



## **ACIP**

# Samson Middle School

## Geneva County Board of Education

Mr. Jay Mikel, Principal  
209 N Broad St  
Samson, AL 36477-1125

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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?**

Samson Middle School is one of 3 middle schools in the Geneva County School System. We are located in an area of Alabama known as the Wiregrass. Samson is approximately 90 miles south of Montgomery and 90 miles north of Panama City, FL.

Samson Middle School was established as a 6-8 middle school in 2010. At that time 6th grade students were moved to the middle school campus and Samson Middle School was established. Current enrollment for SMS is 187 students.

One unique features of that affects the school population is a high amount of government housing in the area. Many local workers are involved in the agriculture industry. Samson has a hard working population but the average household income, in these homes, is low.

## 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.**

The mission of Samson Middle School is to inspire our students to aspire to the highest goals by providing them with skills, abilities, and attitudes necessary to be successful in life. We pledge to accomplish this mission by providing a quality instructional program in a positive, safe environment that promotes respect for authority, self, others, and property.



## **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.**

Samson Middle School has made strides in improving test scores and will continue to strive to improve student performance. In 2013-14, we implemented the state standard assessment of ACT ASPIRE for all middle school students. We have implemented a new 5 block schedule for all students that has reduced class sizes tremendously. In addition, by departmentalizing our classrooms and teachers, we have created an environment that has allowed teachers to communicate and collaborate daily regarding student performance. We also hired an additional staff member who will work in our math department to help reduce class size even more and improve performance in the area of math. Professional development will be sought for the teaching staff and teachers will be encouraged to attend workshops to keep them updated on successful teaching techniques.

This year, Samson Middle School will also be improving the area of technology by upgrading the existing computer lab with newer, faster computers and be able to transition from a 4-1 setup to individual computers for the entire lab.

## **Additional Information**

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

Planning for school improvement was initiated by collecting data from the standardized tests required by the State of Alabama and other sources. The ACT ASPIRE, EXPLORE, STAR Reading and STAR Math, GlobalScholar, and school generated reports such as attendance, discipline, and budgeting reports were included. EducateAL teacher evaluations and Census data were included as well. The initial meetings of the CIP Instructional Leadership members served to establish the purpose, direction, and goals of the CIP development. Meetings were held by the CIP Team members and the system School Improvement Specialist to disaggregate and analyze data and determine areas of focus, strategies, and actions steps. CIP Team members presented findings, specifically current school strengths and weaknesses at a faculty meeting. Meetings were held to encourage support and enhance school improvement through a community effort.

# 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.**

Any parent or community stakeholder interested in serving as a member of the improvement team is encouraged to do so. Those interested are also recruited by staff but basically anyone who has a desire to constructively support and plan for the future is welcome to be a part of the process. Meetings are scheduled after and during school hours to give all stakeholders an opportunity to participate in the process. We also used the surveys through AdvancED to allow feedback for the improvement plan through our school website, and at Parent Information Night.

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

The CIP team consisted of classroom teachers, administrator, counselor and parents.

- Parents agree that their role includes supplying the student with appropriate school supplies; responsibility for punctuality, and school attendance; support discipline policies; maintain a time, place, and review of homework regularly; actively encourage and stay involved with students learning.
- Teachers agree that their role includes teaching necessary concepts to students; providing relevant, interactive assignments; provide student progress in a timely manner; integrate special activities to make learning meaningful and purposeful.
- Principals and counselors agree that their role includes facilitating positive communication between teachers, parents, and students; fostering a safe, warm, parent-friendly atmosphere; ensuring that disruptive students are corrected, and if necessary, removed from their room.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

- The school website is continuously updated to inform parents and the community of educational activities and programs.
- Training for parents and students on state and local academic content and achievement standards, assessments are addressed in 6th grade/new student orientation.
- Progress reports are sent home every 4 ½ weeks to update parents on student progress.
- Students are allowed to check-out library books and reference materials.
- In an effort to increase communication, with both parents and the community, a school marquee sign is updated as needed in front of the school.
- We have strong attendance at open house and orientations, which we schedule during the evening hours to accommodate our working parents.
- With the introduction of INOW's Parent Portal, parents are able to access their child's grades, attendance, class assignments, discipline, etc. in real-time as it is entered by the teacher, counselor, and/or principal.

-We also use PTO Meetings, SchoolCast and Remind101 in order to communicate directly with our parents and students regarding important  
SY 2014-2015

information regarding school business.

# 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?	Yes		Samson Middle School Stakeholder Feedback Data

## Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

## Areas of Notable Achievement

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

Standard 1: Purpose and Direction

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

Standard 3: Teaching and Assessing for Learning

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

N/A

## Areas in Need of Improvement

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

Standard 4: Resources and Support Systems

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

Standard 4: Resources and Support Systems

**What are the implications for these stakeholder perceptions?**

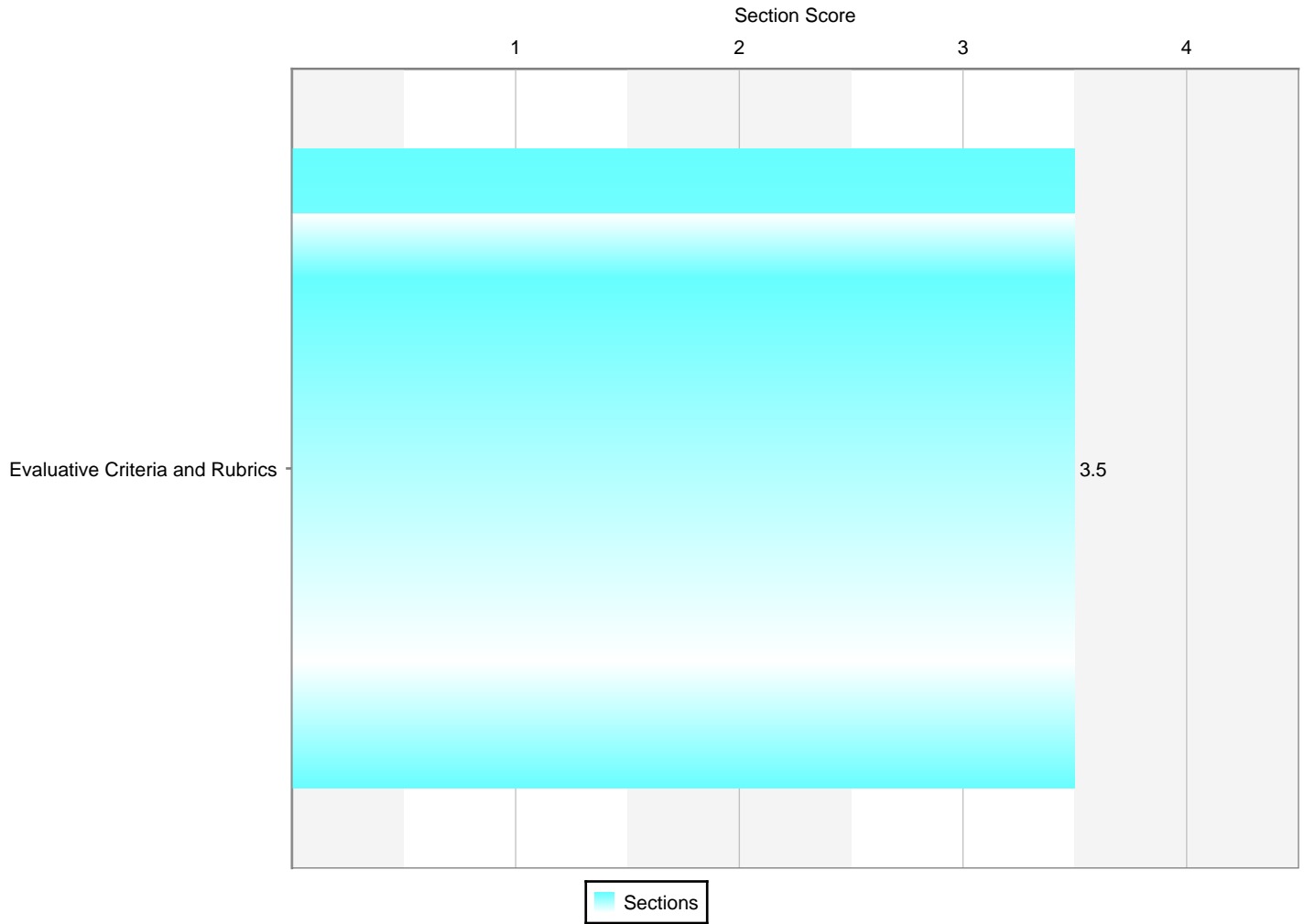
Faculty and students need greater access to resources and technology.

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

N/A

## 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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	ACT Aspire Scores uploaded	2013-2014 ACT Aspire Score Report



## Evaluative Criteria and Rubrics

Overall Rating: 3.0

	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 entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is indifferently analyzed and presented with little 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 below what would otherwise be expected.	Level 2

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

## Areas of Notable Achievement

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

There is a noted academic growth between the Explore scores in the area of reading from 2011-2014.

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

The Explore testing results show a positive trend in the area of usage and mechanics over a period of three years.

### Which area(s) indicate the overall highest performance?

Reading

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

The female subgroup is trending upwards increasing in all areas on Explore testing over the past three years.

### Between which subgroups is the achievement gap closing?

Between the male and female subgroups, the gap on the math subtest was 1.6 points in 2012. In 2014, the gap is 0.9.

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

No other data sources at this time.

## Areas in Need of Improvement

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

Samson Middle School's lowest performance is in reading and math. In reading, 34% of students reached benchmark scores. In math, 20% of students reached benchmark scores.

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

According to the 2014 Explore scores, the areas showing a negative trend in performance are math and reading.

### Which area(s) indicate the overall lowest performance?

Samson Middle School's lowest performance is in math. Students reached scores of 30% proficiency in the area of math.

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

The subgroup which shows a trend toward decreasing performance is the female population of Samson Middle School in the area of math and reading.

### Between which subgroups is the achievement gap becoming greater?

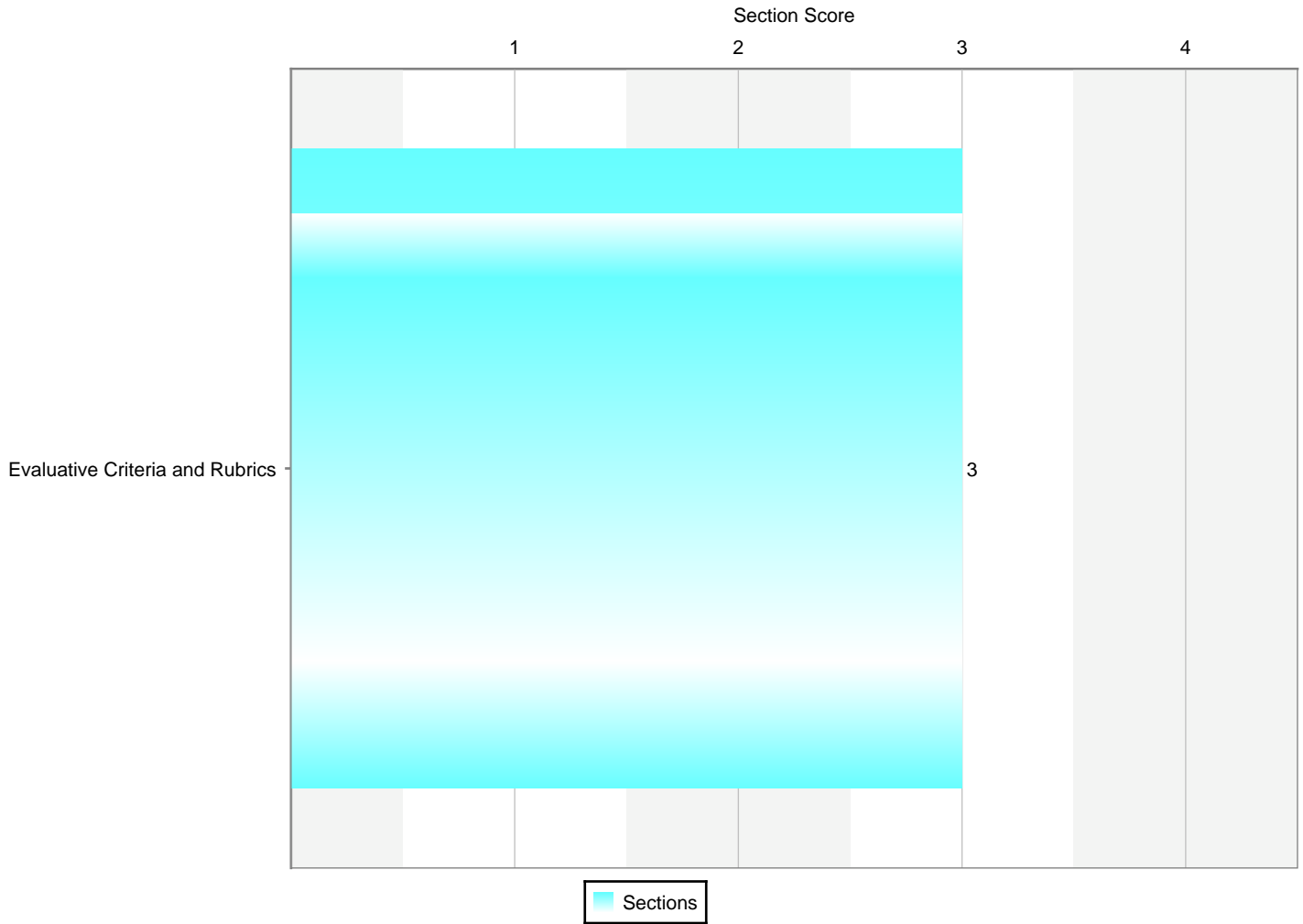
According to the 2013-2014 Explore scores, the subgroup which experienced an increasing achievement gap was African Americans in the area of reading and math, with a gap of 1.8 points in reading and 2.6 points in math.

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

No other sources at this time.

## 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		SMS CIP Team Signature Page

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		Geneva County Schools Board Policy Equal Opportunity

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	Jay Mikel Principal 209 N. Broad St. Samson, Al. 36420 (334)898-2371	

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		Parent Involvement Policy

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		School-Parent Compact

# **2014-15 Plan for ACIP**



## **Overview**

### **Plan Name**

2014-15 Plan for ACIP

### **Plan Description**

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Samson Middle School students will increase proficiency scores in state standardized tests in the area of math.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	Samson Middle School will reduce the total number of unexcused absences.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
3	All students will have increased access to technology.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$9555

## Goal 1: Samson Middle School students will increase proficiency scores in state standardized tests in the area of math.

### Measurable Objective 1:

22% of All Students will demonstrate a proficiency score in Mathematics by 05/22/2015 as measured by ACT Aspire Test.

### Strategy 1:

AMSTI - AMSTI provides materials/kits and manipulatives for mathematics teachers to enhance instructional strategies. AMSTI also provides professional development for the teachers.

Research Cited: Alabama Math, Science, and Technology Initiative. (2013). Retrieved from <http://www.amsti.org/>

Activity - AMSTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use materials from the AMSTI kit during mathematics class to promote student learning, motivation, and interest.	Academic Support Program	08/04/2014	05/22/2015	\$0	No Funding Required	Math and special education teachers attending AMSTI training.

## Goal 2: Samson Middle School will reduce the total number of unexcused absences.

### Measurable Objective 1:

collaborate to decrease unexcused absences by five percent by 05/22/2015 as measured by attendance totals at the end of the school year.

### Strategy 1:

ALSDE Pilot Program for Attendance - Greater focus from the state department of education all the way down to our school to encourage and support increased attendance.

Activity - Samson Strong Attendance Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who have no more than 2 unexcused absences qualify to attend the Samson Strong Spirit Events and are deemed eligible for door prizes given away at the events.	Policy and Process	08/22/2014	05/22/2015	\$0	No Funding Required	Samson Middle School teachers and Leadership team

Activity - SchoolCast	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SchoolCast will automatically notify parent/guardian on a daily basis in the event that their child is marked absent in INow.	Parent Involvement	08/04/2014	05/22/2015	\$0	No Funding Required	Attendance Clerk

### Goal 3: All students will have increased access to technology.

#### Measurable Objective 1:

collaborate to increase the use of technology in the classroom by 05/22/2015 as measured by lesson plans, computer lab usage, and accelerated reader program.

#### Strategy 1:

Increased the use of Technology in the Classroom - Faculty and Staff will collaborate to incorporate technology in the implementation of the lessons in their classroom.

Activity - Interactive Whiteboards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will gain access to technology through the use of interactive whiteboards in their classrooms.	Technology	08/04/2014	05/22/2015	\$9555	Title I Schoolwide	All faculty, staff, and technology director.

Activity - Accelerated Reader Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the Accelerated Reader program to provide opportunities to students to access books to read and improve reading skills.	Technology	08/04/2014	05/22/2015	\$0	No Funding Required	Librarian & English teachers

Activity - Textbook interactive lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

Samson Middle School

Teachers will use resources embedded in the English Language Arts textbooks. These lessons include interactive whiteboard activities, media lessons, PowerNotes correlated to specific literary selections, access to an interactive copy of the textbook, and tiered activities. All of these components are accessed through the textbook website and students may also access to this information at home by logging into their online textbook account.	Academic Support Program, Technology	08/04/2014	05/22/2015	\$0	Title I Schoolwide	Access to online resources associated with the English Language Arts textbook is included in with the purchase of the textbook. Faculty, Staff, and Technology Coordinator (manage the general upkeep of the technology).
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Accelerated Reader Program	Teachers will use the Accelerated Reader program to provide opportunities to students to access books to read and improve reading skills.	Technology	08/04/2014	05/22/2015	\$0	Librarian & English teachers
AMSTI	Teachers will use materials from the AMSTI kit during mathematics class to promote student learning, motivation, and interest.	Academic Support Program	08/04/2014	05/22/2015	\$0	Math and special education teachers attending AMSTI training.
SchoolCast	SchoolCast will automatically notify parent/guardian on a daily basis in the event that their child is marked absent in INow.	Parent Involvement	08/04/2014	05/22/2015	\$0	Attendance Clerk
Samson Strong Attendance Incentives	Students who have no more than 2 unexcused absences qualify to attend the Samson Strong Spirit Events and are deemed eligible for door prizes given away at the events.	Policy and Process	08/22/2014	05/22/2015	\$0	Samson Middle School teachers and Leadership team
<b>Total</b>					<b>\$0</b>	

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Interactive Whiteboards	Students will gain access to technology through the use of interactive whiteboards in their classrooms.	Technology	08/04/2014	05/22/2015	\$9555	All faculty, staff, and technology director.

**ACIP**

Samson Middle School

Textbook interactive lessons	Teachers will use resources embedded in the English Language Arts textbooks. These lessons include interactive whiteboard activities, media lessons, PowerNotes correlated to specific literary selections, access to an interactive copy of the textbook, and tiered activities. All of these components are accessed through the textbook website and students may also access to this information at home by logging into their online textbook account.	Academic Support Program, Technology	08/04/2014	05/22/2015	\$0	Access to online resources associated with the English Language Arts textbook is included in with the purchase of the textbook. Faculty, Staff, and Technology Coordinator (manage the general upkeep of the technology).
<b>Total</b>					<b>\$9555</b>	

# 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.**

Samson Middle School held a Title I Information Meeting on August 12, 2014. This meeting was held prior to the PTO meeting to encourage parental participation. Prior to the meeting, there was a SchoolCast message sent home to all parents as well as messages sent home via Remind101.

**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.**

We held Open House, Title I Information Meeting, and Parent Information Night so that all parents had the opportunity to be involved in Samson Middle School. We will continue to offer PTO meetings as well as additional opportunities to be involved throughout the year including Book Fair, Awards Assemblies, Samson Strong Events, Veterans Day Program, and Field Day. At these events, we used funds allocated for parental involvement in order to provide refreshments and door prizes for each event.

**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.**

SchoolCast

SMS Website

Remind101

Geneva County Schools website

School Flyers to go home

Progress Reports

Report Cards

Parent Portal

Individual Assessment Results

Translator services provided for all documents that go home to parents.

**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).**

The School-Parent Compact is updated annually through the Title I Committee which includes parent representation.

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

Parents are given the opportunity to provide comments by contacting our Administrator through the school website, by email, or phone.

**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)**

Parent Teacher Organization (PTO) Meetings

Spaghetti Night Fundraiser

Parent Information Night

Parent Portal Access

Progress Reports

Report Cards

Parent Teacher Conferences

**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)**

Open computer lab at Parent Information Night

Accelerated Reader program encourages students to read with their parents

Parent Portal gives parents the opportunities to check their grades and assignments and stay on top of the academic progress of his/her student in real time.

Remind101, SchoolCast provide fast easy ways to communicate by text and phone to parents to relay information.

**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)**

Parent contact logs maintained by teachers

Parent Teacher Conferences

Access to email teachers directly from the school website

SchoolCast

Remind101

PTO Meetings

**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)**

Parent Information Night

PTO Meetings

Title I Meeting held in conjunction with PTO Meetings

**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)**

Translator services provided to the teachers to send home documents home to parents.

ELL Liaison and Migrant Student Service Coordinator

**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)**

Parents may request teacher conferences, counselor and/or administrator conferences

Parents may email teachers and administrator/counselor directly from the website

Parents may request for students to attend additional tutoring that will be provided after school.

**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.**

Translator services provided

ELL Liaison and Migrant Student Services Coordinator

Special Education Case Managers

Special Education Coordinator

# 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 Comprehensive Needs Assessment was conducted through AdvancED Title I Parent Surveys.

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

The results of the Comprehensive Needs Assessment were that the majority of our parents understood the basic components of Title I and how to access resources provided by Title I.

### 3. What conclusions were drawn from the results?

The conclusions drawn from the results are that overall we have done an acceptable job relaying information regarding programs at our school and we can do a better job of sharing information regarding volunteer opportunities as well as other chances for parents to be involved.

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

Samson Middle School continues to work hard to improve student achievement and overall perception of our school. We have made positive gains in student achievement, and will use the resources provided to us through Title I to continue to improve scores in all subject areas. We continue to need support from the district office and state department and could benefit from additional resources to address the specific needs of our population.

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

Our goals surrounding attendance and the strategies and activities that go along with them connect directly to the involvement of parents and continue to encourage their support of student attendance and achievement.

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

After analyzing multiple data sources including ACT Aspire and attendance trends for the past three years, we concluded that our goals should focus on both student achievement and attendance.



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

The goals directly related to increased math achievement specifically target children who are disadvantaged.

## 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:**

Samson Middle School students will increase proficiency scores in state standardized tests in the area of math.

**Measurable Objective 1:**

22% of All Students will demonstrate a proficiency score in Mathematics by 05/22/2015 as measured by ACT Aspire Test.

**Strategy1:**

AMSTI - AMSTI provides materials/kits and manipulatives for mathematics teachers to enhance instructional strategies. AMSTI also provides professional development for the teachers.

Research Cited: Alabama Math, Science, and Technology Initiative. (2013). Retrieved from <http://www.amsti.org/>

Activity - AMSTI	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use materials from the AMSTI kit during mathematics class to promote student learning, motivation, and interest.	Academic Support Program			08/04/2014	05/22/2015	\$0 - No Funding Required	Math and special education teachers attending AMSTI training.

**Goal 2:**

Samson Middle School will reduce the total number of unexcused absences.

**Measurable Objective 1:**

collaborate to decrease unexcused absences by five percent by 05/22/2015 as measured by attendance totals at the end of the school year.

**Strategy1:**

ALSDE Pilot Program for Attendance - Greater focus from the state department of education all the way down to our school to encourage and support increased attendance.

Research Cited:

**ACIP**

Samson Middle School

Activity - Samson Strong Attendance Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who have no more than 2 unexcused absences qualify to attend the Samson Strong Spirit Events and are deemed eligible for door prizes given away at the events.	Policy and Process			08/22/2014	05/22/2015	\$0 - No Funding Required	Samson Middle School teachers and Leadership team

Activity - SchoolCast	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SchoolCast will automatically notify parent/guardian on a daily basis in the event that their child is marked absent in INow.	Parent Involvement			08/04/2014	05/22/2015	\$0 - No Funding Required	Attendance Clerk

**Goal 3:**

All students will have increased access to technology.

**Measurable Objective 1:**

collaborate to increase the use of technology in the classroom by 05/22/2015 as measured by lesson plans, computer lab usage, and accelerated reader program.

**Strategy1:**

Increased the use of Technology in the Classroom - Faculty and Staff will collaborate to incorporate technology in the implementation of the lessons in their classroom.

Research Cited:

Activity - Interactive Whiteboards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will gain access to technology through the use of interactive whiteboards in their classrooms.	Technology			08/04/2014	05/22/2015	\$9555 - Title I Schoolwide	All faculty, staff, and technology director.

Activity - Accelerated Reader Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Accelerated Reader program to provide opportunities to students to access books to read and improve reading skills.	Technology			08/04/2014	05/22/2015	\$0 - No Funding Required	Librarian & English teachers

**ACIP**

Samson Middle School

Activity - Textbook interactive lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use resources embedded in the English Language Arts textbooks. These lessons include interactive whiteboard activities, media lessons, PowerNotes correlated to specific literary selections, access to an interactive copy of the textbook, and tiered activities. All of these components are accessed through the textbook website and students may also access to this information at home by logging into their online textbook account.	Academic Support Program Technology			08/04/2014	05/22/2015	\$0 - Title I Schoolwide	Access to online resources associated with the English Language Arts textbook is included in with the purchase of the textbook. Faculty, Staff, and Technology Coordinator (manage the general upkeep of the technology).

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

Samson Middle School students will increase proficiency scores in state standardized tests in the area of math.

**Measurable Objective 1:**

22% of All Students will demonstrate a proficiency score in Mathematics by 05/22/2015 as measured by ACT Aspire Test.

**Strategy1:**

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**Strategy1:**

SY 2014-2015

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Increased the use of Technology in the Classroom - Faculty and Staff will collaborate to incorporate technology in the implementation of the lessons in their classroom.

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Students will gain access to technology through the use of interactive whiteboards in their classrooms.	Technology			08/04/2014	05/22/2015	\$9555 - Title I Schoolwide	All faculty, staff, and technology director.

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

**Goal 1:**

Samson Middle School will reduce the total number of unexcused absences.

**Measurable Objective 1:**

collaborate to decrease unexcused absences by five percent by 05/22/2015 as measured by attendance totals at the end of the school year.

**Strategy1:**

ALSDE Pilot Program for Attendance - Greater focus from the state department of education all the way down to our school to encourage and support increased attendance.

Research Cited:

Activity - Samson Strong Attendance Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who have no more than 2 unexcused absences qualify to attend the Samson Strong Spirit Events and are deemed eligible for door prizes given away at the events.	Policy and Process			08/22/2014	05/22/2015	\$0 - No Funding Required	Samson Middle School teachers and Leadership team

Activity - SchoolCast	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SchoolCast will automatically notify parent/guardian on a daily basis in the event that their child is marked absent in INow.	Parent Involvement			08/04/2014	05/22/2015	\$0 - No Funding Required	Attendance Clerk

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Samson Middle School

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**Goal 2:**

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**Measurable Objective 1:**

collaborate to increase the use of technology in the classroom by 05/22/2015 as measured by lesson plans, computer lab usage, and accelerated reader program.

**Strategy1:**

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Activity - Interactive Whiteboards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will gain access to technology through the use of interactive whiteboards in their classrooms.	Technology			08/04/2014	05/22/2015	\$9555 - Title I Schoolwide	All faculty, staff, and technology director.

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

**Goal 1:**

Samson Middle School students will increase proficiency scores in state standardized tests in the area of math.

**Measurable Objective 1:**

22% of All Students will demonstrate a proficiency score in Mathematics by 05/22/2015 as measured by ACT Aspire Test.

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Students who have no more than 2 unexcused absences qualify to attend the Samson Strong Spirit Events and are deemed eligible for door prizes given away at the events.	Policy and Process			08/22/2014	05/22/2015	\$0 - No Funding Required	Samson Middle School teachers and Leadership team

**Goal 3:**

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collaborate to increase the use of technology in the classroom by 05/22/2015 as measured by lesson plans, computer lab usage, and accelerated reader program.

**Strategy1:**

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Students will gain access to technology through the use of interactive whiteboards in their classrooms.	Technology			08/04/2014	05/22/2015	\$9555 - Title I Schoolwide	All faculty, staff, and technology director.

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

**Goal 1:**

Samson Middle School will reduce the total number of unexcused absences.

**Measurable Objective 1:**

collaborate to decrease unexcused absences by five percent by 05/22/2015 as measured by attendance totals at the end of the school year.

**Strategy1:**

ALSDE Pilot Program for Attendance - Greater focus from the state department of education all the way down to our school to encourage and support increased attendance.

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**Goal 2:**

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**Measurable Objective 1:**

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Teachers will use the Accelerated Reader program to provide opportunities to students to access books to read and improve reading skills.	Technology			08/04/2014	05/22/2015	\$0 - No Funding Required	Librarian & English teachers

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

**Goal 1:**

Samson Middle School will reduce the total number of unexcused absences.

**Measurable Objective 1:**

collaborate to decrease unexcused absences by five percent by 05/22/2015 as measured by attendance totals at the end of the school year.

**Strategy1:**

ALSDE Pilot Program for Attendance - Greater focus from the state department of education all the way down to our school to encourage and support increased attendance.

Research Cited:

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**Goal 2:**

All students will have increased access to technology.

**Measurable Objective 1:**

collaborate to increase the use of technology in the classroom by 05/22/2015 as measured by lesson plans, computer lab usage, and accelerated reader program.

**Strategy1:**

Increased the use of Technology in the Classroom - Faculty and Staff will collaborate to incorporate technology in the implementation of the lessons in their classroom.

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**ACIP**

Samson Middle School

<b>Activity - Textbook interactive lessons</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Teachers will use resources embedded in the English Language Arts textbooks. These lessons include interactive whiteboard activities, media lessons, PowerNotes correlated to specific literary selections, access to an interactive copy of the textbook, and tiered activities. All of these components are accessed through the textbook website and students may also access to this information at home by logging into their online textbook account.	Academic Support Program Technology			08/04/2014	05/22/2015	\$0 - Title I Schoolwide	Access to online resources associated with the English Language Arts textbook is included in with the purchase of the textbook. Faculty, Staff, and Technology Coordinator (manage the general upkeep of the technology).

<b>Activity - Accelerated Reader Program</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Teachers will use the Accelerated Reader program to provide opportunities to students to access books to read and improve reading skills.	Technology			08/04/2014	05/22/2015	\$0 - No Funding Required	Librarian & English teachers

### 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?	No	We have one teacher who does not meet the NCLB requirements for highly qualified in science but is the process of taking the PRAXIS exam.	

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

All positions are listed/advertised on the state department website. Teacher assignments/lessons are aligned with both the Alabama Course of Study which further aligns with Common Core.

## Component 4: Strategies to Attract Highly Qualified Teachers

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

40%

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

We have 2 teachers who have 0-5 years experience.

We have 1 teacher who has 6-10 years experience.

We have 5 teachers who have 10-20 years experience.

We have 1 teacher who has 20+ years of experience.

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

All positions are listed on the department of education state website for teachers.. The school also participates in job fairs to recruit highly qualified teachers.

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

All positions are listed on the department of education state website for teachers. The district also participates in job fairs to recruit highly qualified teachers.

### 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?

The school has worked to improve teacher morale, worked to lower class size, and build community buy-in for our school.

## 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?**

Teachers in Math and Science attended this summer and will attend again the AMSTI training in their respective subject areas.

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

Teachers in Math and Science attended this summer and will attend again the AMSTI training in their respective subject areas. Additionally, our teachers have attended or will attend College & Career Readiness System (CCRS) Training, Smartboard Technology training, and Special Education Co-teaching 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.**

Teacher mentoring is provided for all new teachers by assigning a mentor master teacher who meets with them before school, once a month, and then more often as needed based on the needs of the new teacher.

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

AMSTI Training is a multiple session training for two years.



## 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.**

We provide transition activities with the incoming 6th grade students and let them shadow the middle school for day so that they get to see and experience what the upcoming year will be like. The Samson Strong activities that support the attendance pilot program also enhance the transition experiences for incoming students by providing them incentives such as Samson Strong spirit events to attend.

## 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?

All results of statewide academic assessments are shared with the entire faculty at a schoolwide faculty meeting and discussed at length in order to build goals and then further use additional data sources to evaluate our progress throughout the year.

## **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?**

Score results for individual students are reviewed and analyzed by the PST team to identify those having difficulty mastering state standards.

### **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?**

Tutoring services will be provided for students who are experiencing difficulty mastering standards as well as use of Stride Academy to identify specific areas of difficulty related to each individual student and target those areas with remediation.

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

Each teacher is responsible for ensuring that differentiated instruction is provided in the classroom that addresses the individual student needs. Our new 5 block schedule allows additional time in each core subject area so that are able to provide strategic teaching strategies and different activities throughout the class block so that each student's needs are being met.

### **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.**

Tutoring will be provided after school for students who need additional academic help in the areas of math and reading.

### **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.**

Additional support in is provided through case managers, IELPs for Special Education and EL students respectively. In addition, we have the Migrant and ELL Service Coordinator that works as a liaison for our Migrant and EL families and also provides translation services if the teachers need it. We monitor all EL, Special Education, and Homeless students regularly (every 4 1/2 weeks) to ensure their academic needs are being met.

### **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.**

NA

## **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?**

NA

**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.**

NA

**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.**

NA

## Component 10: Evaluation

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

The school will evaluate the implementation of the schoolwide program by evaluating progress towards the goals set in the ACIP.

### 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?

Based on our goals in the ACIP, we will evaluate the results of the ACT Aspire test given to all MS students as well as the ACT Explore test provided to all 8th grade students. We also will use Stride Academy and GlobalScholar to continually assess and monitor their progress in math and reading.

### 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?

We will use the results of the ACT Aspire for those students with the overall lowest performance and compare their 2013-14 results with their 2014-15 results to determine growth in math and reading achievement.

### 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?

We will continue to use results from Stride Academy and GlobalScholar to assess our progress towards our goals and will be able to address any issues and make amendments to the goals based on progress levels.

# 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.	10.40999984741211

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.	0.0

Label	Question	Value
4.	Provide the number of Counselor assigned units.	0.5

Label	Question	Value
5.	Provide the number of Librarian assigned units.	0.5

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

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.	10.40999984741211

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

Label	Question	Value
3.	Provide the number of Assistant Principals.	0.0

Label	Question	Value
4.	Provide the number of Counselors.	0.5

Label	Question	Value
5.	Provide the number of Librarians.	0.5

Label	Question	Value
6.	Provide the number of Career and Technical Education Administrators.	0.5

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.	459446.0

Label	Question	Value
2.	Provide the total of all salaries for the Administrator Units.	72807.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	0.0

Label	Question	Value
4.	Provide the total of all salaries for the Counselor.	25112.0

Label	Question	Value
5.	Provide the total of all salaries for the Librarian.	26016.0

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.	0.0

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

Total

583,381.00

## II. Federal Funds

### Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and breakdown of expenses.

Current Year Total - \$108,103.13

Salaries and Benefits - \$75,298.00

Substitutes - \$1,000.00

Student Classroom Supplies - \$11,023.21

Non. Capitalized Instructional Equipment - \$11,300.00

Parental Instructional Supplies - \$1,213.72

Professional Development - \$2,068.20

Supplements - \$6,200.00

Carry Over - \$13,562.20

Other Tech. Services (Installation) - \$800.00

Student Classroom Supplies - \$2,377.03

Non. Capitalized Instructional Equipment - \$7,000.00

Instructional Software - \$3,126.02

Parental Instructional Supplies - \$259.15

Label	Question	Value
2.	Title I: Improving the Academic Achievement of the Disadvantaged Provide the total	121665.33

### Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

NA

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.

NA

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.**

NA

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

**Title IV: For Safe and Frug-free Schools**

**Provide a brief explanation and a breakdown of expenses.**

NA

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

**Title VI: For Rural and Low-income Schools**

**Provide a brief explanation and a breakdown of expenses.**

NA

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.**

NA

Label	Question	Value
14.	Career and Technical Education-Perkins IV: Basic Grant (Title I) Provide the total.	0.0

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

Provide a brief explanation and a breakdown of expenses.

NA

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.

NA

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.

NA

Label	Question	Value
2.	Local Funds Provide the total.	0.0