Assurances

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

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

- Indicates LEA Principal Approval based on Assurances listed above.

Part I NEEDS ASSESSMENT- SUMMARY OF DATA

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

C. L. Scarborough Middle School faculty and staff met at the beginning of the school year to review and analyze all data and to identify strengths and weaknesses in each subject area for the 2011-2012 school year. Special Education students and non-proficient student scores were reviewed and analyzed.

C. L. Scarborough Middle School administrators and teachers met weekly to address needs during data meetings. The following areas were discussed and analyzed: ARMT scores, SAT-10 scores, STAR Reading Assessments, attendance, discipline referrals, RTI data, Pride Surveys, special education, non-proficient, and at-risk students.

Instructional Leadership Team Names and Positions

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

Dr. Jason Laflitte, Principal
Dr. Alicia Ferrell, Assistant Principal
Mr. Kevin Dougherty, Assistant Principal
Ms. Tiffany R. Harris, Title I Facilitator/Math Intervention
Ms. Karen Williams, Counselor
Mr. Kevin Dougherty, Assistant Principal
Ms. Tiffany R. Harris, Title I Facilitator/Math Intervention
Ms. Karen Williams, Counselor
Mr. Alvin West, Math 7
Ms. Jennifer Robinson, Language Arts 7
Ms. Amy Lue, Science 8
Ms. Ashley Horton, Special Education
Ms. Maati Ta-Neter, Pace (6-8)
Ms. Nga Nguyen-Vu, ELL Teacher (6-8)
Ms. Charlene Phillips, Retract Manager
Ms. Goldie Mitchell, Parent
Ms. Letitia Causey, Parent
Ms. Cameron Seals, Student
Ms. Amelia Causey, Student

Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA
SUMMARY OF NEEDS BASED ON A COMPREHENSIVE REVIEW OF DATA

I have reviewed the Annual Accountability Results Report.

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

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

C.L. Scarborough Middle School faculty and staff met at the beginning of the school year to review and analyze all data and to identify strengths and weaknesses in each subject area for the 2010-2011 school year. Special Education students and non-proficient student scores were reviewed and analyzed.

C.L. Scarborough Middle School administrators and teachers met weekly to address needs during data meetings. The following areas were discussed and analyzed: ARMT scores, SAT 10 scores, STAR Reading assessments, attendance, discipline referrals, RTI data, Pride Surveys, special education, non-proficient, and at-risk students.

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

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

Number and percentage of teachers Non-HQT:

0; 0%

Number and percentage of Classes Taught by Non-HQT:

0; 0%

Alabama High School Graduation Exam (AHSGE):

Strengths:

N/A

Weaknesses:

N/A

Alabama Reading and Mathematics Test (ARMT):

Strengths:

N/A

Weaknesses:

Reading:
-22% of all 6th graders were non-proficient in reading on the 2012 ARMT. Students scored 11% below the AMO (89%) in 2012.
-29% of all 7th graders were non-proficient in reading on the 2012 ARMT. Students scored 13% below the AMO (84%) in 2012.
-48% of all 8th graders were non-proficient in reading on the 2012 ARMT. Students scored 24% below the AMO (76%) in 2012.

-65% of all 6th grade SPED students were non-proficient in reading on the 2012 ARMT. Students scored 54% below the AMO (89%) in 2012.
-67% of all 7th grade SPED students were non-proficient in reading on the 2012 ARMT. Students scored 51% below the AMO (84%) in 2012.
-81% of all 8th grade special education students were non-proficient in reading on the 2012 ARMT. Students scored 55% below the AMO (76%) in 2012.

-41% of all 6th graders were non-proficient in math on the 2012 ARMT. Students scored 15% below the AMO (74%) in 2012.
-59% of all 7th graders were non-proficient in math on the 2012 ARMT. Students scored 33% below the AMO (74%) in 2012.
-43% of all 8th graders were non-proficient in math on the 2012 ARMT. Students scored 21% below the AMO (78%) in 2012.

-52% of all 6th grade SPED students were non-proficient in math on the 2012 ARMT. Students scored 26% below the AMO (74%) in 2012.
-75% of all 7th grade SPED students were non-proficient in math on the 2012 ARMT. Students scored 49% below the AMO (74%) in 2012.
-81% of all 8th grade SPED students were non-proficient in math on the 2012 ARMT. Students scored 69% below the AMO (78%) in 2012.

-41% of all 6th grade free/reduced students were non-proficient. They scored 15% below the AMO (74%) in 2011.
-69% of all 7th grade free/reduced students were non-proficient. They scored 43% below the AMO (74%) in 2011.
-39% of all 8th grade free/reduced students were non-proficient. They scored 17% below the AMO (78%) in 2011.

Alabama Science Assessment:

Strengths:
N/A

Weaknesses:
45% of all 7th grade students were non-proficient in life science on the Alabama Science Assessment in 2012. Students moved in a positive direction from 51% of all seventh grade students non-proficient in 2011 to 45% of all seventh grade students non-proficient in 2012.

Stanford 10:

Strengths:
N/A

Weaknesses:
N/A

Dynamic Indicators of Basic Early Literacy Skills (DIBELS):

Strengths:
N/A

Weaknesses:
N/A

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

Alabama Direct Assessment of Writing (ADAW):

Strengths:
Weaknesses:
N/A

ACCESS for English Language Learners (ELLs):

Strengths:
- 11% of 6th grade students are Expanding in Oral Language out of 9 tested.
- 50% of 7th grade students are Expanding in Oral Language and Comprehension out of 2 tested.

Weaknesses:
- 6th grade population has an overall score of 67% Beginning out of 9 tested.
- 7th grade population has an overall score of 50% Beginning out of 2 tested.
- 8th grade population has an Overall Score of 67% out of 3 tested.

EducateAL or other Professional Evaluation Profile Information:

Strengths:
N/A

Weaknesses:
32 Teachers completed the Educate Alabama Self Assessment.
- Standard 1.4: Designs Instructional Activities Based on State Content Standards

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

Strengths:
AAA:
- 100% of 6th grade (1 student) scored proficient levels on the 2012 Reading, Mathematics AAA.
- 100% of 7th graders (2 students) scored proficient levels on the 2012 Reading, and Science AAA.
- 67% of 8th graders (2 out of 3 students) scored proficient levels on the 2012 Reading AAA.

School Technology Plan:
- Each classroom is equipped with a Smart Board, Teacher Laptop, and three student computers.
- Three computer labs.
- Two rolling labs.
- Smart Trainers on staff.

Weaknesses:
AAA:
- 50% of 7th graders (1 of 2 students) scored non-proficient levels on the 2012 Mathematics AAA.
- 66% of 8th graders (2 out of 3 students) scored non-proficient levels on the 2012 Mathematics AAA.

School Technology Plan
- One of the three rolling labs was damaged due to renovation damage.
- Lot of technology (document cameras, slates, rolling lab, and Classroom Response Systems) damaged during renovation.
Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments, other RtI data):

Strengths:
N/A

Weaknesses:

EQT Reading:
-33% of 6th graders, 68% of 7th graders, and 68% of 8th graders scored non-proficient on 2011-2012 EQTs.
-37% of SPED 6th grade, 86% 7th grade and 55% of 8th grade SPED students scored non-proficient on 2011-2012 EQTs.

EQT Math:
-42% of 6th graders, 88% of 7th graders, and 93% of 8th graders scored non-proficient on 2011-2012 EQTs.
-67% of SPED 6th graders, 93% of SPED 7th graders, and 98% of SPED graders scored non-proficient on the 2011-2012 EQTs.

RtI data for the 2011-2012 School Year:

Sixth grade
-Failures: language arts 5 students, math 7 students, science 0 students, and social studies 3 students
-Suspending of 7+ days: 14 students

Seventh Grade
-Failures: language arts 6 students, math 1 student, science 0 students, social studies 6 students
-Suspending of 7+ days: 53 students

Eighth Grade
-Failures: language arts 0 students, math 12 students, science 0 students, social studies 5 students
-Suspending of 7+ days: 58 students

Explore Test:

-135 8th Grade students participated in the Explore Test.
-Explore scores are below the national average in English, Mathematics, Reading, and Science.
-In English, 30% of our students are at or above Benchmark.
-In Math, 5% of our students are at or above Benchmark.
-In Reading, 10% of our students are at or above Benchmark.
-In Science, 2% of our students are at or above Benchmark.
-55% of our students say they need to improve study skills.
-50% of our students say they need to improve math skills.

Career and Technical Education Program Data Reports:

Strengths:
N/A

Weaknesses:

School does not meet the minimum federal requirements for the number of teachers in the Career and Technical Program.

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

Strengths:
- Met AYP attendance goal for the 2011-2012 school year.

Weaknesses:
- Discipline Infractions/Suspensions:

SIR Data:

Average Suspension Rates:
- 6th Grade: 42%
- 7th Grade: 44%
- 8th Grade: 50%
- All Students: 45%

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

Strengths:
- N/A

Weaknesses:
- N/A

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

Strengths:
- 98% of staff is tenured.

Weaknesses:
- During the 2011-2012 school year, there was a 7th grade teacher out due to illness majority of the school year.
- There were a total of 478 whole day absences.

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

Strengths:
- N/A

Weaknesses:
- Attendance:
- During the 2011-2012 school year, 476 students were enrolled.
Attendance:

Average Daily Attendance for the 2011-2012 school year:

- 6th Grade: 95%
- 7th Grade: 94%
- 8th Grade: 90%
- All Students: 93%

Tardies:
There were a total of 4286 tardies for the 2011-2012 school year.

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

Strengths:
N/A

Weaknesses:
Parenting survey was not completed.

School Perception Information related to student PRIDE data.

Strengths:
N/A

Weaknesses:
N/A

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

Strengths:
The ESL teacher integrates research based strategies to incorporate the WIDA standards in the grade level curriculum. The ESL teacher collaborates weekly with classroom teacher.

Weaknesses:
More professional development on curriculum integration using WIDA standards and content based ELL strategies are needed. Time constraints conflict with students classroom schedules.

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

Strengths:
The ESL teacher is certified in English as a Second Language. Interpreters are available to attend parent meetings and parent/teacher conferences.

Weaknesses:
Additional professional development for classroom teachers using content based ELL strategies is needed.
School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities.

Strengths:
- Extended Day Tutoring is offered 2 days a week in the areas of Reading and Math.
- The staff has been trained to implement ARI.
- Teachers utilize the Alabama Course of Study and Pacing guides which are required by the MCPSS.

Weaknesses:
- Low and inconsistent attendance in extended day program

Part II - GOAL TO ADDRESS ACADEMIC NEEDS

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

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

1. Increase Math Proficiency

Description:
By the end of the 2012-2013 school year, the number of students in grades 6-8 proficient on ARMT in the area of Math will increase from 6th (59% to 91%), 7th Grade (41% to 91%), and 8th Grade (57% to 93%).

Data Results on which goal is based:
ARMT

Target Grade Level(s):  6-8
Target Content Area(s):  Math
ARMT:  Math

Additional Academic Indicators:
Attendance

Target Student Subgroup(s):
SPED

Courses of Study:
ARMT Plus data indicates that the standards for Numbers and Operations Measurement are weaknesses for 6th-8th Grades. Grade 6 ARMT Plus Math Numbers and Operations Standards - Demonstrate computational fluency with addition, subtraction, multiplication, and division of decimals and fractions. - Solve problems involving decimals, percents, fractions, and proportions. Grade 6 ARMT Plus Math Measurement Standards - Classify angles as acute, obtuse, right, or straight. (ALCOS 6.6) - Solve problems involving perimeter and area of parallelograms and rectangles. (ALCOS 6.7) - Determine the distance between two points on a scale drawing or a map using proportional reasoning. (ALCOS 6.8) - Convert units of length, weight, or capacity within the same system (customary or metric). (ALCOS 6.9) Grade 7 ARMT Plus Math Numbers and Operations Standards - Demonstrate computational fluency with addition, subtraction, and multiplication of integers. - Use order of operations to evaluate numerical expressions. - Solve problems requiring the use of operations on rational numbers. Grade 7 ARMT Plus Math Measurement Standards - Solve problems involving circumference and area of circles. - Find the perimeter of polygons and the area of triangles and...
trapezoids. Solve problems using proportional reasoning. Grade 8 ARMT Plus Math Number and Operations Standards - Use various strategies and operations to solve problems involving real numbers. Simplify expressions containing natural number exponents. Use order of operations to evaluate and simplify algebraic expressions. Grade 8 ARMT Plus Math Measurement Content Standard - Determine the measures of special angle pairs. (ALCOS 8.9) - Find the perimeter and area of regular and irregular plane figures. (ALCOS 8.10) - Determine the surface area and volume of rectangular prisms, cylinders, and pyramids. (ALCOS 8.11) - Determine the lengths of missing sides and measures of angles in similar and congruent figures. (ALCOS 8.12)

**Strategies:**

**8.1.1 Target Most Missed Standards on ARMT Plus**

**Description:**
Core Math, Science and Math SPED Teachers will target weakest math standards in all classes.

**Action Steps:**

**81.1.1 Professional Development on Unwrapping Standards**

**Description:**
100% of Core Math, Science and Math SPED Teachers will attend professional development to unwrap math standards and identify most missed standards by the end of October 2012 as evidenced by PLCIA.

**Benchmarks:**
100% of Math Core, Science, and Math SPED Teachers will participate in professional development to identify most miss standards and unwrap math standards as evidenced by an increase in Math EQT scores by 3% each quarter (year to year comparison).

**81.1.2 Unwrapping Math Content Standards**

**Description:**
100% of Core Math, Science, and Math SPED Teachers will collaborate to unwrap math content standards, develop bellringers based on ARMT Plus standards, and implement daily during cycle of instruction as evidenced by PLCIA, Cycle of Instruction Checklist, and Lesson Plans.

**Benchmarks:**
100% of Core Math, Science, and Math SPED Teachers will unwrap math standards, develop bell ringers using the most missed standards, and implement daily as evidenced by an increase in Math EQT scores by 3% each quarter (year to year comparison).

**81.1.3 Collaborative Planning**

**Description:**
100% Core Math, Math SPED, and Science Teachers will collaborate to develop research based instructional practices to increase student engagement as evidenced by PLCIA forms. Hands-on strategies will be used during the Cycle of Instruction at least twice weekly as evidenced by Cycle of Instruction Checklist.

**Benchmarks:**
100% of Core Math, Science, and Math SPED Teachers will participate in collaborative planning as evidenced by an increase in Math EQT scores by 3% each quarter (year to year comparison).

**81.1.4 Response to Instruction (RtI) Framework**

**Description:**
After Universal Screening has been conducted, the Math and Science departments along with the Problem Solving Team committee will identify RtI supports for At-Risk Students and then implement supports to assist students. Supports include, but are not limited to: -Flexible grouping and/or individualized instruction in core classes. -Math Intervention -Extended Day Tutoring -Saturday School (As evidenced by Universal Screening Reports)

**Benchmarks:**
100% of Core Math, Science, and Math SPED Teachers will implement the RtI Framework as evidenced by in a 6-month increase in Grade Equivalent on STAR Math Assessment (Initial to Mid-Year and Mid-Year to Final) for all grades.

**A1.1.5 Common Core**

**Description:**
100% of all Math Teachers will fully implement multiple common core mathematics practice standards in all mathematics and intervention classrooms daily as evidenced by walkthroughs.

**Benchmarks:**
100% of all Math Teachers will fully implement multiple common core mathematics practice standards in all mathematics and intervention classrooms daily as evidenced by an increase in Math EQT scores by 3% each quarter (year to year comparison).

**A1.1.6 Open-Ended Questions**

**Description:**
100% of Core Math and Science Teachers will incorporate and open-ended question on all major tests to be graded using the essay rubric from the ARMT Plus as evidenced by data meetings and walkthroughs.

**Benchmarks:**
100% of Core Math and Science Teachers will incorporate and open-ended question on all major tests to be graded using the essay rubric from the ARMT Plus as evidenced by an increase in Math EQT scores by 3% each quarter (year to year comparison).

**Interventions:**
- CORE Math, CORE Science, and Math SPED Teachers not attending training will be provided make-up training. - Teachers who do not participate in collaborative meeting for unwrapping content standards and developing bell ringers using the most missed standards will work one-on-one with an Administrator. - Teachers who do not participate in collaborative planning will work one-on-one with an Administrator. Teachers may also be directed to attend additional training provided by the district. AS 1.1.4-Teachers who are not successful with implementing the Cycle of Instruction will work with Department Chairs and Curriculum and Instruction Supervisors. Teachers may also be directed to attend additional training provided by the district. - Teachers who are not successful with implementing the RtI Framework will work one-on-one with the RtI Chairperson.

**Resources:**
- Alabama Course of Study (ALCOS), Common Core Standards, ARMT Item Specifications, Pacing Guides, Needs Assessment Data, Curriculum and Instruction, Technology (i.e. computers, CPS units, Smart Board, calculators, etc.), Math Intervention, Saturday School, and Extended Day Tutoring Title I:
  - Professional Development Substitutes=$5500; Substitutes for Intervention Teacher: $562.72; Instructional Materials/Supplies=$5,507.05; Parenting Materials and Supplies=$1,404.00; Extended Day=$4,000; Professional Development Stipend=$4500.00; Math Intervention Teacher=$65,562; Stamps=$1,000.00; Copier Rental and Maintenance=$6,525.00; CLAS Conference=$3,000.

**A1.2 Cycle of Instruction (Math)**

**Description:**
100% of all Core Math and Math SPE Teachers will implement the cycle of instruction daily.
Action Steps:

### 1.2.1 Planning

**Description:**
100% of all Core Math and SPE Math teachers will collaboratively develop lesson plans incorporating the cycle of instruction daily to include a Bellringer, Introduction, Direct Instruction, Guided Practice, Independent Practice, and Closure as evidenced by the Cycle of Instruction Checklist.

**Benchmarks:**
100% of all Core Math and SPE Math teachers will fully implement the Cycle of Instruction daily as evidenced by an increase in Math EQT scores by 3% each quarter (year to year comparison).

### 1.2.2 Bellringer

**Description:**
100% of Core Math and SPE Teachers will provide a bellringer daily as evidenced by lesson plans, posting in the classroom, student's notebook, and/or schedule of most missed bellringers. 
- a. Provide 3-5 minute review of previous lesson.
- b. Incorporate most missed objectives in standardized test format.
- c. Teacher explains concept (background skills necessary) and procedure to answer the question.
- d. Teacher provides the correct answer to the bellringer.

**Benchmarks:**
100% of all Core Math and SPE Math teachers will fully implement the Cycle of Instruction daily as evidenced by an increase in Math EQT scores by 3% each quarter (year to year comparison).

### 1.2.3 Introduction

**Description:**
1. 100% of all Core Math and SPE Math teachers will identify the essential questions and explain daily that the lesson will answer the question as evidenced by interactive notebook and/or posting in classroom.
2. 100% of all Core Math and SPE Language teachers will identify and teach essential vocabulary daily using a variety of instructional strategies (for example, target vocabulary, concept mapping, etc.) as evidenced by interactive notebook and/or posting in classroom.

**Benchmarks:**
100% of all Core Math and SPE Math teachers will fully implement the Cycle of Instruction daily as evidenced by an increase in Math EQT scores by 3% each quarter (year to year comparison).

### 1.2.4 Direct Instruction

**Description:**
1. 100% of Core Math and SPE Math Teachers will provide direct instruction daily by presenting new information and reviewing previous concepts/lessons using research based strategies (For example, modeling, making real-life connections, purpose and relevance, etc.) as evidenced by lesson plans and Cycle of Instruction Checklist.
2. 100% of Core Math and SPE Math teachers will use a systematic approach to check for understanding noting individuals that need re-teaching (Re-teach if less than 80% understanding) as evidenced by the Cycle of Instruction Checklist.

**Benchmarks:**
100% of all Core Math and SPE Math teachers will fully implement the Cycle of Instruction daily as evidenced by an increase in Math EQT scores by 3% each quarter (year to year comparison).
**Guided Practice**

**Description:**
100% of Core Math and SPE Math teachers will guide students through information/activities to answer the essential question using research based strategies that focus on student engagement daily; for example: graphic organizers, partner talks, etc., as evidenced by lesson plans and Cycle of Instruction Checklist: a. Teacher will provide opportunities for students to restate information in their own words. b. Teacher will use random selection to check for understanding, noting the individuals that need re-teaching (Re-teach class if less than 80% understanding).

**Benchmarks:**
100% of all Core Math and SPE Math teachers will fully implement the Cycle of Instruction daily as evidenced by an increase in Math EQT scores by 3% each quarter (year to year comparison).

**Independent Practice**

**Description:**
100% of Core Math and SPE Math teachers will assign independent practice activities daily as evidenced by lesson plans, Cycle of Instruction Checklist, and Problem Solving Team Log: a. Teacher will reteach the identified individuals while other students work.

**Benchmarks:**
100% of all Core Math and SPE Math teachers will fully implement the Cycle of Instruction daily as evidenced by an increase in Math EQT scores by 3% each quarter (year to year comparison).

**Closure**

**Description:**
100% of Core Math and SPE Math Teachers will review/recap lesson to all students daily as evidenced by lesson plans and Cycle of Instruction Checklist.

**Benchmarks:**
100% of all Core Math and SPE Math teachers will fully implement the Cycle of Instruction daily as evidenced by an increase in Math EQT scores by 3% each quarter (year to year comparison).

**Homework**

**Description:**
100% of Core Math and SPE Math Teachers will assign homework at least once a week as evidenced by lesson plans. 100% of all Core Math and SPE Math teachers will fully implement the Cycle of Instruction daily as evidenced by an increase in Math EQT scores by 3% each quarter (year to year comparison).

**Benchmarks:**
100% of all Core Math and SPE Math teachers will fully implement the Cycle of Instruction daily as evidenced by an increase in Math EQT scores by 3% each quarter (year to year comparison).

**Interventions:**
- Teachers who are not successful with implementing the Cycle of Instruction will work with Department Chairs and Curriculum and Instruction Supervisors. Teachers may also be directed to attend additional training provided by the district. - Follow-up professional development on cycle of instruction.

**Resources:**
2. Increase Reading Proficiency

Description:
By the end of the 2012-2013 school year, the number of students in grades 6-8 proficient on the ARMT Plus in the area of Reading will increase from 6th (78 to 96%), 7th (71 to 95%), and 8th (52 to 92%).

Data Results on which goal is based:
ARMT

Target Grade Level(s): 6-8
Target Content Area(s): Reading
ARMT: Reading

Additional Academic Indicators:
Attendance

Target Student Subgroup(s):
SPED

Courses of Study:
ARMT data indicates that comprehension of textual/informational/functional materials is a weakness for grades 6, 7, & 8. Grade 6 ARMT Reading Content Standard - Apply strategies to comprehend textual/informational and functional materials. (ALCOS 7.3 & 7.4) Grade 7 ARMT Reading Content Standard Apply strategies to comprehend textual/informational and functional materials. (ALCOS 7.4 & 7.5) Grade 8 ARMT Reading Content Standard Apply strategies to comprehend textual/informational and functional materials. (ALCOS 7.4)

Strategies:

2.1 Most Missed Standards

Description:
Core LA, Social Studies, and LA SPED Teachers will identify most missed standards.

Action Steps:

2.1.1 Professional Development on Unwrapping Standards

Description:
100% of Core Language Arts, Social Studies, and Language Arts SPED Teachers will attend professional development to unwrap reading standards and identify most missed standards by the end of October 2012 as evidenced by PLCIA.

Benchmarks:
100% of Core Language Arts, Social Studies, and Language Arts SPED Teachers will participate in professional development to identify most miss
standards and unwrap reading standards as evidenced by an increase in Math EQT scores by 3% each quarter (year to year comparison).

**2.1.2 Unwrapping Reading Content Standards**

**Description:**
During common planning time, Core Language Arts, Social Studies, and Language Arts SPED Teachers will collaborate to unwrap reading content standards, develop bellringers based on ARMT Plus standards, and implement daily during cycle of instruction as evidenced by PLCIA, Cycle of Instruction Checklist, and Lesson Plans.

**Benchmarks:**
100% of Core Language Arts, Social Studies, and Language Arts SPED Teachers will unwrap reading standards, develop bell ringers using the most missed standards, and implement daily as evidenced by an increase in Math EQT scores by 3% each quarter (year to year comparison).

**2.1.3 Collaborative Planning**

**Description:**
During common planning times, Core Language Arts, Social Studies, and Language Arts SPED Teachers will collaborate to develop research based instructional practices and to increase student engagement. Hands-on strategies will be used during the Cycle of Instruction at least twice weekly.

**Benchmarks:**
100% of Core Language Arts, Social Studies, and Language Arts SPED Teachers will participate in collaborative planning as evidenced by PLCIAs of meetings during common planning time. 100% of Core Language Arts, Social Studies and Language Arts SPED Teachers will use hands-on strategies during Cycle of Instruction as least twice weekly as evidenced by walk throughs.

**2.1.4 Response to Instruction (RtI) Framework**

**Description:**
After Universal Screening has been conducted, the Language Arts and Social Studies Departments will collaborate with the PST Committee to identify RtI supports for At-Risk Students and then implement supports to assist students. Supports include, but are not limited to: -Flexible grouping and/or individualized instruction in core classes. -Math Intervention -Reading Intervention -Extended Day Tutoring -Saturday School

**Benchmarks:**
100% of Core Language Arts, Social Studies, and Language Arts SPED Teachers will implement the RtI Framework as evidenced by Universal Screenings and Progress Monitoring Reports. 100% of Core Language Arts, Social Studies, and Language Arts SPE Teachers will implement the RtI Framework as evidenced by a 6 month increase on STAR Reading from initial to mid-year and mid-year to final.

**Interventions:**
- Core Language Arts, Social Studies, and LA SPED Teachers not attending training will be provided make-up training. -Teachers who do not participate in collaborative meeting for unwrapping reading content standards and developing bellringers using the most missed standards will work one-on-one with an Administrator. -Teachers who do not participate in collaborative planning will work one-on-one with an Administrator. Teachers may also be directed to attend additional training provided by the district. -Teachers who are not successful with implementing the Cycle of Instruction will work with Department Chairs and Curriculum and Instruction Supervisors. Teachers may also be directed to attend additional training provided by the district. -Teachers who are not successful with implementing the RtI Framework will work one-on-one with the RtI Chairperson. 7. Teachers who are not successful with implementing student engagement strategies in the classroom will work one-on-one with an Administrator.

**Resources:**
Alabama Course of Study (ALCOS), Language Arts Common Core Standards, ARMT Item Specifications, Pacing Guides, Needs Assessment Data, Curriculum and Instruction, Technology (i.e. computers, CPS units, Smart Board, calculators, etc.), Embedded Reading Intervention, Saturday School,
and Extended Day Tutoring Title I: Professional Development Substitutes=$5500; Substitutes for Intervention Teacher: $562.72; Instructional Materials/Supplies=$5,507.05; Parenting Materials and Supplies=$1,404.00; Extended Day=$4,000; Professional Development Stipend=$4500.00; Math Intervention Teacher=$65,562; Stamps=$1,000.00; Copier Rental and Maintenance=$6,525.00; CLAS Conference=$3,000.

5.2.2 Cycle of Instruction (Language Arts)

Description:
100% of Core Language Arts and SPE Language Arts Teachers will implement the Cycle of Instruction Daily.

Action Steps:

5.2.2.1 Planning

Description:
100% of all Core Language Arts and SPE Language Arts teachers will collaboratively develop lesson plans incorporating the cycle of instruction daily to include a Bellringer, Introduction, Direct Instruction, Guided Practice, Independent Practice, and Closure as evidenced by the Cycle of Instruction Checklist.

Benchmarks:
100 % of all Core Language Arts and SPE Language Arts teachers will fully implement the Cycle of Instruction daily as evidenced by an increase in EQT scores by 3% each quarter(year to year comparison).

5.2.2 Bellringers

Description:
100% of Core Language Arts and SPE Teachers will provide a bellringer daily as evidenced by lesson plans, posting in the classroom, student's notebook, and/or schedule of most missed bellringers. a. Provide 3-5 minute review of previous lesson. b. Incorporate most missed objectives in standardized test format. c. Teacher explains concept (background skills necessary) and procedure to answer the question. d. Teacher provides the correct answer to the bellringer.

Benchmarks:
100 % of all Core Language Arts and SPE Language Arts teachers will fully implement the Cycle of Instruction daily as evidenced by an increase in Language Arts EQT scores by 3% each quarter(year to year comparison).

5.2.3 Introduction

Description:
1.) 100% of all Core Language Arts and SPE Language Arts teachers will identify the essential questions and explain daily that the lesson will answer the question as evidenced by interactive notebook and/or posting in classroom. 2.) 100% of all Core Language Arts and SPE Language teachers will identify and teach essential vocabulary daily using a variety of instructional strategies (for example, target vocabulary, concept mapping, etc.) as evidenced by interactive notebook and/or posting in classroom.

Benchmarks:
100 % of all Core Language Arts and SPE Language Arts teachers will fully implement the Cycle of Instruction daily as evidenced by an increase in Language Arts EQT scores by 3% each quarter(year to year comparison).

5.2.4 Direct Instruction
**Description:**
1. 100% of Core Language Arts and SPE Language Arts Teachers will provide direct instruction daily by presenting new information and reviewing previous concepts/lessons using research based strategies (For example, modeling, making real-life connections, purpose and relevance, etc.) as evidenced by lesson plans and Cycle of Instruction Checklist.
2. 100% of Core Language Arts and SPE Language Arts teachers will use a systematic approach to check for understanding noting individuals that need re-teaching (Re-teach if less than 80% understanding) as evidenced by the Cycle of Instruction Checklist.

**Benchmarks:**
100% of all Core Language Arts and SPE Language Arts teachers will fully implement the Cycle of Instruction daily as evidenced by an increase in Language Arts EQT scores by 3% each quarter (year to year comparison).

### 2.2.5 Guided Practice

**Description:**
100% of Core Language Arts and SPE Language Arts teachers will guide students through information/activities to answer the essential question using research based strategies that focus on student engagement daily; for example: graphic organizers, partner talks, etc., as evidenced by lesson plans and Cycle of Instruction Checklist: 

- a. Teacher will provide opportunities for students to restate information in their own words.
- b. Teacher will use random selection to check for understanding, noting the individuals that need re-teaching (Re-teach class if less than 80% understanding)

**Benchmarks:**
100% of all Core Language Arts and SPE Language Arts teachers will fully implement the Cycle of Instruction daily as evidenced by an increase in Language Arts EQT scores by 3% each quarter (year to year comparison).

### 2.2.6 Independent Practice

**Description:**
100% of Core Language Arts and SPE Language Arts teachers will assign independent practice activities daily as evidenced by lesson plans, Cycle of Instruction Checklist, and Problem Solving Team Log: 

- a. Teacher will reteach the identified individuals while other students work.

**Benchmarks:**
100% of all Core Language Arts and SPE Language Arts teachers will fully implement the Cycle of Instruction daily as evidenced by an increase in Language Arts EQT scores by 3% each quarter (year to year comparison).

### 2.2.7 Closure

**Description:**
100% of Core Language Arts and SPE Language Arts Teachers will review/recap lesson to all students daily as evidenced by lesson plans and Cycle of Instruction Checklist.

**Benchmarks:**
100% of all Core Language Arts and SPE Language Arts teachers will fully implement the Cycle of Instruction daily as evidenced by an increase in Language Arts EQT scores by 3% each quarter (year to year comparison).

### 2.2.8 Homework

**Description:**
100% of Core Language Arts and SPE Language Arts Teachers will assign homework at least once a week as evidenced by lesson plans.
### Benchmarks:

100% of all Core Language Arts and SPE Language Arts teachers will fully implement the Cycle of Instruction daily as evidenced by an increase in Language Arts EQT scores by 3% each quarter (year to year comparison).

### Interventions:

- Teachers who are not successful with implementing the Cycle of Instruction will work with Department Chairs and Curriculum and Instruction Supervisors. Teachers may also be directed to attend additional training provided by the district. - Follow-up professional development on Cycle of Instruction.

### Resources:

- Teachers who are not successful with implementing the Cycle of Instruction will work with Department Chairs and Curriculum and Instruction Supervisors. Teachers may also be directed to attend additional training provided by the district. Alabama Course of Study (ALCOS), Language Arts Common Core Standards, ARMT Item Specifications, Pacing Guides, Needs Assessment Data, Curriculum and Instruction, Technology (i.e. computers, CPS units, Smart Board, calculators, etc.), Embedded Reading Intervention, Saturday School, and Extended Day Tutoring Title I: Professional Development Substitutes=$5500; Substitutes for Intervention Teacher: $562.72; Instructional Materials/Supplies=$5,507.05; Parenting Materials and Supplies=$1,404.00; Extended Day=$4,000; Professional Development Stipend=$4500.00; Math Intervention Teacher=$65,562; Stamps=$1,000.00; Copier Rental and Maintenance=$6,525.00; CLAS Conference=$3,000.

### 2.3 Cycle of Instruction (Social Studies)

#### Description:

100% of Core Social Studies Teachers will implement the Cycle of Instruction Daily.

#### Action Steps:

##### 2.3.1 Planning

**Description:**

100% of all Core Social Studies teachers will collaboratively develop lesson plans incorporating the cycle of instruction daily to include a Bellringer, Introduction, Direct Instruction, Guided Practice, Independent Practice, and Closure as evidenced by the Cycle of Instruction Checklist.

**Benchmarks:**

100% of all Core Social Studies teachers will fully implement the Cycle of Instruction daily as evidenced by an increase in Social Studies EQT scores by 3% each quarter (year to year comparison).

##### 2.3.2 Bellringer

**Description:**

100% of Core Social Studies Teachers will provide a bellringer daily as evidenced by lesson plans, posting in the classroom, student's notebook, and/or schedule of most missed bellringers. a. Provide 3-5 minute review of previous lesson. b. Incorporate most missed objectives in standardized test format. c. Teacher explains concept (background skills necessary) and procedure to answer the question. d. Teacher provides the correct answer to the bellringer.

**Benchmarks:**

100% of all Core Social Studies teachers will fully implement the Cycle of Instruction daily as evidenced by an increase in Social Studies EQT scores by 3% each quarter (year to year comparison).

##### 2.3.3 Introduction

**Description:**


**2.3.4 Direct Instruction**

**Description:**
1. 100% of Core Social Studies Teachers will provide direct instruction daily by presenting new information and reviewing previous concepts/lessons using research-based strategies (e.g., modeling, making real-life connections, purpose and relevance, etc.) as evidenced by lesson plans and Cycle of Instruction Checklist.
2. 100% of Core Social Studies teachers will use a systematic approach to check for understanding noting individuals that need re-teaching (Re-teach if less than 80% understanding) as evidenced by the Cycle of Instruction Checklist.

**Benchmarks:**
100% of all Core Social Studies teachers will fully implement the Cycle of Instruction daily as evidenced by an increase in Social Studies EQT scores by 3% each quarter (year-to-year comparison).

**2.3.5 Guided Practice**

**Description:**
100% of Core Social Studies teachers will guide students through information/activities to answer the essential question using research-based strategies that focus on student engagement daily; for example: graphic organizers, partner talks, etc., as evidenced by lesson plans and Cycle of Instruction Checklist:
- Teacher will provide opportunities for students to restate information in their own words.
- Teacher will use random selection to check for understanding, noting the individuals that need re-teaching (Re-teach class if less than 80% understanding).

**Benchmarks:**
100% of all Core Social Studies teachers will fully implement the Cycle of Instruction daily as evidenced by an increase in Social Studies EQT scores by 3% each quarter (year-to-year comparison).

**2.3.6 Independent Practice**

**Description:**
100% of Core Social Studies teachers will assign independent practice activities daily as evidenced by lesson plans, Cycle of Instruction Checklist, and Problem Solving Team Log:
- Teacher will reteach the identified individuals while other students work.

**Benchmarks:**
100% of all Core Social Studies teachers will fully implement the Cycle of Instruction daily as evidenced by an increase in Social Studies EQT scores by 3% each quarter (year-to-year comparison).

**2.3.7 Closure**

**Description:**
100% of Core Social Studies Teachers will review/recap lesson to all students daily as evidenced by lesson plans and Cycle of Instruction Checklist.
Benchmarks:
100% of all Core Social Studies will fully implement the Cycle of Instruction daily as evidenced by an increase in Social Studies EQT scores by 3% each quarter/year to year comparison.

### 2.3.8 Homework

**Description:**
100% of Core Social Studies Teachers will assign homework at least once a week as evidenced by lesson plans.

**Benchmarks:**
100% of all Core Social Studies teachers will fully implement the Cycle of Instruction daily as evidenced by an increase in Social Studies EQT scores by 3% each quarter/year to year comparison.

**Interventions:**
- Teachers who are not successful with implementing the Cycle of Instruction will work with Department Chairs and Curriculum and Instruction Supervisors. Teachers may also be directed to attend additional training provided by the district.
- Follow-up professional development on cycle of instruction.

**Resources:**
Alabama Course of Study (ALCOS), Language Arts Common Core Standards, ARMT Item Specifications, Pacing Guides, Needs Assessment Data, Curriculum and Instruction, Technology (i.e., computers, CPS units, Smart Board, calculators, etc.), Embedded Reading Intervention, Saturday School, and Extended Day Tutoring Title I.

### 2.4 Cycle of Instruction (Science)

**Description:**
100% of Core Science Teachers will implement the Cycle of Instruction Daily.

**Action Steps:**

#### 2.4.1 Planning

**Description:**
100% of all Core Science teachers will collaboratively develop lesson plans incorporating the cycle of instruction daily to include a Bellringer, Introduction, Direct Instruction, Guided Practice, Independent Practice, and Closure as evidenced by the Cycle of Instruction Checklist.

**Benchmarks:**
100% of all Core Science teachers will fully implement the Cycle of Instruction daily as evidenced by an increase in Science EQT scores by 3% each quarter/year to year comparison.

#### 2.4.2 Bellringer

**Description:**
100% of Core Science Teachers will provide a bellringer daily as evidenced by lesson plans, posting in the classroom, student's notebook, and/or schedule of most missed bellringers.

- a. Provide 3-5 minute review of previous lesson.
- b. Incorporate most missed objectives in standardized test format.
- c. Teacher explains concept (background skills necessary) and procedure to answer the question.
- d. Teacher provides the correct answer to
the bellringer.

Benchmarks:
100% of all Core Science teachers will fully implement the Cycle of Instruction daily as evidenced by an increase in Science EQT scores by 3% each quarter (year to year comparison).

2.4.3 Introduction

Description:
1.) 100% of all Core Science teachers will identity the essential questions and explain daily that the lesson will answer the question as evidenced by interactive notebook and/or posting in classroom. 2.) 100% of all Core Science teachers will identify and teach essential vocabulary daily using a variety of instructional strategies (for example, target vocabulary, concept mapping, etc.) as evidenced by interactive notebook and/or posting in classroom.

Benchmarks:
100% of all Core Science teachers will fully implement the Cycle of Instruction daily as evidenced by an increase in Science EQT scores by 3% each quarter (year to year comparison).

2.4.4 Direct Instruction

Description:
1.) 100% of Core Science Teachers will provide direct instruction daily by presenting new information and reviewing previous concepts/lessons using research based strategies (For example, modeling, making real-life connections, purpose and relevance, etc.) as evidenced by lesson plans and Cycle of Instruction Checklist. 2.) 100% of Core Science teachers will use a systematic approach to check for understanding noting individuals that need re-teaching (Re-teach if less than 80% understanding) as evidenced by the Cycle of Instruction Checklist.

Benchmarks:
100% of all Core Science teachers will fully implement the Cycle of Instruction daily as evidenced by an increase in Science EQT scores by 3% each quarter (year to year comparison).

2.4.5 Guided Practice

Description:
100% of Core Science teachers will guide students through information/activities to answer the essential question using research based strategies that focus on student engagement daily; for example: graphic organizers, partner talks, etc., as evidenced by lesson plans and Cycle of Instruction Checklist: a. Teacher will provide opportunities for students to restate information in their own words. b. Teacher will use random selection to check for understanding, noting the individuals that need re-teaching (Re-teach class if less than 80% understanding)

Benchmarks:
100% of all Core Science teachers will fully implement the Cycle of Instruction daily as evidenced by an increase in Science EQT scores by 3% each quarter (year to year comparison).

2.4.6 Independent Practice

Description:
100% of Core Science teachers will assign independent practice activities daily as evidenced by lesson plans, Cycle of Instruction Checklist, and Problem Solving Team Log: a. Teacher will reteach the identified individuals while other students work.
Benchmarks:
100% of all Core Science teachers will fully implement the Cycle of Instruction daily as evidenced by an increase in Science EQT scores by 3% each quarter (year to year comparison).

2.4.7 Closure

Description:
100% of Core Science Teachers will review/recap lesson to all students daily as evidenced by lesson plans and Cycle of Instruction Checklist.

Benchmarks:
100% of all Core Science teachers will fully implement the Cycle of Instruction daily as evidenced by an increase in Science EQT scores by 3% each quarter (year to year comparison).

2.4.8 Homework

Description:
100% of Core Science Teachers will assign homework as least once a week as evidenced by lesson plans.

Benchmarks:
100% of all Core Science will fully implement the Cycle of Instruction daily as evidenced by an increase in Science EQT scores by 3% each quarter (year to year comparison).

Interventions:
- Teachers who are not successful with implementing the Cycle of Instruction will work with Department Chairs and Curriculum and Instruction Supervisors. Teachers may also be directed to attend additional training provided by the district. - Follow-up professional development on cycle of instruction.

Resources:
Alabama Course of Study (ALCOS), Language Arts Common Core Standards, ARMT Item Specifications, Pacing Guides, Needs Assessment Data, Curriculum and Instruction, Technology (i.e. computers, CPS units, Smart Board, calculators, etc.), Embedded Reading Intervention, Saturday School, and Extended Day Tutoring Title I: Professional Development Substitutes=$5500; Substitutes for Intervention Teacher: $562.72; Instructional Materials/Supplies=$5,507.05; Parenting Materials and Supplies=$1,404.00; Extended Day=$4,000; Professional Development Stipend=$4500.00; Math Intervention Teacher=$65,562; Stamps=$1,000.00; Copier Rental and Maintenance=$6,525.00; CLAS Conference=$3,000.

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

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

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

1. Adequate Progress of Language Acquisition (APLA)

Description:
By the end of the 2012-2013 school year, Scarborough Middle School will increase the number of EL students making Adequate Progress in Language (APLA)
from 44% to 48%.

Data Results on which goal is based:
ACCESS for ELs/disaggregated scores of ELs who did not meet APLA (.5 overall gain)

Target Grade Level(s): 6-8
Target ELP Language Domain(s): Reading, Writing, Listening, Speaking
WIDA Standards: Social and Instructional Language, Language of Social Studies, Language of Language Arts, Language of Mathematics, and Language of Science

Strategies:

1.1 Cycle of Instruction

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

Action Steps:

1.1.1 PD for Teachers of EL Students

Description:
Selected General Education teachers serving ELs will attend a day of district PD on successful integration of WIDA Standards into the Cycle of Instruction as evidenced by Attendance Certificates, Selected Teachers, and PLCIA for turn-around training.

Benchmarks:
100% of selected teachers of EL will attend district professional development as evidenced by a 3% growth between each administration of Universal Screening.

1.1.2 Instructional Strategies

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

Benchmarks:
Instructional strategies will be utilized daily by teachers of EL students throughout the Cycle of Instruction to facilitate comprehension of the content for EL students as evidenced by a 3% of growth between each administration of Universal Screening.

1.1.3 Progress Monitoring

Description:
Teachers and administrators will analyze the Universal Screening results at the beginning, middle, and end of the year to monitor progress and use results to plan as evidenced by Universal Screening Reports.

Benchmarks:
Teachers and administrators will analyze the Universal Screening results at the beginning, middle, and end of the year to monitor progress and use results to plan as evidenced by a 3% growth between each administration of Universal Screening.

1.1.4 WIDA Can-Do Profile and Accommodations
Description:
ESL staff will provide General Education Teachers of EL students with the students' English proficiency level and the WIDA Can-Do Profile and Accommodation page within the first month of school as evidenced by Can-Do Profile for each EL and Signed Documentation page by teacher's of EL students.

Benchmarks:
ESL staff will provide General Education Teachers of EL students with the students' English proficiency level and the WIDA Can-Do Profile and Accommodation page within the first month of school as evidenced by a 3% growth between each administration of Universal Screening.

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

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

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

1. Decrease Out of School Suspensions

Description:
45% of all students were suspended out of school for one or more days during the 2011-2012 school year.

Strategies:
1.1 Consistent Rules and Expectations

Description:
Implement School-Wide Discipline Plan

Action Steps:
1.1.1 Discipline Plan Development

Description:
A School-wide discipline plan will be developed and communicated to all stakeholders (faculty, parents, and students) at the beginning of the school year as evidenced by Posting of Discipline Plan, Monthly Discipline Committee Meetings (PLCIA), and Discipline Referrals.

Benchmarks:
A School-wide discipline plan will be developed and communicated to all stakeholders (faculty, parents, and students) at the beginning of the school year as evidenced by a decrease in the number of suspensions by 10% each quarter (year to year comparison).
### 1.1.2 Discipline Plan Implementation

**Description:**

All faculty and staff will consistently enforce discipline plan on a daily basis using behavior log documenting intervention steps; and utilizing Review 360 and Postive Behavior Supports as evidenced by Posting of Discipline Plan, Behavior Log, Behavior 360 Reports, and INOW Discipline Reports.

**Benchmarks:**

All faculty and staff will consistently enforce discipline plan on a daily basis using behavior log documenting intervention steps; and utilizing Review 360 and Postive Behavior Supports as evidenced by a 10% decrease in the number of suspension each quarter (year to year comparison)

**Interventions:**

Faculty members who are not successful with school-wide discipline plan implementation will work one-on-one with Administrators.

**Resources:**

School-Wide Discipline Plan, School-Wide Discipline Steps Poster Materials and Supplies=$5,507.05; 2 Retract Manager=$31,261.20; Professional Development Stipends=$4,500; Professional Development Substitutes: $5,500.00

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

**Teacher Mentoring:**

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

The mentor teachers at Scarborough Middle School will become familiar with the Framework for Alabama Teacher Mentor Program. A mentor is assigned to all first year teachers and meets with the beginning teachers throughout the year. Mentors attend a series of professional development sessions to give them the tools they need to be successful mentors. The sessions offer essential strategies to help mentors understand and address the needs of our new teachers. The program is evaluated each year through participant surveys.

Scarborough Middle School: New teachers, teachers new to the school, and new to the system are being supported by master teachers who have a proven track record of effectiveness or is the grade level chair. Scarborough has 3 new teachers. All three are new to the school; however, all have teaching experience. The mentor and mentee meet a minimum of twice monthly to plan and follow up on grade level areas of focus. A PLCIA is completed.

**Budget:**

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

All funding sources are used to enhance instruction. Scarborough Middle School is aware of school wide authority for Title I school wide schools and ensure state and local funds and resources are used first to refute the assumption of supplanting. State and locally funded allocations include one principal, two assistant principals, 1 guidance counselor, 1 Media Specialist, 1 Intervention Teacher, 1 Retract Manager, 1 Paraprofessionals, and 23.30 FTE Teacher Units. For the 2012-2013 school year, Scarborough Middle School received $128,823 in Title I funds. The school set aside 10% for school improvement ($13,000) and 1% for parenting allocation ($2,404). State allocated amount for salaries is $1,312,711.

**Transition:**

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

- Pre-registration is offered during the summer at which time students and parents may meet teachers and possibly discuss any special needs that the students may have.
- During summer, before school begins, 6th Grade students have the opportunity to attend Wildcat Camp. During this time students practice routines that will be a part of the normal school year.
- 8th Grade Students attending Scarborough Middle School take a tour of Blount High School during the spring prior to entering high school.
- Counselors from feeder pattern high schools visit the 8th Grade students for pre-registration for the upcoming school year. The counselors also review and discuss diploma options.
- 8th Grade meeting is held during the Spring with parents and students to discuss diploma options and high school expectations.
- An open house for all grades will be held at the beginning of the new school year at which time students and parents may meet teachers.
- Incoming sixth grade students from feeder patterns will visit during the spring. They tour the school which includes visiting sixth grade classes, meeting sixth grade teachers, and learning about the courses.
- Scarborough Middle School’s counselor visit feeder pattern elementary schools to inform them about Scarborough Middle School.
- During the first quarter of school grade level assemblies are held to discuss expectations and grade level requirement.
- Students who transfer to and from Scarborough Middle School will meet with the counselor to review expectations, schedules, and tour of campus.
- During 4th quarter, teachers will visit the classrooms of incoming students for the next school year. (7th grade teachers will visit 6th grade classes; 8th grade teachers will visit 7th grade classes; and a 6th grade representative along with the counselor will visit feeder pattern elementary schools.)

## Highly Qualified Teachers:

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

The goal of the Mobile County Public School System is to attract and retain the highest quality employees who are capable and motivated to educate students. District representatives recruit via college fairs and job fairs statewide. Mobile County Public School System also offers an on-line application process in an effort to solicit teachers from areas that are not local.

The goal of schools within the Mobile County Public School System is to reach and maintain the percentage of HQ faculty and staff at 100%. At this time all of Scarborough’s teachers are Highly Qualified.

The following strategies have been established in order to attract and maintain a highly qualified staff:

1. Secure official annual HQ status from Human Resources for all teachers and paraprofessionals.
2. Ensure assignments are made based HQ status and certification.
3. Communicate district level initiatives for becoming HQ.
4. Secure brief updates each semester from HQ teachers and paraprofessionals summarizing progress toward HQ goals.
5. Educate Alabama orientation for professional staff members on full evaluation and administrator training and follow-up, as required by state.
6. Establish mentor teachers for teachers new to the school and/or new to the district.
7. Establish procedures for interviewing, screening and recommending the most highly qualified applicants at the district and local level.
8. New, novice, and teachers new to Scarborough Middle School participate in appropriate New Teacher Induction programs, New Teacher Orientation and other activities aimed at transitioning new teachers into the profession.

## Assessments and Teacher Involvement:

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

Scarborough Middle School teachers collaborate monthly by departments and weekly by grade level. Every Wednesday, Data/Problem Solving Team meeting are held during common planning times. Teachers will administer common assessments to determine if students have mastered standards taught. These common assessments are used to determine if further instruction can continue or if remedial activities need to be implemented. The following are various ways that teachers make decisions that guide instruction:

- State assessment data (ARMT Plus, ASA, AAA) is disaggregated and reviewed by the faculty.
- Weekly informal Problem Solving Team meetings are held to review academic and behavior progress of students. At this time weaknesses are identified and a plan of action is developed to address the weaknesses.
- Universal screenings will be administered to all students. Progress monitoring will be administered to Tier 2 and Tier 3 students every week.

Teacher representation and teacher input is included on school budget committees, policy committees, and textbook selection committees. This voice allows teachers to be involved in all areas of overall instruction and testing.

## Special Populations:

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

Scarborough Middle School provides resources to all special populations on an individual basis. All special populations will have access to all resources as regular education students. All homeless, migratory, delinquent, neglected and LEP students have equal access to the same free and appropriate Alabama education. All homeless, migratory, delinquent, neglected & LEP students are provided with the opportunity to meet the same challenging state content and performance standards which all students are held without isolation or being stigmatized.

Comprehensive services for each of these sub-groups (Migrant, Limited English Proficient, Neglected or Delinquent, and Homeless) are provided through the following district wide initiatives:

1. Migrant - Department of Special Programs
2. LEP - Department of Special Programs
3. Neglected or Delinquent - Division of Federal Programs
4. Homeless - Student Support
Special Populations (as listed in the Carl D. Perkins Career and Technical Education Act 2006, Section 3):

- Migrant Students are identified by District Office. A list of migrant students will be housed in the counselor's office.
- EL Students students are identified through ACCESS. The list of EL students will be housed with the EL Teacher, Ms. Nga Nyguen-Vu and in the counselor's office.
- Neglected/Delinquent Students are identified by District Office. The list of Neglected/Delinquent Students is housed in the counselor's office.
- Homeless students are identified by District Office. The list of homeless students is housed in the counselor's office.

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

Applies Only to Secondary Schools

Extended Learning Opportunities:

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

Students receiving extended learning opportunities will be identified through Universal Screening, ARMT Plus scores, and teacher recommendation. The extended learning opportunities will be for all 6th, 7th, and 8th grade students.

Scarborough Middle School offers a variety of opportunities to provide additional academic assistance beyond the school day including:

- After school and Saturday School Tutoring in Reading and Math
- Extended Day will be offered 2 times per week starting in November 2012 until March 2013.
- Embedded intervention in Reading and Math
- Re-teach and Re-test;
- Peer Tutoring;
- Problem Solving Team committee meetings to focus on student data
- Partnership Conferences through our parental involvement program regarding student achievement; and
- Monthly after school departmental meetings to focus on student data.
- ELs experiencing difficulty as determined by Grade Reports and EL Committee will have the opportunity to participate in Extended Day tutoring to work on identified weaknesses.

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

Parental Involvement:

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

During the first month of school, Scarborough Middle School will hold its annual Title I meeting. Parents will be notified of the meeting through the school bulletins, school messenger, website, and notices that are mailed to homes. We will host meetings at various times to provide the opportunity for more parents to attend. Topics to be discussed at this year's meeting will include, but not limited to: Title I program, its services, and parents’ rights; the continuous improvement plan; parental involvement plan; school-parent compacts; and parent meetings.

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.

The administration, faculty, and staff of Scarborough Middle School believe parental involvement is important. We will provide parental meetings on a flexible schedule to accommodate our
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.

Timely information will be distributed in English and in the language of ELL Learners utilizing a variety of communication methods. During parent meetings, we will provide instructions on how to access the middle school curriculum, the ALCOS, and how to schedule parent meetings. In addition to this, parents can learn how they can participate in decisions related to the education of their child. Parent-Teacher-Student Partnership conferences are held during the first semester and on Parenting Day. Parents are also given a copy of their testing results from ARMT Plus. Progress reports are sent home every five weeks to keep parents aware of the educational progress their children are making. Much of this information will be presented at the Annual Title I meeting.

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 reviewed and revised each year by the Continuous Improvement Plan committee and the Parent Advisory Committee. The compacts are revised and discussed with teachers during faculty meetings and parents during parent meetings. All parents are given a copy of the new compact at the annual Title I meeting. Teachers meet with parents and students to review and sign compacts. The compacts are housed in the homeroom teacher's classroom. The compacts are utilized during parent conferences to remind all participants of their responsibility in ensuring student success.

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

If a parent is dissatisfied with the finalized plan, they can submit their concerns in writing to the school. The school will forward their concerns to the central office. Scarborough Middle School parents can also request a meeting with the principal and/or Title I teacher to discuss concerns with the Continuous Improvement Plan. The concerns will be addressed and the parent will be informed of approved resolutions.

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

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

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

   Scarborough Middle School will hold its annual parents meeting held at the beginning of the school year. Parents will receive an overview of the state academic content standards and achievement standards. An explanation will be given to parents regarding Title I, what services will be offered, and parental involvement in their children’s education. Scarborough Middle School will also offer an Open House for parents to meet their child's teachers and learn about individual class assessments. In addition to the Annual Title I Meeting, Scarborough Middle School will hold quarterly Title I parent meetings. Parent conferences will be scheduled as needed.

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

   The CIP committee will work to ensure that all parental meetings and training are closely aligned with the identified needs of the school. A computer with internet access is available to parents daily during normal school hours. Laptops are also available for parents to use during interactive parent and teacher meetings/in-services. A list of parent resources is posted on the school website. Scarborough Middle School will address intervention.

3. Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)
Scarborough Middle School will continue to work with its teachers through in-services, faculty meetings, and departmental meetings to re-emphasize the importance of parental involvement and to identify strategies to increase parental involvement.

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

Our counselor includes activities with such outside agencies as TEEN Center, Mobile Police Department – Crime Prevention and South Alabama (Talent Search).

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

Parents of all participating children are informed of timely school and parent activities through multiple communications: School websites, teacher websites, School Messenger, MCPSS website, and newsletters. All modes of communication are used to contact parents regarding any activities they should be involved in for the benefit of their child. In addition the EL resource teacher provides all parent information in students’ home language as needed.

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

Scarborough Middle School provides assistance to parents: use of computers to access grades, attendance, and availability of opportunities to be involved in their child’s education. A parent survey will be given to parents in the Spring of 2012. Parent needs and activity suggestions will be reviewed by the CIP committee.

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.

Scarborough Middle School provides opportunities for the participation of parents of limited English proficiency and parents with disabilities. Communications are sent home in their home language as needed.

Part VII- PROFESSIONAL LEARNING NEEDS RELATED TO ACADEMIC CHALLENGES

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

- ☑ Yes
- ☐ No

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

- ☑ Yes
- ☐ No

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

- ☑ Yes
- ☐ No

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

Learning Activities:
Scarborough Middle School Professional Development
What weakness or need identified in academic (including ell and lms) or school culture goals will the professional learning address?
Increase percent of all students meeting or exceeding standards in math and reading.

What types of professional learning will be offered?
- RtI Cycle of Instruction
- Problem Solving Team
- Collaboration meetings for unwrapping content standards for Reading and Math
- Training to unwrap most missed standards for reading and math
- Strategies for Elementary/Secondary Teachers of English Learners: Implementation of the WIDA Standards
- WIDA (World-class Instructional Design and Assessment) standards, the ACCESS for ELs assessment reports, and SIOP strategies for making appropriate accommodations for instruction and assessment of ELs in the classroom.
- CLAS - Positive Behavior Support
- Review 360

When will the session be delivered?
Ongoing throughout the 2012-2013 School Year:
- RtI Cycle of Instruction
- Problem Solving Team
- Collaboration meetings for unwrapping content standards for Reading and Math
- Training to unwrap most missed standards for reading and math
- Strategies for Elementary/Secondary Teachers of English Learners: Implementation of the WIDA Standards
- WIDA (World-class Instructional Design and Assessment) standards, the ACCESS for ELs assessment reports, and SIOP strategies for making appropriate accommodations for instruction and assessment of ELs in the classroom.
- Review 360
- Positive Behavior Support
- CLAS Conference (Summer 2013)

What are the expected outcomes of professional learning?
(Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)
- Increase in reading and math proficiency for all grades.

How will participants be held accountable for successful implementation and in what ways will evidence be collected to show effective assimilation/integration of strategies?
- Implementation of what is learned in professional development as evidenced by walk throughs.
- Faculty members will share information with colleagues that is learned during professional development.
- PLCIA Forms
- STI-PD Sessions
- RtI Annual Report
- PST Documentation

What are the funding sources, estimated expenses, and proposed names of consultants or entities? Example: Title II, $....00
- Professional Development Subs: $5,500
- Professional Development Stipends: $4,500
- CLAS Conference: $ 3,000

Part VIII - Coordination of Resources/Comprehensive Budget

I. State Foundation Funds

<table>
<thead>
<tr>
<th></th>
<th>FTEs Earned</th>
<th>Units Placed</th>
<th>Total Salaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE Teacher Units</td>
<td>23.37</td>
<td>22.90</td>
<td>1,083,422.00</td>
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<tr>
<td>Administrator Units</td>
<td>1</td>
<td>1</td>
<td>88,207.00</td>
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<tr>
<td>Assistant Principal</td>
<td>.50</td>
<td>.50</td>
<td>31,423.00</td>
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<tr>
<td>Counselor</td>
<td>1</td>
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<td>Librarian</td>
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<tr>
<td>Professional Development</td>
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</tbody>
</table>

CL Scarborough Middle School - Schoolwide - Superintendent Approved
Continuous Improvement Plan - 1/30/2013
System: Mobile County
School: CL Scarborough Middle School
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## II. Federal Funds

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

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>State ELL Funds</td>
<td>0</td>
</tr>
<tr>
<td>Instructional Supplies</td>
<td>8,400.00</td>
</tr>
<tr>
<td>Library Enhancement</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total of All Salaries:</strong></td>
<td><strong>$1,314,133.00</strong></td>
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</tbody>
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**Title I, Part A-Fund Source 4110**

**School Allocation:**
- Base Allocation: $126,418.88
- Parenting Allocation: $2,404
- Total Allocation: $128,822.58

**School Choice Transportation:** $4,765.20

**Carryover Funds:** $17,853

**Salaries:** $71,613.20
- Teacher (Math Intervention/Facilitator): $49,238
- Aide (Reitate Instructional Paraprofessional): $17,610
- Operative (Choice School Transportation-Bus Driver-Dual Service): $4,765.20

**Substitutes:** $5,626
- Substitute for Math Intervention Teacher/Facilitator: $522
- Professional Development Substitutes: $5,103

**Supplemental/OT/Other:** $5,091
- Professional Development Stipends: $849
- Extended Day Bus Driver Salary: $849
- Extended Day Teacher Salary: $3,394

**Employee Benefits:** $34,092.29

**Property Services (Xerox Copier):** $6,525

**Communication (Parenting Postage):** $1,000

**Travel (CLAS Conference and Differentiated Instruction Travel):** $4,000
- Suggested CLAS Conference travel for meals, mileage, and lodging for 3 people: $2,400
- Suggested Differentiated Instruction travel for meals, mileage, lodging for 1 person: $2,000

**Other Purchased Services (Bus Mileage):** $500.00
### Title I: ARRA Funds

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

**N/A**

**Total:** 155,119.00

### Title II: Professional Development Activities

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

**N/A**

**Total:** 0.00

### Title III: For English Language Learners

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

**N/A**

**Total:** 0.00

---

<table>
<thead>
<tr>
<th>Instructional Supplies $6,818.88</th>
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</thead>
<tbody>
<tr>
<td>-Instructional Supplies and Materials: $5,272.99</td>
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<tr>
<td>-Parenting Supplies: $1,404</td>
</tr>
<tr>
<td>-PD Materials and Supplies: $141.89</td>
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</tbody>
</table>

**Dues & Fees: 1600.00**

- Suggested CLAS Conference Registration Fees for 3 people: $600
- Suggested Differentiated Instruction Conference Fee for 1 person: $1,000

**Parenting Allocation for Scarborough $1404**

- Parenting Supplies: $1,404
- Parenting Postage: $1,000

**%10 Set Aside for Professional Development: $12,641.89**

- Professional Development Substitutes: $5500
- Professional Development Stipends: $1000
- Professional Development Materials and Supplies: $141.89
- CLAS Conference: $3,000
- Differentiated Instruction Conference: $3000

**Carryover Funds Fund Source 4110**

Total Allocation: 17,853

- Books and Periodicals (Library Books Media): $3,000
- Non-Capitalized Equipment (Instructional Equipment): $14,853
- Dues and Fees (CLAS Conference and Differentiated Instruction): $1600

**Total:** 155,119.00
## Title IV: For Safe and Drug-free Schools
Provide a brief explanation and a breakdown of expenses.

N/A

## Title VI: For Rural and Low-income Schools
Provide a brief explanation and a breakdown of expenses.

N/A

## Career and Technical Education-Perkins IV: Basic Grant (Title I)
Provide a brief explanation and a breakdown of expenses.

N/A

## Career and Technical Education-Perkins IV: Tech Prep (Title II)
Provide a brief explanation and a breakdown of expenses.

N/A

## Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant
Provide a brief explanation and a breakdown of expenses.

### Title II-Fund Source 4130 (Class Size Reduction)
- Teachers (Class Size Reduction): $77,708
  - Class Size Reduction (Language Arts Teacher): $41,564
  - Class Size Reduction (Social Studies Teacher): $36,144
- Substitutes for Class Size Reduction Teachers: $1250
  - Substitutes for Class Size Reduction Teacher (Language Arts): $625
  - Substitutes for Class Size Reduction Teacher (Social Studies): $625
- Employee Benefits for Class Size Reduction Teachers (Language Arts and Social Studies): $31,104
- Instructional Supplies for Class Size Reduction Teachers: $600
  - Classroom Instructional Supplies for Class Size Reduction Teacher (Language Arts): $300
  - Classroom Instructional Supplies for Class Size Reduction Teacher (Social Studies): $300

Total (Title II-Fund Source 4130): $110,662
## III. Local Funds (if applicable)

### Local Funds

Provide a brief explanation and a breakdown of expenses.

Local Revenues-Fund Source 6001: $372,789

- **Assistant Principals (1.50 units placed):** $100,486
  - Assistant Principal (.50 Unit): $31,423
  - Assistant Principal (1 Unit): $69,063

- **Aide (2.34 units placed):** $42,681.44
  - Special Education Program Aide: $19,838
  - Special Education Instructional Paraprofessional: $17,874
  - Special Education Bus Aide: $4,969

- **Supplemental/OT/Other:** $15,094
  - Baseball Boys: $1,665
  - Middle Basketball Girls: $1,665
  - Middle Basketball Boys: $1,665
  - Middle Volleyball: $1,665
  - Middle Cheerleader: $1,530
  - Middle Track Boys: $1,665
  - Middle Track Girls: $1,665
  - Middle Football: $1,787
  - Middle Football: $1,787

- **Employee Benefits:** $101,788

- **Property Services (Garbage and Waste):** $2,163

- **Utilities:** $116,635
  - Electricity: $113,712.47
  - Water & Sewer: $9,966.80

- **Instruction Supplies (Recondition Helmets):** $1,600

Total (Local Revenues-Fund Source 6001): $372,789

**Total:** $372,789.00