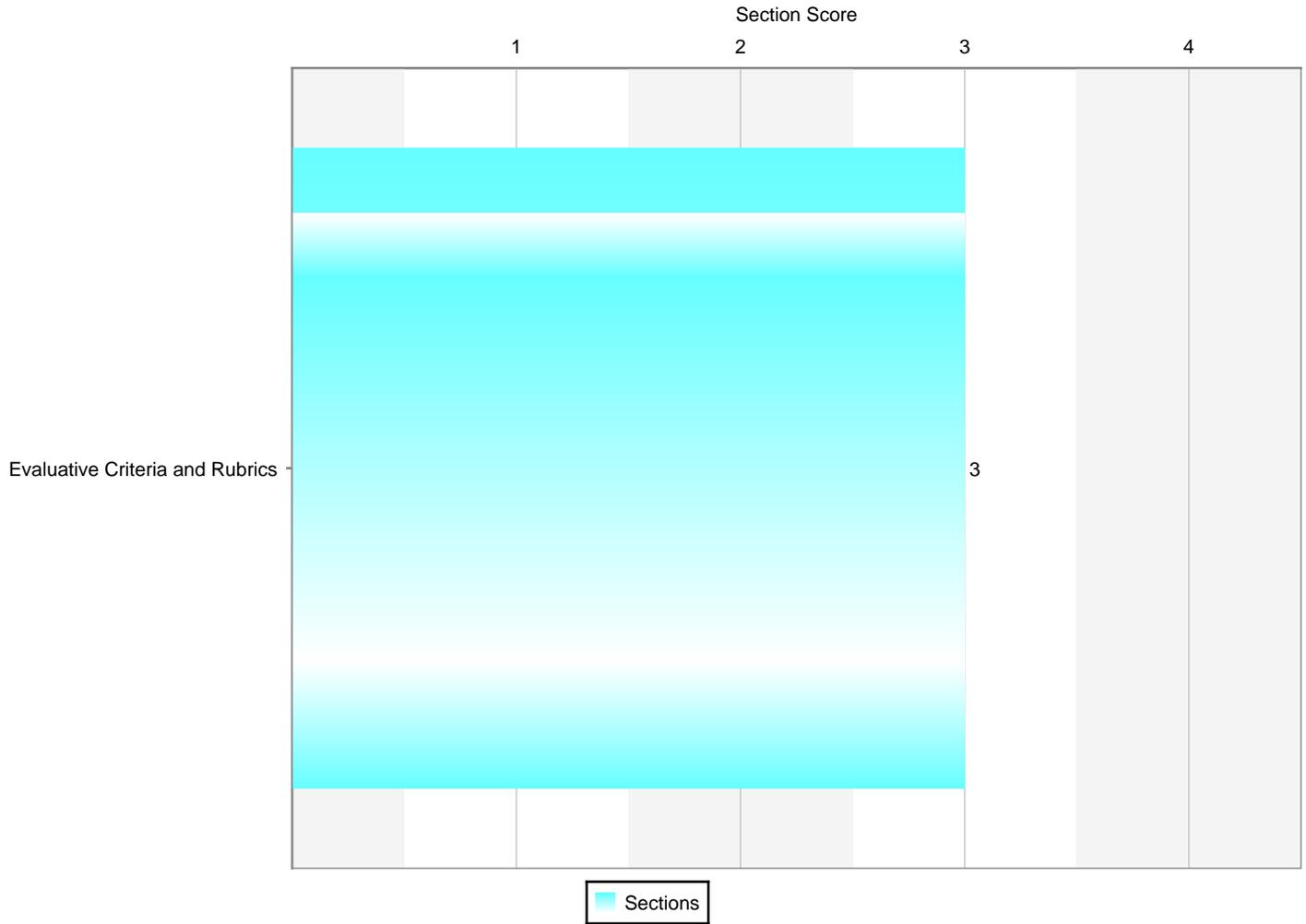
According to the WE Survey, 38% of teachers feel that if students are given more challenging work, they will do it. This is consistent with AdvancED's Teacher Survey where 41% of teachers feel that the students of Murphy High School do not try to do a good job on school work.

Finally, according to the WE Survey, only 60% of students report that if teachers given them more challenging work, they would do it.

According to the WE Survey, 40% of students say that their teachers do not care about them. This is consistent with AdvancED's Student Survey where 40% of students at Murphy High School feel that adults do not listen and respond to student needs.

Report Summary

Scores By Section



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 | | Murphy High School Student Performance Diagnostic 2014-2015 |

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?

EOC's:

EOC data for both Algebra 1 and English 10 is weak across the board.

However, the students' highest area of strength in English is Writing Mechanics with 57% mastery. On the heels of Writing Mechanics is Reading Comprehension with a close 56% mastery.

Moreover, EOC data in Algebra 1 shows the highest area of strength is Number Sense, Operation, and Graph Skills with 47% mastery.

Course Failures:

We also had a low number of core course failures in English 12 (8), Algebra 2 Trig (14), and Biology(10).

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

On the Algebra 1 End of Course Exam a couple of positive trends in performance are obvious when analyzing and comparing the EOC results from last May (2013) with results from this past May (2014). In the area of Number Sense, Operation, and Graph Skills, the EOC results report a 47% proficiency from May of 2014, which is up 7% from the results from May of 2013. Another area that showed gains between May of 2013 and May of 2014 was in the area of Exploring Quadratic Equations and Functions. The mastery level for the May 2014 administration of the EOC is 30%, whereas the results from May, 2013 was 28%, showing a 2% gain.

Which area(s) indicate the overall highest performance?

EOC data reports the students' highest area of strength in English 10 is Writing Mechanics with 57% mastery. On the heels of Writing Mechanics is Reading Comprehension with a close 56% mastery.

Moreover, EOC data in Algebra 1 shows the highest area of strength is Number Sense, Operation, and Graph Skills with 47% mastery.

Course Failures:

We also had a low number of core course failures in English 12 (8), Algebra 2 Trig (14), and Biology(10).

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

The free and reduced subgroup show a trend toward increasing performance in English comparing the 2012-2013 school year with the 2013-2014. The failing percentage for English 10 dropped from 11.51% in 2012-2013 to 6.82% in 2013-2014. The failing percentage for English 11 dropped from 11.51% in 2012-2013 to 5.96% in 2013-2014. The failing percentage for English 12 dropped from 8.28% in 2012-2013 to 2.54% in 2013-2014.

Between which subgroups is the achievement gap closing?

The biggest achievement gap closing is between the Free and Reduced subgroup and the Paid subgroup. For the Free and Reduced subgroup, between the 2012-2013 school year, English 10's failure rate dropped 4.69%, English 11's failure rate dropped 5.55%, and English 12's failure rate dropped 5.71%.

Failure Rates 2012-2013:

English 10: 11.51% (Free & Reduced) & 1.59% (Paid)

English 11: 11.51% (Free & Reduced) & 1.59% (Paid)

English 12: 8.28% (Free & Reduced) & 2.55 (Paid)

Failure Rates 2013-2014:

English 10: 6.82% (Free & Reduced) & .71% (Paid)

English 11: 5.96% (Free & Reduced) & 1.40% (Paid)

English 12: 2.54% (Free & Reduced) & 0.00% (Paid)

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

These reported findings from the EOC are consistent with the reported findings of the data for core course failures. Overall, students scored higher on the English 10 EOC than the Algebra 1 EOC's. Moreover, there were more Math core course failures than English core course failures.

Areas in Need of Improvement

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

EOC's:

Our weakest area overall in English is the Modes of writing with 20% mastery. We are also weak in the area of Critical Reading with 54% mastery.

EOC data in Algebra 1 is weak across the board; but the weakest area is Exploring Other Nonlinear Equations and Functions (evaluate and manipulate exponential, rational, and radical expressions with 21% mastery).

Course Failures:

We also had a high number of core course failures in Algebra 1 (109), Geometry (68), and Physical Science (139).

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

Algebra 1 EOC:

When analyzing and comparing EOC data for Algebra 1, it is easy to note that there is not much gain on mastery among the objectives. For example, students showed the following results:

In May of 2013:

Exploring Expressions, Equations, and Functions in the First Degree = 33% Mastery

Exploring Other Nonlinear Equations and Functions = 33% Mastery

Exploring Quadratic Equations and Functions = 28% Mastery

Number Sense, Operation, and Graph Skills = 40% Mastery

In December of 2013:

Exploring Expressions, Equations, and Functions in the First Degree = 42% Mastery (+9% mastery)

Exploring Other Nonlinear Equations and Functions = 43% Mastery (+10% mastery)

Exploring Quadratic Equations and Functions = 33% Mastery (+5% mastery)

Number Sense, Operation, and Graph Skills = 50% Mastery (+10% mastery)

In May of 2014:

Exploring Expressions, Equations, and Functions in the First Degree = 33% Mastery (-9%, Fall 2013; same, May 2013)

Exploring Other Nonlinear Equations and Functions = 21% Mastery (-21%, Fall 2013; -12%, May 2013)

Exploring Quadratic Equations and Functions = 30% Mastery (-3%, Fall 2013; +2%, May 2013)

Number Sense, Operation, and Graph Skills = 47% Mastery (-3%, Fall 2013; +7% May 2013)

English 10 EOC:

Likewise, when analyzing and comparing EOC data for English 10; again, it is easy to note that there is not much gain on mastery among the objectives. For example, students showed the following results:

In May of 2013:

Critical Reading = 61% Mastery

Mechanics of Writing = 73% Mastery

Modes of Writing = 50% Mastery

Reading Comprehension = 68% Mastery

In December of 2013:

Critical Reading = 63% Mastery (+2% mastery)

Mechanics of Writing = 71% Mastery (-2% mastery)

Modes of Writing = 60% Mastery (+10% mastery)

Reading Comprehension = 68% Mastery (same mastery)

In May of 2014:

Critical Reading = 54% Mastery (-9%, Fall 2013; -7%, May 2013)

Mechanics of Writing = 57% Mastery (-14%, Fall 2013; -16%, May 2013)

Modes of Writing = 40% Mastery (-20%, Fall 2013; -10%, May 2013)

Reading Comprehension = 56% Mastery (-12%, Fall 2013; -12% May 2013)

Which area(s) indicate the overall lowest performance?

EOC's:

Our weakest area overall in English is the Modes of writing with 20% mastery. We are also weak in the area of Critical Reading with 54% mastery.

EOC data in Algebra 1 is weak across the board; but the weakest area is Exploring Other Nonlinear Equations and Functions (evaluate and manipulate exponential, rational, and radical expressions with 21% mastery.

Course Failures:

We also had a high number of core course failures in Algebra 1 (109), Geometry (68), and Physical Science (139).

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

The free and reduced subgroup show a trend toward decreasing performance in Math comparing the 2012-2013 school year with the 2013-2014. 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.

Between which subgroups is the achievement gap becoming greater?

The biggest achievement gap increasing is between the Free and Reduced subgroup and the Paid subgroup. For the Free and Reduced subgroup, between the 2012-2013 school year, Algebra 1's failure rate jumped 4.48%.

Failure Rates 2012-2013:

Algebra 1: 7.50% (Free & Reduced) & 1.75% (Paid)

Failure Rates 2013-2014:

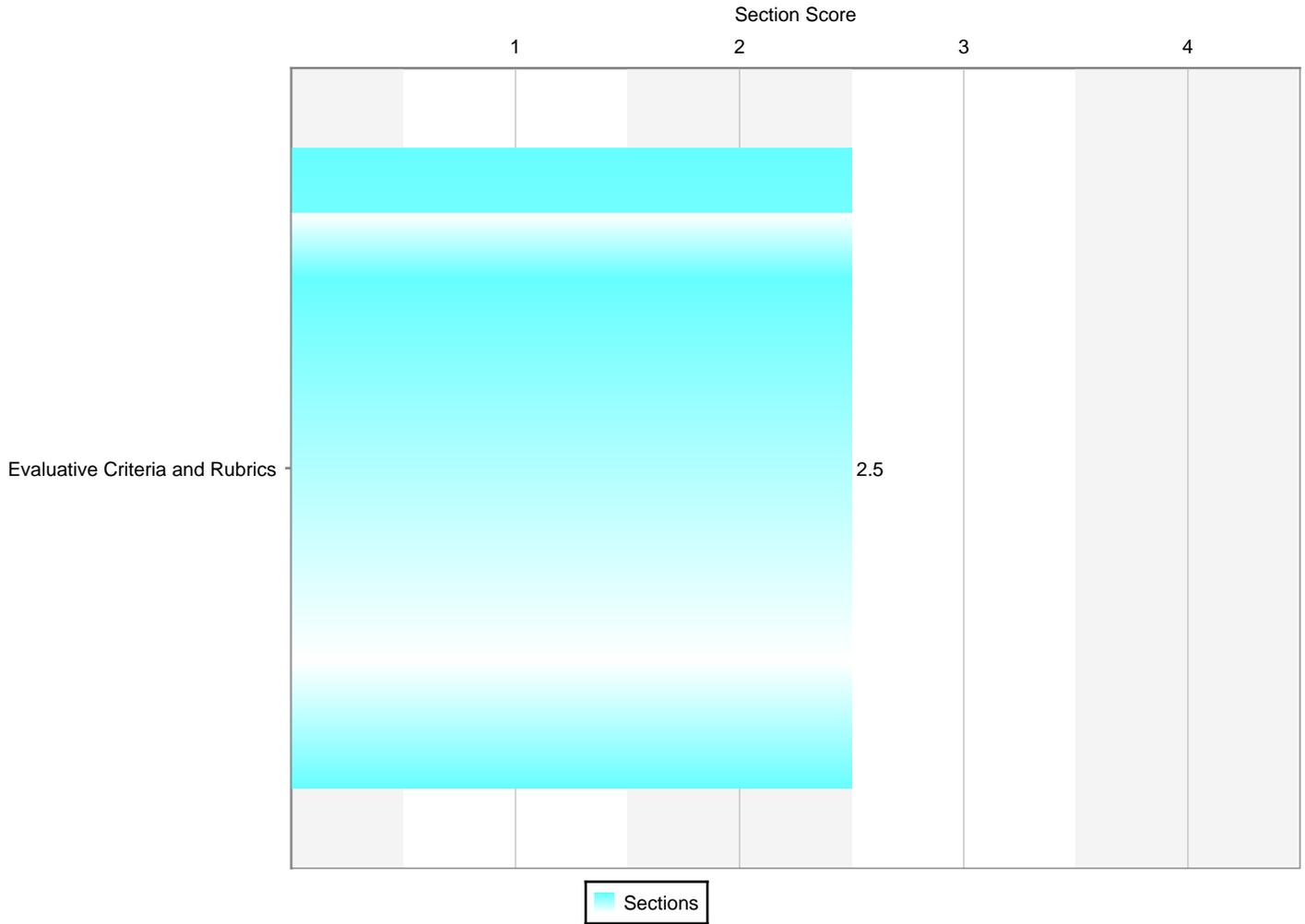
Algebra 1: 11.98% (Free & Reduced) & 1.75% (Paid)

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

These reported findings from the EOC are consistent with the reported findings of the data for core course failures. Overall, students scored higher on the English 10 EOC than the Algebra 1 EOC's. Moreover, there were more Math core course failures than English core course failures. Finally, it can be easily concluded that once the ACT scores are distributed for analysis, those ACT results will likely be consistent with the EOC and core course failure data.

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 | | ACIP Assurances |

| 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 | | ACIP Assurances |

| 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 | | ACIP Assurances |

| 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. | Parental Involvement Plan |

ACIP

Murphy High School

| 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 | | 2014-2015 Parent Compact |

Murphy High School Continuous Improvement Plan 2014-2015

Overview

Plan Name

Murphy High School Continuous Improvement Plan 2014-2015

Plan Description

These are the goals, objectives, strategies, and activities for the ACIP for the 2014-2015 school year.

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 | Prepare and support teachers to graduate College and Career Ready students. | Objectives: 3 Strategies: 3 Activities: 3 | Organizational | \$27600 |
| 2 | 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: 4 Strategies: 4 Activities: 4 | Academic | \$17000 |
| 3 | Prepare and support students through student support services | Objectives: 4 Strategies: 4 Activities: 5 | Organizational | \$116842 |
| 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 | \$11000 |

Goal 1: Prepare and support teachers to graduate College and Career Ready students.

Measurable Objective 1:

demonstrate a behavior to increase cultural awareness by 03/13/2015 as measured by the participation of schools in district provided training.

Strategy 1:

Cultural Awareness Training - Each school will ensure at least one representative will attend district provided cultural awareness training to take back to the school and train the remaining faculty.

Research Cited: USDOE, American Psychological Association, United Nations High Commission for Refugees (UNHCR)

| Activity - Faculty Cultural Awareness | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|-------------------|--------------------------------|
| The school will send one representative to attend district provided training on multicultural classrooms, parental involvement for ESL families, the psychology of immigration. | Professional Learning | 08/05/2014 | 03/13/2015 | \$21600 | Title II Part D | Administrators, EL Coordinator |

Measurable Objective 2:

collaborate to implement Math and literacy strategies school-wide by 06/01/2015 as measured by reducing core course failures by 5%. Core course data will be compared from 2013-2014 school year to the 2014-2015 school year..

Strategy 1:

School Wide Literacy Strategies - The Math and Reading Intervention teachers will collaborate and discuss literacy strategies to implement school-wide.

Research Cited: Make Sense Strategies, Summarization in Any Subject, RTI, ACT Quality Core, Common Core

| Activity - School-Wide Literacy Strategies Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|--------------------|---|
| The Reading Intervention and Math Intervention teachers will conduct teacher-trainings that are subject specific with the focus shifting to ACT preparation. These teacher will train their respective departments on designated days during regularly held data meetings. Further coaching will be provided to teachers still having trouble with implementation. | Professional Learning | 08/07/2014 | 06/01/2015 | \$3000 | Title I Schoolwide | Reading Intervention Teacher, Math Intervention Teacher, Administrators |

Measurable Objective 3:

demonstrate a proficiency in utilizing technology and digital resources by 05/29/2015 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.

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 | 08/05/2014 | 05/29/2015 | \$3000 | Title I Schoolwide | School faculty and administrators |

Goal 2: 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:

53% of English Learners students will demonstrate a proficiency and will meet or exceed the state APLA in English Language Arts by 06/02/2015 as measured by ACCESS for ELL state mandated assessment.

Strategy 1:

Implementation of the Core Program - English Learners will meet or exceed the state APLA of 53% on the ACCESS for ELL through the effective implementation of Tier 1 instruction utilizing Specially Designed Academic Instruction in English.

Research Cited: WIDA World-Class Instructional Design and Assessment

| Activity - Impementation of the Core Program | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|-------------------|--|
| Direct Instruction | Direct Instruction | 08/07/2014 | 06/02/2015 | \$0 | District Funding | Content teachers, administrators, EL Coordinator |

Measurable Objective 2:

80% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in Algebra 1 in Mathematics by 06/01/2015 as measured by meeting or exceeding the EOC benchmark by 1-3%.

Strategy 1:

Math Additional Academic Assistance - Math & science department chairs created a list of basic skills lacking in the lower level math & science courses. Based on this list the Math intervention teacher will provide math strategies to the faculty to help them intervene with at-risk students during third block.

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

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| Activity - Math Additional Academic Assistance | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|--------------------|--|
| Math intervention teacher will develop & provide materials for third block teachers of ACT Prep, Focus on Algebra, and Focus on Geometry classes to intervene with at-risk students. The Math intervention teacher will also provide implementation support on an add-needed basis. Finally, materials will be purchased on an add-needed basis for classroom teachers to implement the strategies. | Academic Support Program | 09/08/2014 | 06/01/2015 | \$3000 | Title I Schoolwide | Math Intervention Teacher and Third Block ACT Prep, Focus on Algebra, and Focus on Geometry Teachers |

Measurable Objective 3:

80% of Tenth grade students will demonstrate a proficiency in English 10 in English Language Arts by 06/01/2015 as measured by meeting or exceeding the EOC benchmark by 1-3%.

Strategy 1:

English Language Arts Additional Academic Assistance - English/Language Arts & History department chairs created a list of basic skills lacking in the lower level English/Language Arts & History courses. Based on this list the Reading intervention teacher will present literacy strategies to the faculty to help them intervene with at-risk students during third block.

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

| Activity - English Language Arts Additional Academic Assistance | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|--------------------|--|
| Reading intervention teacher will develop materials for teacher training sessions and conduct training sessions (in collaboration with district provided literacy coaches) for the teachers during their planning periods. Materials will be purchased on an add-needed basis for classroom teachers to implement the strategies. | Academic Support Program | 08/07/2014 | 06/01/2015 | \$3000 | Title I Schoolwide | Reading Intervention Teacher, Academic Faculty, & District Provided Literacy Coaches |

Measurable Objective 4:

80% of All Students will complete a portfolio or performance using critical thinking skills while using appropriate digital tools and resources in Writing by 06/01/2015 as measured by classroom/student observations and final products/performances that demonstrate mastery of State Course of Study standards.

Strategy 1:

Incorporating Technology for Student Research - promote innovation, through the availability of tools of district-wide benefit, to transition schools from the historical dependence on textbooks and toward an expanded online deployment of instructional materials.

Research Cited: Principal/Teacher PBL Snapshot Survey, Alabama Courses of Study, Transform 2020

| Activity - Digital Research Projects | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|--------------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

| | | | | | | |
|--|------------|------------|------------|---------|--------------------|--------------------|
| Students will use critical thinking skills to plan and conduct research, prepare reports, complete assignments and projects, solve problems, and make informed decisions individually and collaboratively. | Technology | 08/07/2014 | 05/29/2015 | \$11000 | Title I Schoolwide | Classroom Teachers |
|--|------------|------------|------------|---------|--------------------|--------------------|

Goal 3: Prepare and support students through student support services

Measurable Objective 1:

collaborate to target at-risk students in the area of Math who qualify for the credit recovery program. by 06/01/2015 as measured by the students' recovery of a core Math credit by completing the appropriate GradPoint course in Credit Recovery.

Strategy 1:

Credit Recovery - Students who have not obtained a specific required math core credit will be referred to Credit Recovery. A Mathematics Intervention teacher will be present to assist students one-on-one with their specific needs as they work independently through their credit recovery class.

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 math core credit will be referred to Credit Recovery. A Mathematics Intervention teacher will be present to assist students one-on-one with their specific needs as they work independently through their credit recovery class. | Academic Support Program | 08/07/2014 | 06/01/2015 | \$65000 | Title I Schoolwide | Math Intervention Teacher |

Measurable Objective 2:

collaborate to identify students at risk of not graduating on time by 05/29/2015 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.

Research Cited: Drop-Out Prevention

| Activity - Targeted Student Monitoring | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|--------------------|--------------------------------|
| The Drop-Out Prevention Specialist will meet weekly with targeted students to monitor adequate progress in core subjects so that these students can stay on track to graduate on time. | Academic Support Program | 08/07/2014 | 05/29/2015 | \$45842 | Title I Schoolwide | Drop-Out Prevention Specialist |

Measurable Objective 3:

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

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 - Student Incentives | 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 resources. Students can receive credits through the Learning Earnings program; and then, in-turn, purchase incentives through Learning Earnings. | Behavioral Support Program | 08/07/2014 | 06/01/2015 | \$3000 | Title I Schoolwide | All faculty and staff. |

| Activity - Faculty and Staff Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------------|------------|------------|-------------------|--------------------|--|
| The PBIS committee, Learning Earnings representatives, and administrators will train and support the entire faculty and staff in the learning and implementation of SWPBIS. | Behavioral Support Program | 08/05/2014 | 06/01/2015 | \$3000 | Title I Schoolwide | PBIS committee, Learning Earnings representatives, and school administrators |

Measurable Objective 4:

complete a portfolio or performance by effectively and responsibly using standards-based digital media by 06/01/2015 as measured by regular completion and maintenance of Kuder Journey e-portfolios.

Strategy 1:

Student Portfolio Hosting - Students will utilize technology to create a comprehensive career guide/portfolio beginning their ninth grade year and finishing their twelfth grade year

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 Journey | 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 Journey. | Career Preparation/Orientation | 08/07/2014 | 05/29/2015 | \$0 | State Funds | Entire school faculty, including guidance counselors and administrators |

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

Measurable Objective 1:

collaborate to ensure that every student, teacher, and administrator has access to an Internet Connected Device (ICD) with viable access points and appropriate software and Web-based resources for research, communication, multimedia content creation, and consumption by 06/01/2015 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. A plan will also be developed for encouraging teachers to promote the BYOD program in their classrooms.

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 | 10/01/2014 | 06/01/2015 | \$11000 | Title I Schoolwide | Title 1 Facilitator, Technology Resource Teacher, Administrator |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-----------------------------------|----------------------|--------------------|------------|------------|-------------------|--|
| Impementation of the Core Program | Direct Instruction | Direct Instruction | 08/07/2014 | 06/02/2015 | \$0 | Content teachers, administrators, EL Coordinator |
| Total | | | | | \$0 | |

Title II Part D

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|----------------------------|---|-----------------------|------------|------------|-------------------|--------------------------------|
| Faculty Cultural Awareness | The school will send one representative to attend district provided training on multicultural classrooms, parental involvement for ESL families, the psychology of immigration. | Professional Learning | 08/05/2014 | 03/13/2015 | \$21600 | Administrators, EL Coordinator |
| Total | | | | | \$21600 | |

Title I Schoolwide

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|----------------------------|---|--------------------------|------------|------------|-------------------|---|
| Internet Connected Devices | Title 1 funding will be utilized to purchase ICDs for teachers and students as funding allows. Teachers will be encouraged to utilize the BYOD program to fill in the gaps of ICDs for students due to limited technology funding. | Technology | 10/01/2014 | 06/01/2015 | \$11000 | Title 1 Facilitator, Technology Resource Teacher, Administrator |
| Credit Recovery/Grad Point | Students who have not obtained a specific required math core credit will be referred to Credit Recovery. A Mathematics Intervention teacher will be present to assist students one-on-one with their specific needs as they work independently through their credit recovery class. | Academic Support Program | 08/07/2014 | 06/01/2015 | \$65000 | Math Intervention Teacher |

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| | | | | | | |
|--|---|----------------------------|------------|------------|---------|--|
| Math Additional Academic Assistance | Math intervention teacher will develop & provide materials for third block teachers of ACT Prep, Focus on Algebra, and Focus on Geometry classes to intervene with at-risk students. The Math intervention teacher will also provide implementation support on an add-needed basis. Finally, materials will be purchased on an add-needed basis for classroom teachers to implement the strategies. | Academic Support Program | 09/08/2014 | 06/01/2015 | \$3000 | Math Intervention Teacher and Third Block ACT Prep, Focus on Algebra, and Focus on Geometry 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 | 08/05/2014 | 05/29/2015 | \$3000 | School faculty and administrators |
| School-Wide Literacy Strategies Training | The Reading Intervention and Math Intervention teachers will conduct teacher-trainings that are subject specific with the focus shifting to ACT preparation. These teachers will train their respective departments on designated days during regularly held data meetings. Further coaching will be provided to teachers still having trouble with implementation. | Professional Learning | 08/07/2014 | 06/01/2015 | \$3000 | Reading Intervention Teacher, Math Intervention Teacher, Administrators |
| Faculty and Staff Training | The PBIS committee, Learning Earnings representatives, and administrators will train and support the entire faculty and staff in the learning and implementation of SWPBIS. | Behavioral Support Program | 08/05/2014 | 06/01/2015 | \$3000 | PBIS committee, Learning Earnings representatives, and school administrators |
| English Language Arts Additional Academic Assistance | Reading intervention teacher will develop materials for teacher training sessions and conduct training sessions (in collaboration with district provided literacy coaches) for the teachers during their planning periods. Materials will be purchased on an add-needed basis for classroom teachers to implement the strategies. | Academic Support Program | 08/07/2014 | 06/01/2015 | \$3000 | Reading Intervention Teacher, Academic Faculty, & District Provided Literacy Coaches |
| Student Incentives | Students will receive incentives for appropriate behavior throughout the school day in regards to Being respectful, responsible, and resources. Students can receive credits through the Learning Earnings program; and then, in-turn, purchase incentives through Learning Earnings. | Behavioral Support Program | 08/07/2014 | 06/01/2015 | \$3000 | All faculty and staff. |
| Digital Research Projects | Students will use critical thinking skills to plan and conduct research, prepare reports, complete assignments and projects, solve problems, and make informed decisions individually and collaboratively. | Technology | 08/07/2014 | 05/29/2015 | \$11000 | Classroom Teachers |

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| | | | | | | |
|-----------------------------|--|--------------------------|------------|------------|----------|--------------------------------|
| 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 | 08/07/2014 | 05/29/2015 | \$45842 | Drop-Out Prevention Specialist |
| Total | | | | | \$150842 | |

State Funds

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|---|--------------------------------|------------|------------|-------------------|---|
| Kuder Journey | 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 Journey. | Career Preparation/Orientation | 08/07/2014 | 05/29/2015 | \$0 | Entire school faculty, including guidance counselors and administrators |
| Total | | | | | \$0 | |

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 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 liaison. 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. \$7,161.00 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 parenting 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 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. 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.

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 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.

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?

EOC's:

According to EOC data our highest area of strength in English is Writing Mechanics with 57% mastery.

Our weakest area overall in English is the Modes of writing with 20% mastery. We are also weak in the area of Critical Reading with 54% mastery.

EOC data in Algebra 1 is weak across the board; but the weakest area is Exploring Other Nonlinear Equations and Functions (evaluate and manipulate exponential, rational, and radical expressions with 21% mastery.

Course Failures:

We also had a high number of core course failures in Algebra 1 (109), Geometry (68), and Physical Science (139).

Discipline:

According to Data Warehouse: 34% 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). There were 3,145 discipline referrals for the 2013-2014 school year.

ELL:

Murphy met the AMAO-A with 92% if students making adequate progress, exceeding the target goal of 50%. Murphy also met the AMAO-B with 23% of students attaining English language proficiency, exceeding the target goal of 17%.

Only 33% of reached the Expanding level or higher in the reading domain (9th). Only 33% reached Expanding level or higher in the listening domain (11th).

Graduation Rate:

80 of 506 students received an Advanced Diploma. 115 of 506 students received an Honors diploma. Only 37 of 506 received the Credit based Diploma instead of a Regular Diploma. 6 of the non-graduating students completed graduation requirements over the summer. Murphy had a graduation rate of 79%.

3. What conclusions were drawn from the results?

EOC Data:

SY 2014-2015

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Again, this year we are looking ahead to the ACT; we are using EOC & course failure data to identify weak areas to address throughout the year in preparation for the ACT Spring Testing.

Both the English 10 and Algebra 1 EOC report low mastery percentages with English 10's overall mastery at 54% and Algebra 1's overall mastery at 34%.

Course Failure Data

For the 2013-2014 school year, Murphy High School's highest course failures were in Physical Science (with 139 failures) and in Algebra 1 (with 109 failures).

Discipline Data:

21% of referrals were handled by placing students in retract. Suspensions have decreased from 34% (2012-2013) to 19% (2013-2014). The number of office referrals decreased to 3,145 in 2013-2014 from 5,025 in 2012-2013.

ELL Data:

Murphy met the AMAO-A with 92% if students making adequate progress, exceeding the target goal of 50%. Murphy also met the AMAO-B with 23% of students attaining English language proficiency, exceeding the target goal of 17%. 46% reached Expanding proficiency level or higher in the writing domain (9th). 66% reached Expanding proficiency level or higher in the writing and reading domains (11th). 67% reached Expanding proficiency level or higher in the writing domain (12th).

Only 33% of reached the Expanding level or higher in the reading domain (9th). Only 33% reached Expanding level or higher in the listening domain (11th).

Drop-Out Information & Graduation Rate Data:

Even with a graduation rate of 79%, Murphy still fell short of the 90% goal.

The drop-out rate for the 2013-2014 school year was 1%.

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 EOCs 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 placed in the credit recovery lab in order to assist the large number of Algebra 1 and Geometry course failures from the 2013-2014 school year.

By evaluating the school demographic information related to student discipline, the PBIS committee will be able to fully implement PBIS at Murphy High School for the 2014-2015 school year.

By evaluating the data from ELL (ACCESS Testing), Even though the school made AMAO-A & AMAO-B, only 33% reached the Expanding level or higher in the reading and listening domain (9th & 11th).

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.

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

To address the low scores on the Algebra 1 EOCs and the high number of core course failures in Algebra 1 and Geometry, the ACIP

committee created the following school-wide objectives:

*80% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in Algebra 1 in Mathematics by 06/01/2015 as measured by meeting or exceeding the EOC benchmark by 1-3%.

*Faculty will collaborate to implement Math and literacy strategies school-wide by 06/01/2015 as measured by reducing core course failures by 5%. Core course data will be compared from 2013-2014 school year to the 2014-2015 school year.

*Faculty will collaborate to target at-risk students in the area of Math who qualify for the credit recovery program by 06/01/2015 as measured by the students' recovery of a core Math credit by completing the appropriate GradPoint course in Credit Recovery.

To address the low scores on the English 10 EOCs, the ACIP committee created the following school-wide objectives:

*80% of Tenth grade students will demonstrate a proficiency in English 10 in English Language Arts by 06/01/2015 as measured by meeting or exceeding the EOC benchmark by 1-3%.

*Faculty will collaborate to implement Math and literacy strategies school-wide by 06/01/2015 as measured by reducing core course failures by 5%. Core course data will be compared from 2013-2014 school year to the 2014-2015 school year.

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

* Faculty will collaborate to reduce the number discipline referrals by 06/01/2015 as measured by comparing the number of monthly referrals from the 2013-2014 school year to the 2014-2015 school year.

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

* 53% of English Learners students will demonstrate a proficiency and will meet or exceed the state APLA in English Language Arts by 06/02/2015 as measured by ACCESS for ELL state mandated assessment.

*Faculty will demonstrate a behavior to increase cultural awareness by 03/13/2015 as measured by the participation of schools in district provided training.

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

*Faculty will collaborate to identify students at risk of not graduating on time by 05/29/2015 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, End of Course Testing results, Parent Surveys, Teacher Surveys, Student Surveys, and WE 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:

*80% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in Algebra 1 in Mathematics by 06/01/2015 as

measured by meeting or exceeding the EOC benchmark by 1-3%.

*80% of Tenth grade students will demonstrate a proficiency in English 10 in English Language Arts by 06/01/2015 as measured by meeting or exceeding the EOC benchmark by 1-3%.

*80% of All Students will complete a portfolio or performance using critical thinking skills while using appropriate digital tools and resources in Writing by 06/01/2015 as measured by classroom/student observations and final products/performances that demonstrate mastery of State Course of Study standards.

*Students will complete a portfolio or performance by effectively and responsibly using standards-based digital media by 06/01/2015 as measured by regular completion and maintenance of Kuder Journey e-portfolios.

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

*53% of English Learners students will demonstrate a proficiency and will meet or exceed the state APLA in English Language Arts by 06/02/2015 as measured by ACCESS for ELL state mandated assessment.

*Faculty will demonstrate a behavior to increase cultural awareness by 03/13/2015 as measured by the participation of schools in district provided training.

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:

*Faculty will collaborate to target at-risk students in the area of Math who qualify for the credit recovery program. by 06/01/2015 as measured by the students' recovery of a core Math credit by completing the appropriate GradPoint course in Credit Recovery.

*Faculty will collaborate to identify students at risk of not graduating on time by 05/29/2015 as measured by weekly student monitoring forms and percentage of targeted students graduating on time.

Component 2: Schoolwide Reform Strategies

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.

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:

80% of All Students will demonstrate a proficiency in Algebra 1 in Mathematics by 06/01/2015 as measured by meeting or exceeding the EOC benchmark by 1-3%.

Strategy1:

Math Additional Academic Assistance - Math & science department chairs created a list of basic skills lacking in the lower level math & science courses. Based on this list the Math Intervention Teacher will provide math strategies to the faculty to help them intervene with during 3rd block at-risk students (Focus on Algebra & Focus on Geometry Classes). Core course failures will be monitored quarterly throughout the year to accurately measure the effectiveness and growth of these strategies.

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

| Activity - Math Additional Academic Assistance | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------|-------|------------|------------|------------------------------|--|
| Math intervention teacher will develop & provide materials for third block teachers of ACT Prep, Focus on Algebra, and Focus on Geometry classes to intervene with at-risk students. The Math intervention teacher will also provide implementation support on an add-needed basis. Core Math course failures will be monitored quarterly to evaluate the effectiveness and growth of these Math intervention strategies. Finally, materials will be purchased on an add-needed basis for classroom teachers to implement the strategies. | Academic Support Program | | | 09/08/2014 | 06/01/2015 | \$68268 - Title I Schoolwide | Math Intervention Teacher (Diana McNaughton) and Third Block ACT Prep, Focus on Algebra (3rd Block Classes), and Focus on Geometry Teachers (3rd Block Classes). |

Strategy2:

Problem Solving Team - The Problem Solving Team will meet at a minimum of twice 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 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.

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 | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------|-------|------------|------------|-------------------------|---|
| Students who have not obtained a specific required math core credit will be referred to Credit Recovery. A Mathematics Intervention teacher will be present to assist students one-on-one with their specific needs as they work independently through their credit recovery class. | Academic Support Program | | | 08/11/2014 | 05/29/2015 | \$0 - District Funding | PST, Intervention Teachers (Diana McNaughton & Susan Johnson) |

| Activity - Intervention | Activity Type | Tier | Phase | 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 | | | 08/11/2014 | 05/29/2015 | \$2000 - Title I Schoolwide | Entire Faculty (PST), Math Intervention Teacher (Diana McNaughton), Reading Intervention Teacher (Susan Johnson), and Administrators |

Measurable Objective 2:

80% of All Students will demonstrate a proficiency in English 10 in English Language Arts by 06/01/2015 as measured by meeting or exceeding the EOC benchmark by 1-3%.

Strategy1:

Literacy for All - The Literacy for All Committee (school-built literacy committee) will meet with the district provided ARI Literacy Coaches to develop a school-wide mandated literacy strategy process. The ARI Literacy Coaches will present this developed process with the entire faculty during planning blocks. The school-wide process will begin on January 6th, 2014. The Literacy for All Committee will collect student work-samples and monitor teacher implementation, and then report back to administration with the appropriate departmental data.

Research Cited: Alabama Reading Initiative; National Council of Teachers of English, National Council of Teachers of Mathematics, National Science Teachers Association, and National Council for the Social Studies

| Activity - WAR | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------|-------|------------|------------|-----------------------------|--|
| WAR Strategy: Writing and Reading. Murphy High School is going to WAR on literacy! The plan/process that the LFA Committee and the ARI coaches will be implemented school-wide on January 6th. All teachers will complete a "warm-up/bell-ringer" activity in which the LFA Committee provides an appropriate lexile-ed article for the teachers. On Mondays and Tuesdays, students will participate in close reading activities (text coding) with the provided article. On Wednesdays, students "pick-a-side" and respond to a prompt. The student will also identify evidence in the article that supports their position. On Thursdays, students will summary/paraphrase their evidence, and write a thesis statement. On Fridays, students will draft their argumentative paragraph. The LFA committee will monitor teacher implementation and collect student's WAR activity (will be a week's worth of bell-ringers). We will take samples from the beginning, middle, and end to analyze the effectiveness and growth of the activity. | Academic Support Program | | | 01/06/2015 | 05/29/2015 | \$4000 - Title I Schoolwide | LFA Committee: Susan Johnson, Camilla Spradley, Ashley Cauley, Haley Green, Douglas July, Amanda Keesee, Phyllis Knott, Jamie Lugo, Sophia Mitchell, Voncile Richardson, James Tate, Jeremy Weaver, Stephanie Wheat) ARI Literacy Coaches Administrators Faculty |

Strategy2:

Problem Solving Teams - The Problem Solving Team will meet at a minimum of twice per month to discuss students who are in danger of failing a core English 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.

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 | Tier | Phase | 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. An Intervention teacher will be present to assist students one-on-one with their specific needs as they work independently through their credit recovery class. | Academic Support Program | | | 08/11/2014 | 05/29/2015 | \$0 - District Funding | PST, Intervention Teachers: Diana McNaughton & Susan Johnson |

| Activity - Intervention | Activity Type | Tier | Phase | 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 | | | 08/11/2014 | 05/22/2015 | \$2000 - Title I Schoolwide | PST Team (Entire Faculty), Intervention Teacher (Diana McNaughton), Reading Intervention Teacher (Susan Johnson) |

Strategy3:

English Language Arts Additional Academic Assistance - English/Language Arts & History department chairs created a list of basic skills lacking in the lower level English/Language Arts & History courses. Based on this list the Reading intervention teacher will present literacy strategies to the faculty to help them intervene with at-risk students during third block. Core course failures will be monitored quarterly throughout the year to accurately measure the effectiveness and growth of these strategies.

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

| Activity - English Language Arts Additional Academic Assistance | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------|-------|------------|------------|------------------------------|---|
| Reading intervention teacher will develop materials for teacher training sessions and conduct training sessions (in collaboration with district provided ARI Literacy Coaches) for the teachers during their planning periods. Core English course failures will be monitored quarterly to evaluate the effectiveness and growth of these Reading intervention strategies. Materials will be purchased on an add-needed basis for classroom teachers to implement the strategies. | Academic Support Program | | | 08/07/2014 | 06/01/2015 | \$60584 - Title I Schoolwide | Reading Intervention Teacher (Susan Johnson) Academic Faculty, & District Provided ARI Literacy Coaches |

Measurable Objective 3:

80% of All Students will complete a portfolio or performance using critical thinking skills while using appropriate digital tools and resources in Writing by 06/01/2015 as measured by classroom/student observations and final products/performances that demonstrate mastery of State Course of Study standards.

Strategy1:

Incorporating Technology for Student Research - promote innovation, through the availability of tools of district-wide benefit, to transition schools from the historical dependence on textbooks and toward an expanded online deployment of instructional materials.

Research Cited: Principal/Teacher PBL Snapshot Survey, Alabama Courses of Study, Transform 2020

| Activity - Digital Research Projects | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------|-------|------------|------------|------------------------------|--------------------|
| Students will use critical thinking skills to plan and conduct research, prepare reports, complete assignments and projects, solve problems, and make informed decisions individually and collaboratively. | Technology | | | 08/07/2014 | 05/29/2015 | \$11000 - Title I Schoolwide | Classroom Teachers |

Measurable Objective 4:

53% of All Students will demonstrate a proficiency and will meet or exceed the state APLA in English Language Arts by 06/02/2015 as measured by ACCESS for ELL state mandated assessment.

Strategy1:

Implementation of the Core Program - English Learners will meet or exceed the state APLA of 53% on the ACCESS for ELL through the effective implementation of Tier 1 instruction utilizing Specially Designed Academic Instruction in English.

Research Cited: WIDA World-Class Instructional Design and Assessment

| Activity - Implementation of the Core Program | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------|-------|------------|------------|-------------------------|--|
| Direct Instruction | Direct Instruction | | | 08/07/2014 | 06/02/2015 | \$0 - District Funding | Content teachers, administrators, EL Coordinator |

Goal 2:

Prepare and support students through student support services

Measurable Objective 1:

collaborate to target at-risk students who qualify for the credit recovery program (PST) by 06/01/2015 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. An Intervention teacher will be present to assist students one-on-one with their specific needs as they work independently through their credit recovery class.

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

| Activity - Credit Recovery/Grad Point | Activity Type | Tier | Phase | 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. An Intervention teacher will be present to assist students one-on-one with their specific needs as they work independently through their credit recovery class. | Academic Support Program | | | 08/07/2014 | 06/01/2015 | \$0 - District Funding | PST, Intervention Teachers (Susan Johnson & Diana McNaughton) |

Measurable Objective 2:

collaborate to identify students at risk of not graduating on time by 05/29/2015 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.

Research Cited: Drop-Out Prevention

| Activity - Targeted Student Monitoring | Activity Type | Tier | Phase | 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 | | | 08/07/2014 | 05/29/2015 | \$45842 - Title I Schoolwide | Drop-Out Prevention Specialist, January Taylor |

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 implement Math and literacy strategies school-wide by 06/01/2015 as measured by reducing core course failures by 5%. Core course data will be compared from 2013-2014 school year to the 2014-2015 school year..

Strategy1:

School Wide Literacy Strategies - The Math and Reading Intervention teachers will collaborate and discuss literacy strategies to implement school-wide.

Research Cited: Make Sense Strategies, Summarization in Any Subject, RTI, ACT Quality Core, Common Core

| Activity - School-Wide Literacy Strategies Training | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------|-------|------------|------------|-------------------------|--|
| The Reading Intervention and Math Intervention teachers will conduct teacher-trainings that are subject specific with the focus shifting to ACT preparation. These teacher will train their respective departments on designated days during regularly held data meetings. Further coaching will be provided to teachers still having trouble with implementation. | Professional Learning | | | 08/07/2014 | 06/01/2015 | | Reading Intervention Teacher (Susan Johnson), Math Intervention Teacher (Diana McNaughton), Administrators |

Measurable Objective 2:

collaborate to implement the Daggett System for Effective Instruction (DSEI) to increase student achievement that focuses on organizational leadership, instructional leadership, and teaching by 06/01/2015 as measured by We Teach/We Learn surveys, course failures, attendance, PD opportunities, the CIR tool, walk-throughs, grade-level/dept or datameetings, lesson planning, reflections, and student achievement data..

Strategy1:

Collaborative Instructional Review (CIR) Process - The principal will partner with two teachers for learning on rigor, relevance, and student engagement through use the CIR tool. This partnership is collaborative in nature while the principal/teachers learn and implement the CIR process to support teachers in delivering high-quality, rigorous, and relevant learning experiences. This training will be supported by Scholastic coaching throughout the year (3x per year).

Research Cited: Daggett/ICLE

| Activity - Job Embedded Coaching | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------|-------|------------|------------|-------------------------|--|
| Coaches will work side by side with Principal and up to 4 additional instructional leaders to provide support for impacting student achievement. During each session, principals and the coaches will develop/discuss plan and progress of their leadership growth plan and conduct classroom observations using the CIR Tool. | Professional Learning | | | 09/15/2014 | 06/01/2015 | \$0 - District Funding | SAP Coach, Principals and up to 4 additional Instructional Leaders |

Strategy2:

Professional Learning - Principal and Instructional Leaders provide professional development to ensure that the integration and application of the Rigor/Relevance Framework is support and implemented in the local schools. In addition, the principal will provide awareness training for the entire staff on the CIR process and tool.

Research Cited: Daggett

| Activity - CIR Awareness Professional Learning | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------|-------|------------|------------|-------------------------|------------------------------------|
| Principal will provide awareness training to staff on use of CIR tool and process. | Professional Learning | | | 08/05/2014 | 06/01/2015 | \$0 - District Funding | Principal and instructional Leader |

| Activity - Rigor/Relevance | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------|-------|------------|------------|-------------------------|-------------------------------------|
| Instructional Leaders provide professional development to ensure that the integration and application of the Rigor/Relevance Framework is supported and implemented in the local schools. | Professional Learning | | | 08/05/2014 | 06/01/2015 | \$0 - District Funding | Principal and Instructional Leaders |

Measurable Objective 3:

demonstrate a proficiency in utilizing technology and digital resources by 05/29/2015 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.

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 | Tier | Phase | 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 | | | 08/05/2014 | 05/29/2015 | \$3000 - Title I Schoolwide | School faculty and administrators |

Measurable Objective 4:

collaborate to provide new teachers with the highest quality induction possible to their school, system, and profession by 05/29/2015 as measured by PLCIA documentation.

Strategy1:

New Teacher Mentorship - The teacher mentor program is administered by our assistant principal, David Weems. 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 into the assistant principal for review.

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 | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------|-------|------------|------------|--------------------------|---|
| Our assistant principal, David Weems will pair brand new teachers with veteran teachers within the same subject area. These teachers will participate in a book study lead by the assistant principal. The mentors and the mentees will meet a minimum of twice a month. Evidence of meetings will be kept on PLCIA forms which will be turned in to the assistant principal for review. | Professional Learning | | | 08/05/2014 | 06/01/2015 | \$0 - Title I Schoolwide | Assistant principal (David Weems), veteran teachers, and new teachers |

Measurable Objective 5:

demonstrate a behavior to increase cultural awareness by 03/13/2015 as measured by the participation of schools in district provided training.

Strategy1:

Cultural Awareness Training - Each school will ensure at least one representative will attend district provided cultural awareness training to take back to the school and train the remaining faculty.

Research Cited: USDOE, American Psychological Association, United Nations High Commission for Refugees (UNHCR)

| Activity - Faculty Cultural Awareness | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------|-------|------------|------------|---------------------------|--------------------------------|
| The school will send one representative to attend district provided training on multicultural classrooms, parental involvement for ESL families, the psychology of immigration. | Professional Learning | | | 08/05/2014 | 03/13/2015 | \$21600 - Title II Part D | Administrators, EL Coordinator |

Measurable Objective 6:

collaborate to create and implement a school-wide literacy strategy process with the assistance of the district's ARI Literacy Coaches by 06/01/2015 as measured by reducing course failures by 5%. Course data will be compared from 2013-2014 school year to the 2014-2015 school year...

Strategy1:

Literacy For All - The Literacy for All Committee (school-built literacy committee) will meet with the district provided ARI Literacy Coaches to develop a school-wide mandated literacy strategy process. The ARI Literacy Coaches will present this developed process with the entire faculty during planning blocks. The school-wide process will begin on January 6th, 2014. The Literacy for All Committee will collect student work-samples and monitor teacher implementation, and then report back to administration with the appropriate departmental data.

Research Cited: Alabama Reading Initiative; National Council of Teachers of English, National Council of Teachers of Mathematics, National Science Teachers Association, and National Council for the Social Studies

| Activity - WAR | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------|-------|------------|------------|-----------------------------|---|
| WAR Strategy: Writing and Reading. Murphy High School is going to WAR on literacy! The plan/process that the LFA Committee and the ARI coaches will be implemented school-wide on January 6th. All teachers will complete a "warm-up/bell-ringer" activity in which the LFA Committee provides an appropriate lexile-ed article for the teachers. On Mondays and Tuesdays, students will participate in close reading activities (text coding) with the provided article. On Wednesdays, students "pick-a-side" and respond to a prompt. The student will also identify evidence in the article that supports their position. On Thursdays, students will summary/paraphrase their evidence, and write a thesis statement. On Fridays, students will draft their argumentative paragraph. The LFA committee will monitor teacher implementation and collect student's WAR activity (will be a week's worth of bell-ringers). We will take samples from the beginning, middle, and end to analyze the effectiveness and growth of the activity. | Academic Support Program | | | 01/01/2015 | 05/29/2015 | \$4000 - Title I Schoolwide | LFA Committee: Susan Johnson, Camilla Spradley, Ashley Cauley, Haley Green, Douglas July, Amanda Keesee, Phyllis Knott, Jamie Lugo, Sophia Mitchell, Voncile Richardson, James Tate, Jeremy Weaver, Stephanie Wheat) ARI Literacy Coaches Administrators Faculty |

Goal 2:

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 06/01/2015 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. A plan will also be developed for encouraging teachers to promote the BYOD program in their classrooms.

Research Cited: Transform 2020 Plan, Transform 2020 Inventory

| Activity - Internet Connected Devices | Activity Type | Tier | Phase | 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 | | | 10/01/2014 | 06/01/2015 | \$11000 - Title I Schoolwide | Title 1 Facilitator, Technology Resource Teacher, Administrator |

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:

80% of All Students will demonstrate a proficiency in Algebra 1 in Mathematics by 06/01/2015 as measured by meeting or exceeding the EOC benchmark by 1-3%.

Strategy1:

Math Additional Academic Assistance - Math & science department chairs created a list of basic skills lacking in the lower level math & science courses. Based on this list the Math Intervention Teacher will provide math strategies to the faculty to help them intervene with during 3rd block at-risk students (Focus on Algebra & Focus on Geometry Classes). Core course failures will be monitored quarterly throughout the year to accurately measure the effectiveness and growth of these strategies.

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

| Activity - Math Additional Academic Assistance | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------|-------|------------|------------|------------------------------|--|
| Math intervention teacher will develop & provide materials for third block teachers of ACT Prep, Focus on Algebra, and Focus on Geometry classes to intervene with at-risk students. The Math intervention teacher will also provide implementation support on an add-needed basis. Core Math course failures will be monitored quarterly to evaluate the effectiveness and growth of these Math intervention strategies. Finally, materials will be purchased on an add-needed basis for classroom teachers to implement the strategies. | Academic Support Program | | | 09/08/2014 | 06/01/2015 | \$68268 - Title I Schoolwide | Math Intervention Teacher (Diana McNaughton) and Third Block ACT Prep, Focus on Algebra (3rd Block Classes), and Focus on Geometry Teachers (3rd Block Classes). |

Strategy2:

Problem Solving Team - The Problem Solving Team will meet at a minimum of twice 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 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.

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 | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------|-------|------------|------------|-------------------------|---|
| Students who have not obtained a specific required math core credit will be referred to Credit Recovery. A Mathematics Intervention teacher will be present to assist students one-on-one with their specific needs as they work independently through their credit recovery class. | Academic Support Program | | | 08/11/2014 | 05/29/2015 | \$0 - District Funding | PST, Intervention Teachers (Diana McNaughton & Susan Johnson) |

| Activity - Intervention | Activity Type | Tier | Phase | 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 | | | 08/11/2014 | 05/29/2015 | \$2000 - Title I Schoolwide | Entire Faculty (PST), Math Intervention Teacher (Diana McNaughton), Reading Intervention Teacher (Susan Johnson), and Administrators |

Measurable Objective 2:

80% of All Students will complete a portfolio or performance using critical thinking skills while using appropriate digital tools and resources in Writing by 06/01/2015 as measured by classroom/student observations and final products/performances that demonstrate mastery of State Course of Study standards.

Strategy1:

Incorporating Technology for Student Research - promote innovation, through the availability of tools of district-wide benefit, to transition schools from the historical dependence on textbooks and toward an expanded online deployment of instructional materials.

Research Cited: Principal/Teacher PBL Snapshot Survey, Alabama Courses of Study, Transform 2020

| Activity - Digital Research Projects | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------|-------|------------|------------|------------------------------|--------------------|
| Students will use critical thinking skills to plan and conduct research, prepare reports, complete assignments and projects, solve problems, and make informed decisions individually and collaboratively. | Technology | | | 08/07/2014 | 05/29/2015 | \$11000 - Title I Schoolwide | Classroom Teachers |

Measurable Objective 3:

53% of All Students will demonstrate a proficiency and will meet or exceed the state APLA in English Language Arts by 06/02/2015 as measured by ACCESS for ELL state mandated assessment.

Strategy1:

Impementation of the Core Program - English Learners will meet or exceed the state APLA of 53% on the ACCESS for ELL through the effective implementation of Tier 1 instruction utilizing Specially Designed Academic Instruction in English.

Research Cited: WIDA World-Class Instructional Design and Assessment

| Activity - Impementation of the Core Program | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------|-------|------------|------------|-------------------------|--|
| Direct Instruction | Direct Instruction | | | 08/07/2014 | 06/02/2015 | \$0 - District Funding | Content teachers, administrators, EL Coordinator |

Measurable Objective 4:

80% of All Students will demonstrate a proficiency in English 10 in English Language Arts by 06/01/2015 as measured by meeting or exceeding the EOC benchmark by 1-3%.

Strategy1:

Problem Solving Teams - The Problem Solving Team will meet at a minimum of twice per month to discuss students who are in danger of failing a core English 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.

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, SY 2014-2015

CO: Sopris West. ISBN: 1570352275.

| Activity - Intervention | Activity Type | Tier | Phase | 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 | | | 08/11/2014 | 05/22/2015 | \$2000 - Title I Schoolwide | PST Team (Entire Faculty), Intervention Teacher (Diana McNaughton), Reading Intervention Teacher (Susan Johnson) |

| Activity - Credit Recovery | Activity Type | Tier | Phase | 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. An Intervention teacher will be present to assist students one-on-one with their specific needs as they work independently through their credit recovery class. | Academic Support Program | | | 08/11/2014 | 05/29/2015 | \$0 - District Funding | PST, Intervention Teachers: Diana McNaughton & Susan Johnson |

Strategy2:

Literacy for All - The Literacy for All Committee (school-built literacy committee) will meet with the district provided ARI Literacy Coaches to develop a school-wide mandated literacy strategy process. The ARI Literacy Coaches will present this developed process with the entire faculty during planning blocks. The school-wide process will begin on January 6th, 2014. The Literacy for All Committee will collect student work-samples and monitor teacher implementation, and then report back to administration with the appropriate departmental data.

Research Cited: Alabama Reading Initiative; National Council of Teachers of English, National Council of Teachers of Mathematics, National Science Teachers Association, and National Council for the Social Studies

ACIP

Murphy High School

| Activity - WAR | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------|-------|------------|------------|-----------------------------|--|
| WAR Strategy: Writing and Reading. Murphy High School is going to WAR on literacy! The plan/process that the LFA Committee and the ARI coaches will be implemented school-wide on January 6th. All teachers will complete a "warm-up/bell-ringer" activity in which the LFA Committee provides an appropriate lexile-ed article for the teachers. On Mondays and Tuesdays, students will participate in close reading activities (text coding) with the provided article. On Wednesdays, students "pick-a-side" and respond to a prompt. The student will also identify evidence in the article that supports their position. On Thursdays, students will summary/paraphrase their evidence, and write a thesis statement. On Fridays, students will draft their argumentative paragraph. The LFA committee will monitor teacher implementation and collect student's WAR activity (will be a week's worth of bell-ringers). We will take samples from the beginning, middle, and end to analyze the effectiveness and growth of the activity. | Academic Support Program | | | 01/06/2015 | 05/29/2015 | \$4000 - Title I Schoolwide | LFA Committee: Susan Johnson, Camilla Spradley, Ashley Cauley, Haley Green, Douglas July, Amanda Keesee, Phyllis Knott, Jamie Lugo, Sophia Mitchell, Voncile Richardson, James Tate, Jeremy Weaver, Stephanie Wheat) ARI Literacy Coaches Administrators Faculty |

Strategy3:

English Language Arts Additional Academic Assistance - English/Language Arts & History department chairs created a list of basic skills lacking in the lower level English/Language Arts & History courses. Based on this list the Reading intervention teacher will present literacy strategies to the faculty to help them intervene with at-risk students during third block. Core course failures will be monitored quarterly throughout the year to accurately measure the effectiveness and growth of these strategies.

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

| Activity - English Language Arts Additional Academic Assistance | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------|-------|------------|------------|------------------------------|---|
| Reading intervention teacher will develop materials for teacher training sessions and conduct training sessions (in collaboration with district provided ARI Literacy Coaches) for the teachers during their planning periods. Core English course failures will be monitored quarterly to evaluate the effectiveness and growth of these Reading intervention strategies. Materials will be purchased on an add-needed basis for classroom teachers to implement the strategies. | Academic Support Program | | | 08/07/2014 | 06/01/2015 | \$60584 - Title I Schoolwide | Reading Intervention Teacher (Susan Johnson) Academic Faculty, & District Provided ARI Literacy Coaches |

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 05/29/2015 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.

Research Cited: Drop-Out Prevention

| Activity - Targeted Student Monitoring | Activity Type | Tier | Phase | 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 | | | 08/07/2014 | 05/29/2015 | \$45842 - Title I Schoolwide | Drop-Out Prevention Specialist, January Taylor |

Measurable Objective 2:

collaborate to target at-risk students who qualify for the credit recovery program (PST) by 06/01/2015 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. An Intervention teacher will be present to assist students one-on-one with their specific needs as they work independently through their credit recovery class.

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

| Activity - Credit Recovery/Grad Point | Activity Type | Tier | Phase | 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. An Intervention teacher will be present to assist students one-on-one with their specific needs as they work independently through their credit recovery class. | Academic Support Program | | | 08/07/2014 | 06/01/2015 | \$0 - District Funding | PST, Intervention Teachers (Susan Johnson & Diana McNaughton) |

Measurable Objective 3:

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

Strategy1:

Behavior/Attendance Problem Solving Team - The Problem Solving Team will meet at a minimum of twice 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.

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 | Tier | Phase | 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 | | | 09/10/2014 | 05/13/2015 | \$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.

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 - Faculty and Staff Training | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------------|------|-------|------------|------------|-----------------------------|--|
| The PBIS committee, Learning Earnings representatives, and administrators will train and support the entire faculty and staff in the learning and implementation of SWPBIS. | Behavioral Support Program | | | 08/05/2014 | 06/01/2015 | \$3000 - Title I Schoolwide | PBIS committee, Learning Earnings representatives, and school administrators |

| Activity - Student Incentives | Activity Type | Tier | Phase | 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 resources. Students can receive credits through the Learning Earnings program; and then, in-turn, purchase incentives through Learning Earnings. | Behavioral Support Program | | | 08/07/2014 | 06/01/2015 | \$3000 - Title I Schoolwide | All faculty and staff. |

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:

80% of All Students will complete a portfolio or performance using critical thinking skills while using appropriate digital tools and resources in Writing by 06/01/2015 as measured by classroom/student observations and final products/performances that demonstrate mastery of State Course of Study standards.

Strategy1:

Incorporating Technology for Student Research - promote innovation, through the availability of tools of district-wide benefit, to transition schools from the historical dependence on textbooks and toward an expanded online deployment of instructional materials.

Research Cited: Principal/Teacher PBL Snapshot Survey, Alabama Courses of Study, Transform 2020

| Activity - Digital Research Projects | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------|-------|------------|------------|------------------------------|--------------------|
| Students will use critical thinking skills to plan and conduct research, prepare reports, complete assignments and projects, solve problems, and make informed decisions individually and collaboratively. | Technology | | | 08/07/2014 | 05/29/2015 | \$11000 - Title I Schoolwide | Classroom Teachers |

Measurable Objective 2:

53% of All Students will demonstrate a proficiency and will meet or exceed the state APLA in English Language Arts by 06/02/2015 as measured by ACCESS for ELL state mandated assessment.

Strategy1:

Impementation of the Core Program - English Learners will meet or exceed the state APLA of 53% on the ACCESS for ELL through the effective implementation of Tier 1 instruction utilizing Specially Designed Academic Instruction in English.

Research Cited: WIDA World-Class Instructional Design and Assessment

| Activity - Impementation of the Core Program | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------|-------|------------|------------|-------------------------|--|
| Direct Instruction | Direct Instruction | | | 08/07/2014 | 06/02/2015 | \$0 - District Funding | Content teachers, administrators, EL Coordinator |

Measurable Objective 3:

80% of All Students will demonstrate a proficiency in Algebra 1 in Mathematics by 06/01/2015 as measured by meeting or exceeding the EOC benchmark by 1-3%.

Strategy1:

Math Additional Academic Assistance - Math & science department chairs created a list of basic skills lacking in the lower level math & science courses. Based on this list the Math Intervention Teacher will provide math strategies to the faculty to help them intervene with during 3rd block at-risk students (Focus on Algebra & Focus on Geometry Classes). Core course failures will be monitored quarterly throughout the year to accurately measure the effectiveness and growth of these strategies.

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

| Activity - Math Additional Academic Assistance | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------|-------|------------|------------|------------------------------|--|
| Math intervention teacher will develop & provide materials for third block teachers of ACT Prep, Focus on Algebra, and Focus on Geometry classes to intervene with at-risk students. The Math intervention teacher will also provide implementation support on an add-needed basis. Core Math course failures will be monitored quarterly to evaluate the effectiveness and growth of these Math intervention strategies. Finally, materials will be purchased on an add-needed basis for classroom teachers to implement the strategies. | Academic Support Program | | | 09/08/2014 | 06/01/2015 | \$68268 - Title I Schoolwide | Math Intervention Teacher (Diana McNaughton) and Third Block ACT Prep, Focus on Algebra (3rd Block Classes), and Focus on Geometry Teachers (3rd Block Classes). |

Strategy2:

Problem Solving Team - The Problem Solving Team will meet at a minimum of twice 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 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.

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 | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------|-------|------------|------------|-------------------------|---|
| Students who have not obtained a specific required math core credit will be referred to Credit Recovery. A Mathematics Intervention teacher will be present to assist students one-on-one with their specific needs as they work independently through their credit recovery class. | Academic Support Program | | | 08/11/2014 | 05/29/2015 | \$0 - District Funding | PST, Intervention Teachers (Diana McNaughton & Susan Johnson) |

| Activity - Intervention | Activity Type | Tier | Phase | 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 | | | 08/11/2014 | 05/29/2015 | \$2000 - Title I Schoolwide | Entire Faculty (PST), Math Intervention Teacher (Diana McNaughton), Reading Intervention Teacher (Susan Johnson), and Administrators |

Measurable Objective 4:

80% of All Students will demonstrate a proficiency in English 10 in English Language Arts by 06/01/2015 as measured by meeting or exceeding the EOC benchmark by 1-3%.

Strategy1:

English Language Arts Additional Academic Assistance - English/Language Arts & History department chairs created a list of basic skills lacking in the lower level English/Language Arts & History courses. Based on this list the Reading intervention teacher will present literacy strategies to the faculty to help them intervene with at-risk students during third block. Core course failures will be monitored quarterly throughout the year to accurately measure the effectiveness and growth of these strategies.

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

ACIP

Murphy High School

| Activity - English Language Arts Additional Academic Assistance | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------|-------|------------|------------|------------------------------|---|
| Reading intervention teacher will develop materials for teacher training sessions and conduct training sessions (in collaboration with district provided ARI Literacy Coaches) for the teachers during their planning periods. Core English course failures will be monitored quarterly to evaluate the effectiveness and growth of these Reading intervention strategies. Materials will be purchased on an add-needed basis for classroom teachers to implement the strategies. | Academic Support Program | | | 08/07/2014 | 06/01/2015 | \$60584 - Title I Schoolwide | Reading Intervention Teacher (Susan Johnson) Academic Faculty, & District Provided ARI Literacy Coaches |

Strategy2:

Literacy for All - The Literacy for All Committee (school-built literacy committee) will meet with the district provided ARI Literacy Coaches to develop a school-wide mandated literacy strategy process. The ARI Literacy Coaches will present this developed process with the entire faculty during planning blocks. The school-wide process will begin on January 6th, 2014. The Literacy for All Committee will collect student work-samples and monitor teacher implementation, and then report back to administration with the appropriate departmental data.

Research Cited: Alabama Reading Initiative; National Council of Teachers of English, National Council of Teachers of Mathematics, National Science Teachers Association, and National Council for the Social Studies

| Activity - WAR | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------|-------|------------|------------|-----------------------------|--|
| WAR Strategy: Writing and Reading. Murphy High School is going to WAR on literacy! The plan/process that the LFA Committee and the ARI coaches will be implemented school-wide on January 6th. All teachers will complete a "warm-up/bell-ringer" activity in which the LFA Committee provides an appropriate lexile-ed article for the teachers. On Mondays and Tuesdays, students will participate in close reading activities (text coding) with the provided article. On Wednesdays, students "pick-a-side" and respond to a prompt. The student will also identify evidence in the article that supports their position. On Thursdays, students will summary/paraphrase their evidence, and write a thesis statement. On Fridays, students will draft their argumentative paragraph. The LFA committee will monitor teacher implementation and collect student's WAR activity (will be a week's worth of bell-ringers). We will take samples from the beginning, middle, and end to analyze the effectiveness and growth of the activity. | Academic Support Program | | | 01/06/2015 | 05/29/2015 | \$4000 - Title I Schoolwide | LFA Committee: Susan Johnson, Camilla Spradley, Ashley Cauley, Haley Green, Douglas July, Amanda Keesee, Phyllis Knott, Jamie Lugo, Sophia Mitchell, Voncile Richardson, James Tate, Jeremy Weaver, Stephanie Wheat) ARI Literacy Coaches Administrators Faculty |

Strategy3:

Problem Solving Teams - The Problem Solving Team will meet at a minimum of twice per month to discuss students who are in danger of failing a core English 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.

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 | Tier | Phase | 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. An Intervention teacher will be present to assist students one-on-one with their specific needs as they work independently through their credit recovery class. | Academic Support Program | | | 08/11/2014 | 05/29/2015 | \$0 - District Funding | PST, Intervention Teachers: Diana McNaughton & Susan Johnson |

| Activity - Intervention | Activity Type | Tier | Phase | 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 | | | 08/11/2014 | 05/22/2015 | \$2000 - Title I Schoolwide | PST Team (Entire Faculty), Intervention Teacher (Diana McNaughton), Reading Intervention Teacher (Susan Johnson) |

Goal 2:

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

Measurable Objective 1:

collaborate to provide new teachers with the highest quality induction possible to their school, system, and profession by 05/29/2015 as measured by PLCIA documentation.

Strategy1:

New Teacher Mentorship - The teacher mentor program is administered by our assistant principal, David Weems. 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 into the assistant principal for review.

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 | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------|-------|------------|------------|--------------------------|---|
| Our assistant principal, David Weems will pair brand new teachers with veteran teachers within the same subject area. These teachers will participate in a book study lead by the assistant principal. The mentors and the mentees will meet a minimum of twice a month. Evidence of meetings will be kept on PLCIA forms which will be turned in to the assistant principal for review. | Professional Learning | | | 08/05/2014 | 06/01/2015 | \$0 - Title I Schoolwide | Assistant principal (David Weems), veteran teachers, and new teachers |

Measurable Objective 2:

collaborate to implement the Daggett System for Effective Instruction (DSEI) to increase student achievement that focuses on organizational leadership, instructional leadership, and teaching by 06/01/2015 as measured by We Teach/We Learn surveys, course failures, attendance, PD opportunities, the CIR tool, walk-throughs, grade-level/dept or datameetings, lesson planning, reflections, and student achievement data..

Strategy1:

Collaborative Instructional Review (CIR) Process - The principal will partner with two teachers for learning on rigor, relevance, and student engagement through use the CIR tool. This partnership is collaborative in nature while the principal/teachers learn and implement the CIR process to support teachers in delivering high-quality, rigorous, and relevant learning experiences. This training will be supported by Scholastic coaching throughout the year (3x per year).

Research Cited: Daggett/ICLE

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| Activity - Job Embedded Coaching | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------|-------|------------|------------|-------------------------|--|
| Coaches will work side by side with Principal and up to 4 additional instructional leaders to provide support for impacting student achievement. During each session, principals and the coaches will develop/discuss plan and progress of their leadership growth plan and conduct classroom observations using the CIR Tool. | Professional Learning | | | 09/15/2014 | 06/01/2015 | \$0 - District Funding | SAP Coach, Principals and up to 4 additional Instructional Leaders |

Strategy2:

Professional Learning - Principal and Instructional Leaders provide professional development to ensure that the integration and application of the Rigor/Relevance Framework is support and implemented in the local schools. In addition, the principal will provide awareness training for the entire staff on the CIR process and tool.

Research Cited: Daggett

| Activity - CIR Awareness Professional Learning | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------|-------|------------|------------|-------------------------|------------------------------------|
| Principal will provide awareness training to staff on use of CIR tool and process. | Professional Learning | | | 08/05/2014 | 06/01/2015 | \$0 - District Funding | Principal and instructional Leader |

| Activity - Rigor/Relevance | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------|-------|------------|------------|-------------------------|-------------------------------------|
| Instructional Leaders provide professional development to ensure that the integration and application of the Rigor/Relevance Framework is supported and implemented in the local schools. | Professional Learning | | | 08/05/2014 | 06/01/2015 | \$0 - District Funding | Principal and Instructional Leaders |

Measurable Objective 3:

collaborate to implement Math and literacy strategies school-wide by 06/01/2015 as measured by reducing core course failures by 5%. Core course data will be compared from 2013-2014 school year to the 2014-2015 school year..

Strategy1:

School Wide Literacy Strategies - The Math and Reading Intervention teachers will collaborate and discuss literacy strategies to implement school-wide.

Research Cited: Make Sense Strategies, Summarization in Any Subject, RTI, ACT Quality Core, Common Core

| Activity - School-Wide Literacy Strategies Training | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------|-------|------------|------------|-------------------------|--|
| The Reading Intervention and Math Intervention teachers will conduct teacher-trainings that are subject specific with the focus shifting to ACT preparation. These teacher will train their respective departments on designated days during regularly held data meetings. Further coaching will be provided to teachers still having trouble with implementation. | Professional Learning | | | 08/07/2014 | 06/01/2015 | | Reading Intervention Teacher (Susan Johnson), Math Intervention Teacher (Diana McNaughton), Administrators |

Measurable Objective 4:

collaborate to create and implement a school-wide literacy strategy process with the assistance of the district's ARI Literacy Coaches by 06/01/2015 as measured by reducing course failures by 5%. Course data will be compared from 2013-2014 school year to the 2014-2015 school year...

Strategy1:

Literacy For All - The Literacy for All Committee (school-built literacy committee) will meet with the district provided ARI Literacy Coaches to develop a school-wide mandated literacy strategy process. The ARI Literacy Coaches will present this developed process with the entire faculty during planning blocks. The school-wide process will begin on January 6th, 2014. The Literacy for All Committee will collect student work-samples and monitor teacher implementation, and then report back to administration with the appropriate departmental data. Research Cited: Alabama Reading Initiative; National Council of Teachers of English, National Council of Teachers of Mathematics, National Science Teachers Association, and National Council for the Social Studies

| Activity - WAR | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------|-------|------------|------------|-----------------------------|---|
| WAR Strategy: Writing and Reading. Murphy High School is going to WAR on literacy! The plan/process that the LFA Committee and the ARI coaches will be implemented school-wide on January 6th. All teachers will complete a "warm-up/bell-ringer" activity in which the LFA Committee provides an appropriate lexile-ed article for the teachers. On Mondays and Tuesdays, students will participate in close reading activities (text coding) with the provided article. On Wednesdays, students "pick-a-side" and respond to a prompt. The student will also identify evidence in the article that supports their position. On Thursdays, students will summary/paraphrase their evidence, and write a thesis statement. On Fridays, students will draft their argumentative paragraph. The LFA committee will monitor teacher implementation and collect student's WAR activity (will be a week's worth of bell-ringers). We will take samples from the beginning, middle, and end to analyze the effectiveness and growth of the activity. | Academic Support Program | | | 01/01/2015 | 05/29/2015 | \$4000 - Title I Schoolwide | LFA Committee: Susan Johnson, Camilla Spradley, Ashley Cauley, Haley Green, Douglas July, Amanda Keesee, Phyllis Knott, Jamie Lugo, Sophia Mitchell, Voncile Richardson, James Tate, Jeremy Weaver, Stephanie Wheat) ARI Literacy Coaches Administrators Faculty |

Measurable Objective 5:

demonstrate a proficiency in utilizing technology and digital resources by 05/29/2015 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.

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 | Tier | Phase | 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 | | | 08/05/2014 | 05/29/2015 | \$3000 - Title I Schoolwide | School faculty and administrators |

Measurable Objective 6:

demonstrate a behavior to increase cultural awareness by 03/13/2015 as measured by the participation of schools in district provided training.

Strategy1:

Cultural Awareness Training - Each school will ensure at least one representative will attend district provided cultural awareness training to take back to the school and train the remaining faculty.

Research Cited: USDOE, American Psychological Association, United Nations High Commission for Refugees (UNHCR)

| Activity - Faculty Cultural Awareness | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------|-------|------------|------------|---------------------------|--------------------------------|
| The school will send one representative to attend district provided training on multicultural classrooms, parental involvement for ESL families, the psychology of immigration. | Professional Learning | | | 08/05/2014 | 03/13/2015 | \$21600 - Title II Part D | Administrators, EL Coordinator |

Goal 3:

Prepare and support students through student support services

Measurable Objective 1:

collaborate to identify students at risk of not graduating on time by 05/29/2015 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.

Research Cited: Drop-Out Prevention

| Activity - Targeted Student Monitoring | Activity Type | Tier | Phase | 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 | | | 08/07/2014 | 05/29/2015 | \$45842 - Title I Schoolwide | Drop-Out Prevention Specialist, January Taylor |

Measurable Objective 2:

collaborate to target at-risk students who qualify for the credit recovery program (PST) by 06/01/2015 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. An Intervention teacher will be present to assist students one-on-one with their specific needs as they work independently through their credit recovery class.

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

| Activity - Credit Recovery/Grad Point | Activity Type | Tier | Phase | 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. An Intervention teacher will be present to assist students one-on-one with their specific needs as they work independently through their credit recovery class. | Academic Support Program | | | 08/07/2014 | 06/01/2015 | \$0 - District Funding | PST, Intervention Teachers (Susan Johnson & Diana McNaughton) |

Measurable Objective 3:

complete a portfolio or performance by effectively and responsibly using standards-based digital media by 06/01/2015 as measured by regular completion and maintenance of Kuder Journey e-portfolios.

Strategy1:

Student Portfolio Hosting - Students will utilize technology to create a comprehensive career guide/portfolio beginning their ninth grade year and finishing their twelfth grade year

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 Journey | Activity Type | Tier | Phase | 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 Journey. | Career Preparation/Orientation | | | 08/07/2014 | 05/29/2015 | \$0 - State Funds | Entire school faculty, including guidance counselors and administrators |

Measurable Objective 4:

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

Strategy1:

Behavior/Attendance Problem Solving Team - The Problem Solving Team will meet at a minimum of twice 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.

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 | Tier | Phase | 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 | | | 09/10/2014 | 05/13/2015 | \$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.

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 - Faculty and Staff Training | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------------|------|-------|------------|------------|-----------------------------|--|
| The PBIS committee, Learning Earnings representatives, and administrators will train and support the entire faculty and staff in the learning and implementation of SWPBIS. | Behavioral Support Program | | | 08/05/2014 | 06/01/2015 | \$3000 - Title I Schoolwide | PBIS committee, Learning Earnings representatives, and school administrators |

| Activity - Student Incentives | Activity Type | Tier | Phase | 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 resources. Students can receive credits through the Learning Earnings program; and then, in-turn, purchase incentives through Learning Earnings. | Behavioral Support Program | | | 08/07/2014 | 06/01/2015 | \$3000 - Title I Schoolwide | All faculty and staff. |

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 06/01/2015 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. A plan will also be developed for encouraging teachers to promote the BYOD program in their classrooms.

Research Cited: Transform 2020 Plan, Transform 2020 Inventory

| Activity - Internet Connected Devices | Activity Type | Tier | Phase | 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 | | | 10/01/2014 | 06/01/2015 | \$11000 - Title I Schoolwide | Title 1 Facilitator, Technology Resource Teacher, Administrator |

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:

80% of All Students will demonstrate a proficiency in Algebra 1 in Mathematics by 06/01/2015 as measured by meeting or exceeding the EOC benchmark by 1-3%.

Strategy1:

Problem Solving Team - The Problem Solving Team will meet at a minimum of twice 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 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.

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 | Tier | Phase | 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 | | | 08/11/2014 | 05/29/2015 | \$2000 - Title I Schoolwide | Entire Faculty (PST), Math Intervention Teacher (Diana McNaughton), Reading Intervention Teacher (Susan Johnson), and Administrators |

| Activity - Credit Recovery | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------|-------|------------|------------|-------------------------|---|
| Students who have not obtained a specific required math core credit will be referred to Credit Recovery. A Mathematics Intervention teacher will be present to assist students one-on-one with their specific needs as they work independently through their credit recovery class. | Academic Support Program | | | 08/11/2014 | 05/29/2015 | \$0 - District Funding | PST, Intervention Teachers (Diana McNaughton & Susan Johnson) |

Strategy2:

Math Additional Academic Assistance - Math & science department chairs created a list of basic skills lacking in the lower level math & science courses. Based on this list the Math Intervention Teacher will provide math strategies to the faculty to help them intervene with during 3rd block at-risk students (Focus on Algebra & Focus on Geometry Classes). Core course failures will be monitored quarterly throughout the year to accurately measure the effectiveness and growth of these strategies.

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

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| Activity - Math Additional Academic Assistance | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------|-------|------------|------------|------------------------------|--|
| Math intervention teacher will develop & provide materials for third block teachers of ACT Prep, Focus on Algebra, and Focus on Geometry classes to intervene with at-risk students. The Math intervention teacher will also provide implementation support on an add-needed basis. Core Math course failures will be monitored quarterly to evaluate the effectiveness and growth of these Math intervention strategies. Finally, materials will be purchased on an add-needed basis for classroom teachers to implement the strategies. | Academic Support Program | | | 09/08/2014 | 06/01/2015 | \$68268 - Title I Schoolwide | Math Intervention Teacher (Diana McNaughton) and Third Block ACT Prep, Focus on Algebra (3rd Block Classes), and Focus on Geometry Teachers (3rd Block Classes). |

Measurable Objective 2:

80% of All Students will demonstrate a proficiency in English 10 in English Language Arts by 06/01/2015 as measured by meeting or exceeding the EOC benchmark by 1-3%.

Strategy1:

English Language Arts Additional Academic Assistance - English/Language Arts & History department chairs created a list of basic skills lacking in the lower level English/Language Arts & History courses. Based on this list the Reading intervention teacher will present literacy strategies to the faculty to help them intervene with at-risk students during third block. Core course failures will be monitored quarterly throughout the year to accurately measure the effectiveness and growth of these strategies.

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

| Activity - English Language Arts Additional Academic Assistance | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------|-------|------------|------------|------------------------------|---|
| Reading intervention teacher will develop materials for teacher training sessions and conduct training sessions (in collaboration with district provided ARI Literacy Coaches) for the teachers during their planning periods. Core English course failures will be monitored quarterly to evaluate the effectiveness and growth of these Reading intervention strategies. Materials will be purchased on an add-needed basis for classroom teachers to implement the strategies. | Academic Support Program | | | 08/07/2014 | 06/01/2015 | \$60584 - Title I Schoolwide | Reading Intervention Teacher (Susan Johnson) Academic Faculty, & District Provided ARI Literacy Coaches |

Strategy2:

Problem Solving Teams - The Problem Solving Team will meet at a minimum of twice per month to discuss students who are in danger of failing a core English 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.

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.

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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 | Tier | Phase | 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 | | | 08/11/2014 | 05/22/2015 | \$2000 - Title I Schoolwide | PST Team (Entire Faculty), Intervention Teacher (Diana McNaughton), Reading Intervention Teacher (Susan Johnson) |

| Activity - Credit Recovery | Activity Type | Tier | Phase | 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. An Intervention teacher will be present to assist students one-on-one with their specific needs as they work independently through their credit recovery class. | Academic Support Program | | | 08/11/2014 | 05/29/2015 | \$0 - District Funding | PST, Intervention Teachers: Diana McNaughton & Susan Johnson |

Strategy3:

Literacy for All - The Literacy for All Committee (school-built literacy committee) will meet with the district provided ARI Literacy Coaches to develop a school-wide mandated literacy strategy process. The ARI Literacy Coaches will present this developed process with the entire faculty during planning blocks. The school-wide process will begin on January 6th, 2014. The Literacy for All Committee will collect student work-samples and monitor teacher implementation, and then report back to administration with the appropriate departmental data.

Research Cited: Alabama Reading Initiative; National Council of Teachers of English, National Council of Teachers of Mathematics, National Science Teachers Association, and National Council for the Social Studies

| Activity - WAR | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------|-------|------------|------------|-----------------------------|--|
| WAR Strategy: Writing and Reading. Murphy High School is going to WAR on literacy! The plan/process that the LFA Committee and the ARI coaches will be implemented school-wide on January 6th. All teachers will complete a "warm-up/bell-ringer" activity in which the LFA Committee provides an appropriate lexile-ed article for the teachers. On Mondays and Tuesdays, students will participate in close reading activities (text coding) with the provided article. On Wednesdays, students "pick-a-side" and respond to a prompt. The student will also identify evidence in the article that supports their position. On Thursdays, students will summary/paraphrase their evidence, and write a thesis statement. On Fridays, students will draft their argumentative paragraph. The LFA committee will monitor teacher implementation and collect student's WAR activity (will be a week's worth of bell-ringers). We will take samples from the beginning, middle, and end to analyze the effectiveness and growth of the activity. | Academic Support Program | | | 01/06/2015 | 05/29/2015 | \$4000 - Title I Schoolwide | LFA Committee: Susan Johnson, Camilla Spradley, Ashley Cauley, Haley Green, Douglas July, Amanda Keesee, Phyllis Knott, Jamie Lugo, Sophia Mitchell, Voncile Richardson, James Tate, Jeremy Weaver, Stephanie Wheat) ARI Literacy Coaches Administrators Faculty |

Measurable Objective 3:

53% of All Students will demonstrate a proficiency and will meet or exceed the state APLA in English Language Arts by 06/02/2015 as measured by ACCESS for ELL state mandated assessment.

Strategy1:

Implementation of the Core Program - English Learners will meet or exceed the state APLA of 53% on the ACCESS for ELL through the effective implementation of Tier 1 instruction utilizing Specially Designed Academic Instruction in English.

Research Cited: WIDA World-Class Instructional Design and Assessment

| Activity - Impementation of the Core Program | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------|-------|------------|------------|-------------------------|--|
| Direct Instruction | Direct Instruction | | | 08/07/2014 | 06/02/2015 | \$0 - District Funding | Content teachers, administrators, EL Coordinator |

Measurable Objective 4:

80% of All Students will complete a portfolio or performance using critical thinking skills while using appropriate digital tools and resources in Writing by 06/01/2015 as measured by classroom/student observations and final products/performances that demonstrate mastery of State Course of Study standards.

Strategy1:

Incorporating Technology for Student Research - promote innovation, through the availability of tools of district-wide benefit, to transition schools from the historical dependence on textbooks and toward an expanded online deployment of instructional materials.

Research Cited: Principal/Teacher PBL Snapshot Survey, Alabama Courses of Study, Transform 2020

| Activity - Digital Research Projects | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------|-------|------------|------------|------------------------------|--------------------|
| Students will use critical thinking skills to plan and conduct research, prepare reports, complete assignments and projects, solve problems, and make informed decisions individually and collaboratively. | Technology | | | 08/07/2014 | 05/29/2015 | \$11000 - Title I Schoolwide | Classroom Teachers |

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 05/29/2015 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.

Research Cited: Drop-Out Prevention

| Activity - Targeted Student Monitoring | Activity Type | Tier | Phase | 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 | | | 08/07/2014 | 05/29/2015 | \$45842 - Title I Schoolwide | Drop-Out Prevention Specialist, January Taylor |

Measurable Objective 2:

collaborate to target at-risk students who qualify for the credit recovery program (PST) by 06/01/2015 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. An Intervention teacher will be present to assist students one-on-one with their specific needs as they work independently through their credit recovery class.

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

| Activity - Credit Recovery/Grad Point | Activity Type | Tier | Phase | 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. An Intervention teacher will be present to assist students one-on-one with their specific needs as they work independently through their credit recovery class. | Academic Support Program | | | 08/07/2014 | 06/01/2015 | \$0 - District Funding | PST, Intervention Teachers (Susan Johnson & Diana McNaughton) |

Measurable Objective 3:

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

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 - Faculty and Staff Training | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------------|------|-------|------------|------------|-----------------------------|--|
| The PBIS committee, Learning Earnings representatives, and administrators will train and support the entire faculty and staff in the learning and implementation of SWPBIS. | Behavioral Support Program | | | 08/05/2014 | 06/01/2015 | \$3000 - Title I Schoolwide | PBIS committee, Learning Earnings representatives, and school administrators |

| Activity - Student Incentives | Activity Type | Tier | Phase | 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 resources. Students can receive credits through the Learning Earnings program; and then, in-turn, purchase incentives through Learning Earnings. | Behavioral Support Program | | | 08/07/2014 | 06/01/2015 | \$3000 - Title I Schoolwide | All faculty and staff. |

Strategy2:

Behavior/Attendance Problem Solving Team - The Problem Solving Team will meet at a minimum of twice 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.

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 | Tier | Phase | 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 | | | 09/10/2014 | 05/13/2015 | \$0 - District Funding | Administrators Highly Qualified Math & Language Arts teachers |

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:

53% of All Students will demonstrate a proficiency and will meet or exceed the state APLA in English Language Arts by 06/02/2015 as measured by ACCESS for ELL state mandated assessment.

Strategy1:

Impementation of the Core Program - English Learners will meet or exceed the state APLA of 53% on the ACCESS for ELL through the effective implementation of Tier 1 instruction utilizing Specially Designed Academic Instruction in English.

Research Cited: WIDA World-Class Instructional Design and Assessment

| Activity - Impementation of the Core Program | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------|-------|------------|------------|-------------------------|--|
| Direct Instruction | Direct Instruction | | | 08/07/2014 | 06/02/2015 | \$0 - District Funding | Content teachers, administrators, EL Coordinator |

Goal 2:

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

Measurable Objective 1:

demonstrate a behavior to increase cultural awareness by 03/13/2015 as measured by the participation of schools in district provided training.

Strategy1:

Cultural Awareness Training - Each school will ensure at least one representative will attend district provided cultural awareness training to take back to the school and train the remaining faculty.

Research Cited: USDOE, American Psychological Association, United Nations High Commission for Refugees (UNHCR)

| Activity - Faculty Cultural Awareness | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------|-------|------------|------------|---------------------------|--------------------------------|
| The school will send one representative to attend district provided training on multicultural classrooms, parental involvement for ESL families, the psychology of immigration. | Professional Learning | | | 08/05/2014 | 03/13/2015 | \$21600 - Title II Part D | Administrators, EL Coordinator |

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

Goal 1:

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:

80% of All Students will demonstrate a proficiency in Algebra 1 in Mathematics by 06/01/2015 as measured by meeting or exceeding the EOC benchmark by 1-3%.

Strategy1:

Problem Solving Team - The Problem Solving Team will meet at a minimum of twice 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 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.

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 | Tier | Phase | 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 | | | 08/11/2014 | 05/29/2015 | \$2000 - Title I Schoolwide | Entire Faculty (PST), Math Intervention Teacher (Diana McNaughton), Reading Intervention Teacher (Susan Johnson), and Administrators |

| Activity - Credit Recovery | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------|-------|------------|------------|-------------------------|---|
| Students who have not obtained a specific required math core credit will be referred to Credit Recovery. A Mathematics Intervention teacher will be present to assist students one-on-one with their specific needs as they work independently through their credit recovery class. | Academic Support Program | | | 08/11/2014 | 05/29/2015 | \$0 - District Funding | PST, Intervention Teachers (Diana McNaughton & Susan Johnson) |

Strategy2:

Math Additional Academic Assistance - Math & science department chairs created a list of basic skills lacking in the lower level math & science courses. Based on this list the Math Intervention Teacher will provide math strategies to the faculty to help them intervene with during 3rd block at-risk students (Focus on Algebra & Focus on Geometry Classes). Core course failures will be monitored quarterly throughout the year to accurately measure the effectiveness and growth of these strategies.

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

| Activity - Math Additional Academic Assistance | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------|-------|------------|------------|------------------------------|--|
| Math intervention teacher will develop & provide materials for third block teachers of ACT Prep, Focus on Algebra, and Focus on Geometry classes to intervene with at-risk students. The Math intervention teacher will also provide implementation support on an add-needed basis. Core Math course failures will be monitored quarterly to evaluate the effectiveness and growth of these Math intervention strategies. Finally, materials will be purchased on an add-needed basis for classroom teachers to implement the strategies. | Academic Support Program | | | 09/08/2014 | 06/01/2015 | \$68268 - Title I Schoolwide | Math Intervention Teacher (Diana McNaughton) and Third Block ACT Prep, Focus on Algebra (3rd Block Classes), and Focus on Geometry Teachers (3rd Block Classes). |

Measurable Objective 2:

80% of All Students will demonstrate a proficiency in English 10 in English Language Arts by 06/01/2015 as measured by meeting or exceeding the EOC benchmark by 1-3%.

Strategy1:

Problem Solving Teams - The Problem Solving Team will meet at a minimum of twice per month to discuss students who are in danger of failing a core English 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.

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 | Tier | Phase | 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 | | | 08/11/2014 | 05/22/2015 | \$2000 - Title I Schoolwide | PST Team (Entire Faculty), Intervention Teacher (Diana McNaughton), Reading Intervention Teacher (Susan Johnson) |

| Activity - Credit Recovery | Activity Type | Tier | Phase | 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. An Intervention teacher will be present to assist students one-on-one with their specific needs as they work independently through their credit recovery class. | Academic Support Program | | | 08/11/2014 | 05/29/2015 | \$0 - District Funding | PST, Intervention Teachers: Diana McNaughton & Susan Johnson |

Strategy2:

English Language Arts Additional Academic Assistance - English/Language Arts & History department chairs created a list of basic skills lacking in the lower level English/Language Arts & History courses. Based on this list the Reading intervention teacher will present literacy strategies to the faculty to help them intervene with at-risk students during third block. Core course failures will be monitored quarterly throughout the year to accurately measure the effectiveness and growth of these strategies.

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

| Activity - English Language Arts Additional Academic Assistance | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------|-------|------------|------------|------------------------------|---|
| Reading intervention teacher will develop materials for teacher training sessions and conduct training sessions (in collaboration with district provided ARI Literacy Coaches) for the teachers during their planning periods. Core English course failures will be monitored quarterly to evaluate the effectiveness and growth of these Reading intervention strategies. Materials will be purchased on an add-needed basis for classroom teachers to implement the strategies. | Academic Support Program | | | 08/07/2014 | 06/01/2015 | \$60584 - Title I Schoolwide | Reading Intervention Teacher (Susan Johnson) Academic Faculty, & District Provided ARI Literacy Coaches |

Strategy3:

Literacy for All - The Literacy for All Committee (school-built literacy committee) will meet with the district provided ARI Literacy Coaches to develop a school-wide mandated literacy strategy process. The ARI Literacy Coaches will present this developed process with the entire faculty during planning blocks. The school-wide process will begin on January 6th, 2014. The Literacy for All Committee will collect student work-samples and monitor teacher implementation, and then report back to administration with the appropriate departmental data.

Research Cited: Alabama Reading Initiative; National Council of Teachers of English, National Council of Teachers of Mathematics, National Science Teachers Association, and National Council for the Social Studies

| Activity - WAR | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------|-------|------------|------------|-----------------------------|--|
| WAR Strategy: Writing and Reading. Murphy High School is going to WAR on literacy! The plan/process that the LFA Committee and the ARI coaches will be implemented school-wide on January 6th. All teachers will complete a "warm-up/bell-ringer" activity in which the LFA Committee provides an appropriate lexile-ed article for the teachers. On Mondays and Tuesdays, students will participate in close reading activities (text coding) with the provided article. On Wednesdays, students "pick-a-side" and respond to a prompt. The student will also identify evidence in the article that supports their position. On Thursdays, students will summary/paraphrase their evidence, and write a thesis statement. On Fridays, students will draft their argumentative paragraph. The LFA committee will monitor teacher implementation and collect student's WAR activity (will be a week's worth of bell-ringers). We will take samples from the beginning, middle, and end to analyze the effectiveness and growth of the activity. | Academic Support Program | | | 01/06/2015 | 05/29/2015 | \$4000 - Title I Schoolwide | LFA Committee: Susan Johnson, Camilla Spradley, Ashley Cauley, Haley Green, Douglas July, Amanda Keesee, Phyllis Knott, Jamie Lugo, Sophia Mitchell, Voncile Richardson, James Tate, Jeremy Weaver, Stephanie Wheat) ARI Literacy Coaches Administrators Faculty |

Measurable Objective 3:

80% of All Students will complete a portfolio or performance using critical thinking skills while using appropriate digital tools and resources in Writing by 06/01/2015 as measured by classroom/student observations and final products/performances that demonstrate mastery of State Course of Study standards.

Strategy1:

Incorporating Technology for Student Research - promote innovation, through the availability of tools of district-wide benefit, to transition schools from the historical dependence on textbooks and toward an expanded online deployment of instructional materials.

Research Cited: Principal/Teacher PBL Snapshot Survey, Alabama Courses of Study, Transform 2020

ACIP

Murphy High School

| Activity - Digital Research Projects | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------|-------|------------|------------|------------------------------|--------------------|
| Students will use critical thinking skills to plan and conduct research, prepare reports, complete assignments and projects, solve problems, and make informed decisions individually and collaboratively. | Technology | | | 08/07/2014 | 05/29/2015 | \$11000 - Title I Schoolwide | Classroom Teachers |

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 05/29/2015 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.

Research Cited: Drop-Out Prevention

| Activity - Targeted Student Monitoring | Activity Type | Tier | Phase | 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 | | | 08/07/2014 | 05/29/2015 | \$45842 - Title I Schoolwide | Drop-Out Prevention Specialist, January Taylor |

Measurable Objective 2:

collaborate to target at-risk students who qualify for the credit recovery program (PST) by 06/01/2015 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. An Intervention teacher will be present to assist students one-on-one with their specific needs as they work independently through their credit recovery class.

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

ACIP

Murphy High School

| Activity - Credit Recovery/Grad Point | Activity Type | Tier | Phase | 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. An Intervention teacher will be present to assist students one-on-one with their specific needs as they work independently through their credit recovery class. | Academic Support Program | | | 08/07/2014 | 06/01/2015 | \$0 - District Funding | PST, Intervention Teachers (Susan Johnson & Diana McNaughton) |

Component 3: Instruction by Highly Qualified Staff

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

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

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

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

Murphy High School's teacher turnover rate for the 2013-2014 school year is 6%.

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

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 a minimum of twice a month. Evidence of meetings is kept on contact log sheets which are turned in to the appropriate assistant principal for review.

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

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 117 teachers or 99% of faculty and staff with highly qualified status. The remaining 1% (2 teachers) 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 the district participate in appropriate New Teacher Induction programs (New Teacher Orientation, Alabama Teacher Mentor Program, and other new teacher induction activities).

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

Murphy High School does not have a high turnover rate (6%). 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 a minimum of twice a month. This program helps support teachers new to the teaching profession. Evidence of meetings is kept on contact log sheets 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?

Faculty will demonstrate behavior to increase cultural awareness by 03/13/2015 as measured by the participation of schools in district provided training. We will ensure at least one representative will attend district provided cultural awareness training to take back to the school and train the remaining faculty. (Activity: Faculty Cultural Awareness).

The faculty will collaborate to implement Math and literacy strategies school-wide by 06/01/2015 as measured by reducing core course failures by 5%. The Math and Reading Intervention teachers will collaborate and discuss literacy strategies to implement school-wide in job-embedded literacy training

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 cultural awareness by 03/13/2015 as measured by the participation of schools in district provided training. We will ensure at least one representative will attend district provided cultural awareness training to take back to the school and train the remaining faculty. Activity: Faculty Cultural Awareness

The faculty will collaborate to implement Math and literacy strategies school-wide by 06/01/2015 as measured by reducing core course failures by 5%. The Math and Reading Intervention teachers will collaborate and discuss literacy strategies to implement school-wide during the job-embedded school-wide literacy strategies training.

The faculty will demonstrate a proficiency in utilizing technology and digital resources by 05/29/2015 as measured by classroom/student snapshot observations. 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. Activity: Professional Learning Support/Training

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 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.

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

The school Literacy Team will conduct job-embedded, quarterly training during the regular weekly core department data meetings. School-
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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 still struggling with implementation will be provided additional assistance by their Literacy Team members.

All department faculty will attend literacy strategies training (Reading & Math) and implement the strategies in their classrooms. Student impact will be measured by EOCs scores and core course failure rates. Corresponding EOC scores from the previous year to the current year will show an increase in proficiency (mastery) of 3%. Corresponding core course failure rates from the previous year to the current year will show an reduction in core course failures by 5%. This will be evidenced by PLCIA forms and EOC 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 (in the form of Math Camp) 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 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 education services. Teacher representation and teacher input is utilized on school budget committees, policy committees, and textbook selection committees.

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.

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.

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 Saturday School tutoring, 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.

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).

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 2013-2014, 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 2014-2015 school year, Title 1 monies are being used to fund 2 intervention teachers, 1 drop out prevention specialist, 1 retract paraprofessional, .5 counselor 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 2014-2015 school year, the state funding is 120.51 teacher units, 1 principal unit, 4.50 assistant principal units, 3 counselor units, and 2 librarian units. Title 1 Part A (Federal): This money is used to supplement regularly funded programming. For the 2014-2015 school year, Title 1 monies are being used to fund 2 intervention teachers, 1 drop out prevention specialist, 1 retract paraprofessional, .5 counselor 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

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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 2013-2014, 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 2014, 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, the results of EOCs, 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 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.

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: FTEs Earned

| Label | Question | Value |
|-------|---|-------|
| 1. | Provide the number of Teacher assigned units. | 118.1 |

| Label | Question | Value |
|-------|---|-------|
| 2. | Provide the number of Administrator assigned units. | 1.0 |

| Label | Question | Value |
|-------|---|-------|
| 3. | Provide the number of Assistant Principal assigned units. | 4.5 |

| Label | Question | Value |
|-------|---|-------|
| 4. | Provide the number of Counselor assigned units. | 3.5 |

| Label | Question | Value |
|-------|---|-------|
| 5. | Provide the number of Librarian assigned units. | 2.0 |

| Label | Question | Value |
|-------|--|-------|
| 6. | Provide the number of Career and Technical Education Administrator assigned units. | 1.0 |

| Label | Question | Value |
|-------|--|-------|
| 7. | Provide the number of Career and Technical Education Counselor assigned units. | 0.0 |

I. State Foundation Funds: Units Placed

| Label | Question | Value |
|-------|---|-------|
| 1. | Provide the number of classroom teachers. | 118.1 |

| Label | Question | Value |
|-------|---------------------------------------|-------|
| 2. | Provide the number of Administrators. | 1.0 |

| Label | Question | Value |
|-------|---|-------|
| 3. | Provide the number of Assistant Principals. | 4.5 |

| Label | Question | Value |
|-------|-----------------------------------|-------|
| 4. | Provide the number of Counselors. | 3.5 |

| Label | Question | Value |
|-------|-----------------------------------|-------|
| 5. | Provide the number of Librarians. | 2.0 |

| Label | Question | Value |
|-------|--|-------|
| 6. | Provide the number of Career and Technical Education Administrators. | 0.0 |

| Label | Question | Value |
|-------|--|-------|
| 7. | Provide the number of Career and Technical Education Counselors. | 0.0 |

I. State Foundation Funds: Total Salaries

Once all questions within Section I. State Foundation Funds: Total Salaries have been completed, a total for all salaries will appear in the PDF only.

| Label | Question | Value |
|-------|--|-----------|
| 1. | Provide the total of all salaries for the FTE Teacher Units. | 5694085.0 |

| Label | Question | Value |
|-------|--|----------|
| 2. | Provide the total of all salaries for the Administrator Units. | 112677.0 |

| Label | Question | Value |
|-------|--|----------|
| 3. | Provide the total of all salaries for the Assistant Principal. | 369060.0 |

| Label | Question | Value |
|-------|--|----------|
| 4. | Provide the total of all salaries for the Counselor. | 217050.0 |

| Label | Question | Value |
|-------|--|----------|
| 5. | Provide the total of all salaries for the Librarian. | 106663.0 |

| Label | Question | Value |
|-------|---|-------|
| 6. | Provide the total of all salaries for the Career and Technical Education Administrator. | 0.0 |

| Label | Question | Value |
|-------|---|-------|
| 7. | Provide the total of all salaries for the Career and Technical Education Counselor. | 0.0 |

| Label | Question | Value |
|-------|---|-------|
| 8. | Provide the total of all salaries for Technology. | 0.0 |

| Label | Question | Value |
|-------|---|-------|
| 9. | Provide the total of all salaries for Professional Development. | 0.0 |

| Label | Question | Value |
|-------|--|-------|
| 10. | Provide the total of all salaries for State ELL Funds. | 0.0 |

| Label | Question | Value |
|-------|---|---------|
| 11. | Provide the total of all salaries for Instructional Supplies. | 47431.0 |

| Label | Question | Value |
|-------|--|-------|
| 12. | Provide the total of all salaries for Library Enhancement. | 0.0 |

Total 6,546,966.00

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and breakdown of expenses.

Base Allocation: \$368,732.00

Parenting Allocation: \$7,161.00

Total: \$375,893.00

Budgeted Expenses:

Total Salaries/Fringes (Staffing Form B): \$243,082.96

-Intervention Teacher/Facilitator/1 FTE, \$60,584.01; Intervention Teacher/1 FTE, \$68,268.69; Drop-Out Prevention Specialist/1 FTE, \$45,841.62; Retract Paraprofessional/1 FTE, \$34,254.29; Counselor/.5 FTE, \$34,134.35

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

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

-Extended Day Stipends: \$18,000.00

-Teacher Stipends: \$5,000.00

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

Total Materials and Supplies (Form D) \$62,869.04

-Parenting Supplies: \$5,961.00

-Library Materials and Supplies: \$4,025.00

-Classroom Materials and Supplies: \$26,862.04

-Computer Hardware: \$18,627.00

-Technology Equipment: \$4,000.00

-Instructional Software: \$3,385.00

Total Contracts (Form F): \$26,200.00

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

-USPS (Postage for Parenting): \$1,200.00

Total Equipment (Form G): \$0.00

Total Travel (Form H): \$10,750.00

-Suggested Math Leadership Team will attend the 2015 NCTM National Conference

Grand Total Expenses: \$375,893.00

ACIP

Murphy High School

| Label | Question | Value |
|-------|---|-----------|
| 2. | Title I: Improving the Academic Achievement of the Disadvantaged Provide the total | 3.75893E7 |

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

N/A

| Label | Question | Value |
|-------|---|-------|
| 4. | Title I: ARRA Funds Provide the total. | 0.0 |

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

N/A

| Label | Question | Value |
|-------|---|-------|
| 6. | Title II: Professional Development Activities Provide the total. | 0.0 |

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

N/A

| Label | Question | Value |
|-------|---|-------|
| 8. | Title III: For English Language Learners Provide the total | 0.0 |

Title IV: For Safe and Drug-free Schools

Provide a brief explanation and a breakdown of expenses.

N/A

| Label | Question | Value |
|-------|--|-------|
| 10. | Title IV: For Safe and Drug-free Schools Provide the total. | 0.0 |

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

N/A

| Label | Question | Value |
|-------|---|-------|
| 12. | Title VI: For Rural and Low-income Schools Provide the total | 0.0 |

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

Provide a brief explanation and a breakdown of expenses.

\$210,000.00 in technology upgrades.

| Label | Question | Value |
|-------|--|----------|
| 14. | Career and Technical Education-Perkins IV: Basic Grant (Title I) Provide the total. | 210000.0 |

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

Provide a brief explanation and a breakdown of expenses.

N/A

| Label | Question | Value |
|-------|---|-------|
| 16. | Career and Technical Education-Perkins IV: Tech Prep (Title II) Provide the total. | 0.0 |

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

Provide a brief explanation and a breakdown of expenses.

N/A

| Label | Question | Value |
|-------|---|-------|
| 18. | Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total. | 0.0 |

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

01 Teacher 1.00: 52,700.00
03 Asst Principal .5: 36,478.00
10 Aide 1.00: 20,846.00
19 Suppl/OT/Other: 98,942.00
20 Employee Benefits: 63,975.00
34 Property Services: 3,596.95
37 Utilities: 103,126.86
41 Instruction Supplies: 5,000
62 Dues & Fees: 10,660.00

| Label | Question | Value |
|-------|-----------------------------------|----------|
| 2. | Local Funds Provide the total. | 395324.8 |