



ACIP

Moody High School

St. Clair County Board of Education

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Executive Summary

Introduction

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

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

Description of the School

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

Moody High School is one of the fastest growing cities in St. Clair County. The city is located approximately 25 miles northeast from Birmingham and approximately 120 miles west from Atlanta, Georgia. A large percentage of the county residents work in services or retail trade.

Moody High School employs approximately 50 teachers, administrators and support personnel and is one of the largest employer in St. Clair County. Over 63% of teachers and administrators have a Master's Degree or higher and 100% of the teachers are highly qualified. Presently 650 students of varied ethnicity and background attend our school. The largest ethnic group is white at 85% with African-American being the second largest at 9%. Additionally, the Hispanic ethnic group makes up 3.4%. Enrollment has steadily increased yearly.

One unique feature of Moody High School is the socio-economic diversity and migrant population. Forty-nine percent of the student body qualifies for free or reduced lunch. The socioeconomic diversity presents unique challenges within our school district. Access to technology outside the classroom is limited in many of our rural and impoverished areas. Our migrant population is another challenge. These students are often from non-English speaking homes resulting in a lack of communication and parental involvement. One additional challenge within our county is the makeup of our infrastructure. It was originally built with 19 individual domains making up one wide area network (WAN). During the summer of 2013, the individual domains were collapsed and one domain was created for the WAN. This transition should results in improved reliability, efficiency, and better security.

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 purpose of Moody High School is to prepare students to be ready for college, career, and life. We must ensure that high expectations are maintained for all students by providing a safe environment, instruction with rigor and relevance and enriched stakeholder relationships and involvement so that all students will be prepared for college and career and they will become responsible, productive citizens, and life-long learners. The school system beliefs include the following: Given academic and emotional support, all students can and will reach their highest potential; great Administrators and Teachers are key to student achievement; Parent involvement and consistent stakeholder support impacts student success; Embracing change and promoting improvement results in success. Our values providing a safe and supporting learning culture in which relationships are built and maintained, providing classroom instruction which is relevant to the 21st century learner, and providing a rigorous curriculum where students become lifelong problem solvers and critical thinkers

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.

Some of the areas of achievement include the following: C5 Laptop project adding 345 computers this years, Completed a totally wireless internet infrastructure in the entire school, Two high schools have A+ College Ready grants, APEX online curriculum to provide credit recovery, Higher Ed Collaboration with Jeff State through Dual Enrollment Program, Career Tech school with a number of programs in all career clusters, two National Board Certified Teachers.

Some areas of improvement include the following: Reading instruction and increased proficiency in all subgroups, with a focus on special education, our school must maintain to be in academic clear, Initiatives are in place, but the tools and infrastructure are still catching up, and parental involvement needs to be increased in our community

Additional Information

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

The St. Clair County School system is preparing tomorrow's leaders today. This slogan captures the student-centered philosophy of the school district. St. Clair County Schools has its focus on preparing its students to meet the challenges of the 21st century.

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.

A group of teachers were selected by school administration to develop the ACIP. An effort was made to select one representative from each curricular area. Two parents were also selected to be on the team. Meetings were held at 7:30 in the morning during our Professional Development time. Refreshments were served in order to thank the members of the ACIP team. The ACIP from last year was reviewed. Data from multiple sources was presented and strengths and weaknesses were identified. Suggestions for this year's ACIP were accepted and agreed upon by the committee. A new ACIP was written to incorporate new strategies to address areas of needed improvement.

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

Cheryl Kuyk-Principal

Chris Walters-Assistant Principal

Ricky Parker-Parent

Tina Poe-Parent

Chad Bates-Career Tech teacher

Jonathan Hood-Science teacher

Catherine Wright-English teacher

Summer Putman-Math teacher

Brandon Campbell-History teacher

Meridith Land-Special Ed teacher

Read Swinney-EL teacher

April West-Counselor

Each member had an equal share in reviewing ACIP from last year and revising this year's ACIP. The committee was broken into groups to write a section of the new plan.

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 final plan was placed in OneNote for all of the faculty and staff to be able to access. The final plan was also placed on our school website. During a Wednesday morning PD, the ACIP was reviewed with the entire faculty. An email with the ACIP attached was sent home to all parents on the Principal's distribution list. An evening meeting will be held in November to review last year's data with parents. As this year progresses, updates will be sent to parents via email.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Student Performance Analysis Student Performance Data

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	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 well analyzed and clearly presented. 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 substantially greater than what would otherwise be expected.	Level 4

	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 have noticeably declined.	Level 3

Areas of Notable Achievement

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

Over the last three academic school years there have been numerous gains in terms of student academic achievement. During the 2013-2014 school year the composite ACT was 18.2; however, the student population for 2015-2016 increased by 0.8 points to 19.0. That score is 0.3 points above the average whereas two years ago, the MHS score was below the state average. Additionally the science score has shown a vast improvement by increasing 0.6 points per year. The ACT WorkKeys also mirrors this growth in that the 12th grade class for 2015-2016 was 77.02% prepared for college and career ready by attaining silver and gold certificates. These improvements in college and career readiness are also seen in that for the last three school years, Moody High School has maintained a 90% graduation rate which is a 17% increase from five years ago.

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

Based on testing assessments that were analyzed, all four core content areas are showing a positive trend. While there are several areas that are weak, there has been an increase in the scores. For example, a regression analysis of the ACT over the last three years shows increases of 0.6 (points per year) in science, 0.35 in reading, 0.55 in mathematics, and 0.1 in English. What this indicates that the positive trend is in relation to preparation towards college and career readiness, and this is supplemented by the 124 students that attained silver or gold certificates on the WorkKeys and a predicted score for the 11th grade class in 2016-2017 of 19.5 based on ACT Aspire.

Which area(s) indicate the overall highest performance?

All scores indicate that reading and science are the strongest performance areas of Moody High School students. Pairing the Standard Item Pool score in Global Scholar and ACT data, it is clear that these two categories continue to be the strength of the MHS population. The average SIP on Global Scholar was 59 in reading and 52.5 in science. In fact for the reading portion of Global Scholar, the subcategories of vocabulary, long passage, fiction, and non-fiction were some of the highest school scores as all were near 3000 (scale of 1300 to 3700). For the ACT reading was 19.7 and science was 19.3.

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

While all of the scores are increasing, the white-Caucasian and Hispanic populations are showing the largest gains in terms of achievement. These two populations have continued to help drive the average composite ACT score to a 19 by averaging a 19.2 and 16.1 for white and Hispanic students respectively.

Between which subgroups is the achievement gap closing?

In recent years there have been significant gains from the Hispanic students. Not only have they surpassed the African-American population in terms of academic achievement, they are rapidly gaining on the White population. Based on Global Scholar SIP scores, the Hispanic
SY 2016-2017

population actually outperformed the white student population on the math and science sections.

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

A combination of the ACT assessment suite (ACT, Aspire, and WorkKeys) and Global Scholar clearly indicate the improved achievement in reading and science. However, it is important to note that this increase is directly connected to an improvement in college and career readiness. The academic achievement increases are directly tied to the record increase in the amount of scholarships that the 2015-2016 12th grade class attained and number of students that enrolled in a post-secondary institution.

Areas in Need of Improvement

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

The largest area of deficiency in terms of academic performance for Moody High School students is mathematics. This was the lowest scoring portion of the ACT at 18.4 and Aspire at 424. According to the Aspire only 21% of the students for the 10th grade class during 2015-2016 is college and career ready. Mathematics was also the lowest score on Global Scholar with a SIP score of 36.5.

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

While mathematics was the weakest area for MHS students, it has shown improvements in terms of gains. The English scores for the population have shown the smallest gains with only a 0.1 point increase per year on the ACT. This is the smallest gain of any content area. The Global Scholar scores also support this idea with low scores in parts of speech (2672), sentence structure (2670), punctuation (2656), and capitalization (2670).

Additionally, attendance is showing a negative trend during the 2015-2016 school year. For the 2015-2016 Moody High School population, the overall daily attendance for the school year was at 94%. However, this means that there is a total of 6979 days of school missed with 3573 tardies and 4735 check-in/outs. This is a large volume of classroom time missed by students that could have resulted in reduced classroom performance.

Which area(s) indicate the overall lowest performance?

Based on the data that was analyzed, it is clear that mathematics is the weakest performance area for MHS students. However, math has shown increased gains, while the English scores have remained stagnant. This causes an area of concern as well as the daily attendance of students.

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

The African-American population has shown a decreased performance when compared to the other major population groups at MHS. These students were the lowest scoring population on all Global Scholar SIP scores with a 51 in reading, 30 in math, 35 in language arts, and 36 in science. This is also reflected in the ACT data with the African-American population scoring a 15.5.

Between which subgroups is the achievement gap becoming greater?

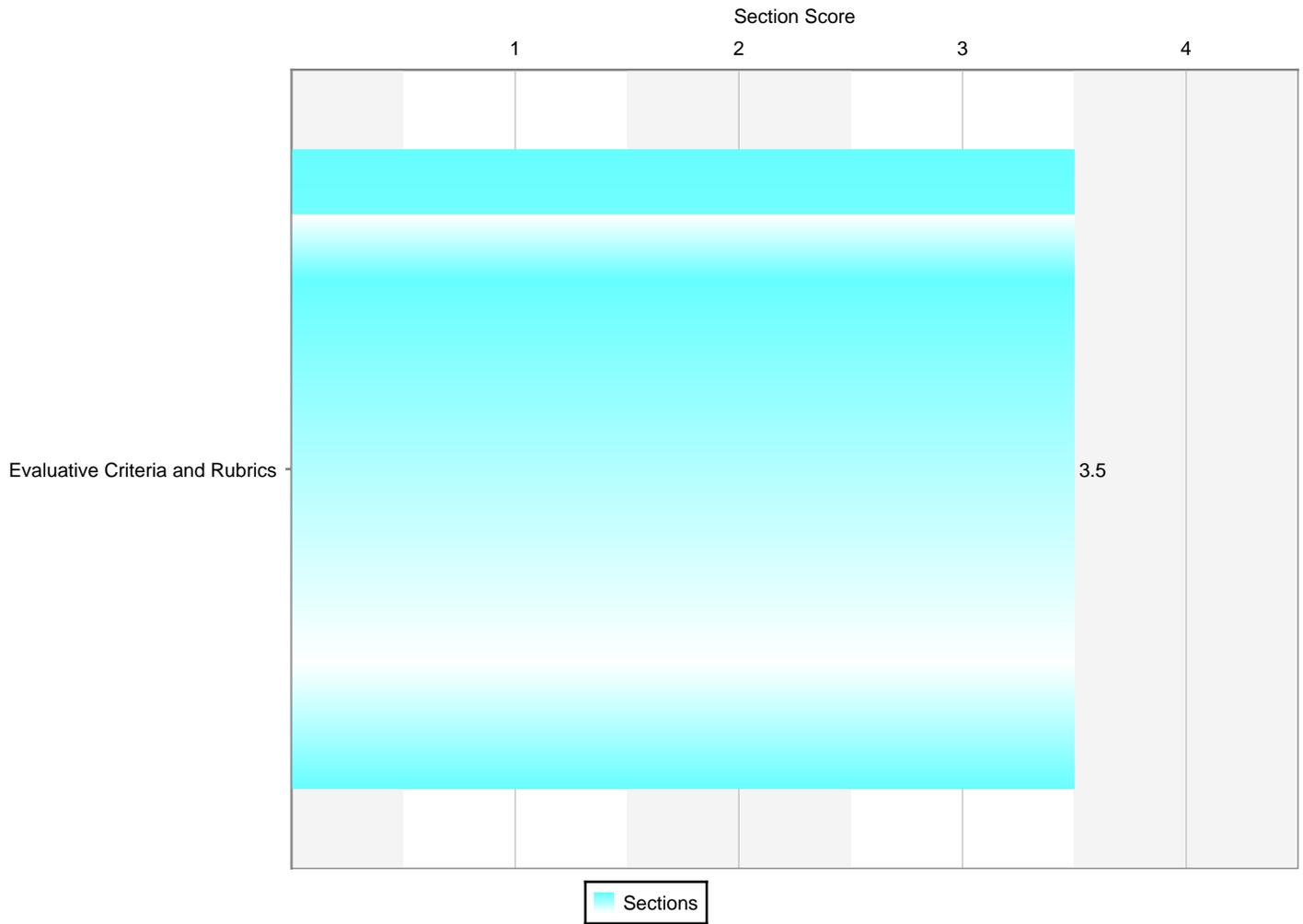
There is an emerging gap between the African-American population and the white-Caucasian group. While there is a larger number present in the white population (86% of the population), the African-American students are significantly underperforming other groups. According to Global Scholar, there is a 9 point SIP difference in reading, 6 point in math, 13 in language arts, and 19 in science. There is also 3.7 difference the ACT composite score.

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

These assessments in weak areas at Moody High School were confirmed through a combination of assessment data in ACT, Aspire, and Global Scholar. However, it is directly connected to attendance data from Chalkable. The 94% daily attendance provides a significant number of days missed which results in reduced instruction and student understanding. This will have a negative impact on student understanding and preparation for post-secondary activities.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

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

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		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	Greg Cobb, Federal Programs Coord 410 Roy Drive Ashville, AL 35953 205-594-7131	

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

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.	No	Not a Title I school	

Plan for ACIP

Overview

Plan Name

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	Moody High School will increase interactions with the community by providing more community service opportunities for students to serve the community and by utilizing the expertise of community members as guest speakers in classes.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
2	53% of EL students will increase by 0.5% on the 2016 ACCESS test and 21% will attain proficiency of 4.8 or higher on the composite score of the 2016 ACCESS test.	Objectives: 2 Strategies: 1 Activities: 2	Organizational	\$0
3	Moody High School will increase the proficiency of student critical reading and reading comprehension by offering more reading opportunities.	Objectives: 1 Strategies: 3 Activities: 7	Organizational	\$10586
4	Ninth grade students at Moody High School will increase overall proficiency on the mathematics assessment in by 2% based on the SIP in Global Scholar Performance Series and ACT testing.	Objectives: 1 Strategies: 3 Activities: 4	Organizational	\$10000

Goal 1: Moody High School will increase interactions with the community by providing more community service opportunities for students to serve the community and by utilizing the expertise of community members as guest speakers in classes.

Measurable Objective 1:

demonstrate a behavior of creating community interactions by 05/26/2017 as measured by the number of community service hours earned by students and the number of guest speakers engaged.

Strategy 1:

Community Interaction - Community Service allows students to take leadership roles, show responsibility, and serve their community by providing goods, services, and activities that benefit members of the community. Throughout the year, Moody High School will partner with local charitable organizations to identify community needs. Clubs or other MHS organizations will then develop a plan to address the specific needs. Additionally, holiday celebrations and other social activities will be scheduled throughout the year to provide fun and/or educational opportunities for the community members and to provide opportunities for the students at Moody High School to interact with the members of the community. All clubs will be required to participate in at least two community service projects throughout the year.

Category: Develop/Implement Student and School Culture Program

Research Cited: Tugend, A (2010). The benefits of volunteerism, if the service is real. The New York Times, p. B5.

Cobb, M (2013). Five great reasons for high school students to volunteer. United Way Blog, 8/9/13.

Activity - Support Community Needs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MHS will partner with Shepherd Supply and local churches in order to provide necessary goods and/or services to community members in need.	Community Engagement	08/22/2016	05/26/2017	\$0	No Funding Required	Club sponsors and team coaches

Status	Progress Notes	Created On	Created By
Completed	FCCLA volunteered at the Miracle League (ball park for disabled children to play softball). Student Council volunteered at the Miracle League.	October 12, 2016	Cheryl Kuyk

Goal 2: 53% of EL students will increase by 0.5% on the 2016 ACCESS test and 21% will attain proficiency of 4.8 or higher on the composite score of the 2016 ACCESS test.

Measurable Objective 1:

demonstrate student proficiency (pass rate) by creating a 53% of English Learners students on the adequate progress in language acquisition in English Language Arts by 05/26/2017 as measured by 0.5% CPL gain on the 2016 ACCESS test.

(shared) Strategy 1:

WIDA Standards Implementation - Teachers will use WIDA standards and can do descriptors to differentiate instruction based on EL student proficiency level - Each teacher that has an EL student will utilize the WIDA standards and can do descriptors with these individual students. The amount of need that each student requires will be based on their proficiency level, but the teacher will offer unique instruction that is research based at increasing academic learning for EL students.

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

Research Cited: Li, G. & Edwards, P. A. (2010). Best Practices in ELL Instruction. The Guilford Press: New York.

WIDA Consortium (2007). English language proficiency standards and resource guide: Prekindergarten through grade 12, 7th edition. Retrieved from www.wida.us.

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All LEP and ELL students will receive explicit instruction using a variety of strategies by checking for student understanding using ongoing formative and summative assessments to monitor the progress of English Language Learners.	Academic Support Program	08/17/2016	05/26/2017	\$0	No Funding Required	Classroom teachers with ELL students and ELL instructor

Activity - Intervention strategies for Level 1 and Level 2 students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Moody High School

All Level 1 and Level 2 ELL students who are not making progress in ELD will be pulled out for sheltered instruction. This is scaffolded instruction that integrates language with content and instruction, and it can include anticipatory guides, choral reading, clustering, graphic organizers, reading guides, or learning logs. LEP students should be referred to RTI Tier 2 or 3.	Academic Support Program	08/10/2016	05/26/2017	\$0	No Funding Required	Administrator s, RTI team, classroom teachers with EL students, and ELL specialist
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Measurable Objective 2:

demonstrate student proficiency (pass rate) by having 21% of English Learners students attain English language proficiency in English Language Arts by 05/26/2017 as measured by by scoring 4.8 or higher on the composite score of the 2016 ACCESS test..

(shared) Strategy 1:

WIDA Standards Implementation - Teachers will use WIDA standards and can do descriptors to differentiate instruction based on EL student proficiency level - Each teacher that has an EL student will utilize the WIDA standards and can do descriptors with these individual students. The amount of need that each student requires will be based on their proficiency level, but the teacher will offer unique instruction that is research based at increasing academic learning for EL students.

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

Research Cited: Li, G. & Edwards, P. A. (2010). Best Practices in ELL Instruction. The Guilford Press: New York.

WIDA Consortium (2007). English language proficiency standards and resource guide: Prekindergarten through grade 12, 7th edition. Retrieved from www.wida.us.

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All LEP and ELL students will receive explicit instruction using a variety of strategies by checking for student understanding using ongoing formative and summative assessments to monitor the progress of English Language Learners.	Academic Support Program	08/17/2016	05/26/2017	\$0	No Funding Required	Classroom teachers with ELL students and ELL instructor

Activity - Intervention strategies for Level 1 and Level 2 students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All Level 1 and Level 2 ELL students who are not making progress in ELD will be pulled out for sheltered instruction. This is scaffolded instruction that integrates language with content and instruction, and it can include anticipatory guides, choral reading, clustering, graphic organizers, reading guides, or learning logs. LEP students should be referred to RTI Tier 2 or 3.	Academic Support Program	08/10/2016	05/26/2017	\$0	No Funding Required	Administrator s, RTI team, classroom teachers with EL students, and ELL specialist
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Goal 3: Moody High School will increase the proficiency of student critical reading and reading comprehension by offering more reading opportunities.

Measurable Objective 1:

increase student growth by creating a 2% increase in reading comprehension for all students by 05/26/2017 as measured by reading comprehension scores on the ACT, Aspire, and Scantron's Global Scholar Performance Series.

Strategy 1:

Increase the volume of non-fiction, informational text, and fictional text read by students through periodicals, internet resources, media center, and classroom materials - The media center at Moody High School will increase the volume of texts that are available to teachers and students that will challenge the students to increase reading comprehension and critical analysis. This will allow students to develop the skills through a diverse collection of reading opportunities. Additionally, teachers will be challenged to include the skills necessary to increase reading comprehension in their classroom instruction. Reading comprehension will be embedded both vertically and horizontally across the curriculum.

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

Research Cited: Coatney, S. (2006). The importance of background knowledge. *Teacher Librarian*, 34 (1): 60.

Graesser, A. C., McNamara, D. S., & VanLehn, K. (2005). Scaffolding deep comprehension strategies through point and query, AutoTutor, and iSTART. *Educational Psychologist*, 40 (4): 225-234.

McPherson, K. (2008). Reading lifelong literacy links into the school library. *Teacher Librarian*, 36 (1): 72-74.

Remsen, K. (2004). Using the library to improve student literacy. *Teacher Librarian*, 63.

Activity - Increase media center circulation by 5%	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Moody High School

Teachers will use media center resources that are available both in person and digitally for classroom instruction.	Academic Support Program	08/24/2016	05/26/2017	\$0	No Funding Required	Teachers and technology coordinator
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Activity - Increase reading assignments and classroom activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will increase the use, depth, and variety of resources in reading. This will span a variety of topics, and the teachers will embed them in their lesson plans.	Academic Support Program	08/24/2016	05/26/2017	\$0	No Funding Required	Administrator s, teachers, and technology coordinator

Activity - Increase number of content specific books in library	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The library will increase the number of digital e-books that students and teachers can access.	Academic Support Program	08/17/2016	05/26/2017	\$586	General Fund	Technology coordinator, teachers, and media center specialist

Strategy 2:

Increase the proficiency of students in capitalization and sentence structure. - Moody High School students will complete the benchmark testing using Performance Series in Global Scholar in Language arts as well as the English portion of the ACT and Aspire. This will indicate their performance level in language arts. Utilizing the standard item pool score from Scantron and English scores, the data will be analyzed in both an aggregated and disaggregated manner. The data will help inform decisions on the optimal instructional procedures in the classroom, and a longitudinal growth will showcase the trends correlated with the instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Bice, T. (2013). A Unified and Comprehensive System of Learning Supports for Alabama Students: Design Document. Retrieved from <http://web.alsde.edu/general/ALDOEDesignDocument.pdf>.

Blachowicz, C. L. (2005). Literacy coaching for change. *Educational Leadership*, 62(6), 55-58.

Borich, G. (2011). *Effective teaching methods: Research-based practice* (7th ed.). Boston, MA: Pearson Education Inc.

Cambourne, B. (2002). Holistic, integrated approaches to reading and language arts instruction: The constructivist framework of an instructional theory. *What Research has to Say About Reading Instruction*, 3, 25-47.

Connor, C. M., Alberto, P. A., Compton, D. L., & O'Connor, R. E. (2014, February). Improving reading outcomes for students with or at risk for reading disabilities. Institute of Education Sciences.

Denton, C. (2009). Classroom reading instruction that supports struggling readers: Key components for effective teaching. Houston, TX: Children's Learning Institute, University of Texas Health Science Center.

Stevens, R., Slavin, R., & Farnish, A. (1991). The effects of cooperative learning and direct instruction in reading comprehension strategies on main idea information. Journal of Education Psychology, 83(1), 8-16.

Activity - Data Room Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish a data meeting room where charts, graphs, and data trends will be posted and consistently analyzed.	Professional Learning	08/17/2016	05/26/2017	\$0	No Funding Required	Administrators and department heads

Activity - Benchmark Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 9 through 12 will be using Performance Series in Global Scholar each ninth and tenth grader will complete the reading, language arts, mathematics, and science assessments three times throughout the year.	Academic Support Program	08/17/2016	05/26/2017	\$0	No Funding Required	Administrators and Teachers

Activity - No Red Ink	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In the English classes, the teachers will have students utilize a free version of the No Red Ink software. This program is an online tool that allows students to work on grammar problems while also monitoring their progress.	Academic Support Program	08/17/2016	05/26/2017	\$0	No Funding Required	English teachers

Strategy 3:

ACT Instructional Program - Moody High School (MHS) will increase the composite score on the American College Test (ACT) by 2% for the 2016-2017 school year.

ACT is utilized as a measure that indicates student readiness levels in terms of college and careers, and the ACT composite score has increased since the state-wide implementation for all 11th graders to complete the test with the composite scores of 18.40 in 2014-2015 and 19.00 in 2015-2016. However, there is opportunity for growth in all areas for MHS students since mathematics, reading, and science significantly below the college and career readiness levels.

Through funding that was procured in the form of a grant, all 11th grade students were tested to develop a benchmark composite score and sub-scores. That was completed by purchasing a preliminary ACT test. The aggregate composite ACT score for the 2016-2017 11th grade class at MHS was a 15.38. Thus, a 2% gain will improve the composite score during the 2016-2017 school year to 15.69. These gains will be targeted through the implementation of an ACT instructional program utilizing grant funding, directed data analysis by departments, and professional development of teachers that provides unique instructional strategies and use of technology

Category: Develop/Implement College and Career Ready Standards

Research Cited: 1. ACT (2015). The condition of college and career readiness. Retrieved from http://www.act.org/content/dam/act/unsecured/documents/2015_CCRR_Alabama.pdf.

2. Dufour, R. (2004). What is a professional learning community? Educational Leadership, 61(8): 6-11.

3. Dufour, R., Fullan, M. (2013). Cultures Built to Last. Bloomington, IN: Solution Tree Press.

4. Stoll, L., Bolam, R., McMahon, A., Wallace, M., & Thomas, S. (2006). Professional learning communities: A review of the literature. Journal of Educational Change, 7: 221-258.

5. Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. Teaching and Teacher Education, 24: 80-91.

Activity - ACT Instructional Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Throughout the school year an educator will be hired through grant money to work with the eleventh grade history classes for ACT preparation. Each student will be provided with an ACT workbook, and the educator and teacher will work with students on content, test taking strategies, and critical thinking skills. Students will practice full length ACT tests and modified versions. The sessions will occur twice a month, and during the sessions, students will work on practicing for the ACT, discussing answers, and appropriate methods for improving scores. The teacher is a certified educator, and the teacher will also be in the classroom to help them practice. A baseline assessment will be performed, and each ACT full length test that is completed will be analyzed for longitudinal gains.	Academic Support Program	08/10/2016	05/26/2017	\$10000	Other	11th grade history teacher and administrators

Goal 4: Ninth grade students at Moody High School will increase overall proficiency on the mathematics assessment in by 2% based on the SIP in Global Scholar Performance Series and ACT testing.

Measurable Objective 1:

increase student growth in the overall mathematics proficiency of all Moody High School students by 05/26/2017 as measured by the Standard Item Pool score in Scantron's Global Scholar Performance Series and ACT testing.

Strategy 1:

Data Meetings - Teachers and administrators will meet in teams to discuss trends in the data. These data meetings will be used to identify trends and patterns in data for both aggregated and disaggregated scores. That means both summative and formative assessments using paper and digital assessments can be evaluated to identify strengths and weaknesses in overall classroom instruction. In addition it will help identify students that are struggling with content earlier in the process. Establishing culture of data use is a critical component of a school's efforts through their efforts of developing a data drive culture schools should attempt to foster mutual accountability and commitment to continued improvement.

Category: Develop/Implement Professional Learning and Support

Research Cited: Brimijoin, K., Marquissee, E., and Tomlinson, C. A. (2003). Using data to differentiate instruction. Educational Leadership, 60(5), 70-73.

Datnow, A., Park, V., & Wohlstetter, P. (2007). Achieving with data: How high performing school systems use data to improve instruction for elementary students. NewSchools Venture Fund.

Activity - Data Room Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A data room will be developed and implemented in which teachers and administrators can post data about current classroom instruction and trends. The data room will provide an opportunity for teachers to see what works and does not work for individual students as well as groups of students.	Professional Learning	08/17/2016	05/26/2017	\$0	No Funding Required	Administrators and teachers

Strategy 2:

Differentiated Classroom Instruction - Teachers will use data sources to determine appropriate groupings in class to meet the individual needs of students. Students will

receive a strong core instruction but will also receive differentiated tier two and three instruction designed to meet instructional gaps within mathematics.

Category: Develop/Implement Professional Learning and Support

Research Cited: Hall, T. (2002). Differentiated Instruction. Effective Classroom Practices Report. National Center on Accessing the General Curriculum, CAST, U.S. Office of Special Education Programs.

Lieberman, A., and L. Miller. 1996. Transforming Professional Development: Understanding and Organizing Learning Communities. Washington, DC: National Education Association.

Tomlinson, C. A. (2000a). The Differentiated Classroom: Responding to the Needs of all Learners. Alexandria: Association for Supervision and Curriculum Development.

Tomlinson, C. A. (1999). Mapping a route toward differentiated instruction. Educational Leadership, 57(1), 12-16.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mathematics teachers will be offered opportunities to experience best practices through a variety of professional developments. These growth opportunities will exist for the Moody High School faculty as well as the mathematics department. During these meetings best practices and instructional approaches can be discussed to provide opportunities for instructional improvement.	Professional Learning	08/17/2016	05/26/2017	\$0	No Funding Required	Administrators, teachers, and mathematics department

Activity - Horizontal and Vertical Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet by grade level and departments to identify students that are struggling with content. This time will also provide the opportunity to design content that aims to improve academic learning for individual students and the classroom as a whole. These meetings will be in small group settings where best practices can easily be discussed.	Professional Learning	08/17/2016	05/26/2017	\$0	No Funding Required	Teachers and administrators

Strategy 3:

ACT Instructional Program - Moody High School (MHS) will increase the composite score on the American College Test (ACT) by 2% for the 2016-2017 school year. ACT is utilized as a measure that indicates student readiness levels in terms of college and careers, and the ACT composite score has increased since the state-wide implementation for all 11th graders to complete the test with the composite scores of 18.40 in 2014-2015 and 19.00 in 2015-2016. However, there is opportunity for growth in all areas for MHS students since mathematics, reading, and science significantly below the college and career readiness levels.

Through funding that was procured in the form of a grant, all 11th grade students were tested to develop a benchmark composite score and sub-scores. That was completed by purchasing a preliminary ACT test. The aggregate composite ACT score for the 2016-2017 11th grade class at MHS was a 15.38. Thus, a 2% gain will improve the composite score during the 2016-2017 school year to 15.69. These gains will be targeted through the implementation of an ACT instructional program utilizing grant funding, directed data analysis by departments, and professional development of teachers that provides unique instructional strategies and use of technology.

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

Research Cited: 1. ACT (2015). The condition of college and career readiness. Retrieved from

http://www.act.org/content/dam/act/unsecured/documents/2015_CCRR_Alabama.pdf.

2. Dufour, R. (2004). What is a professional learning community? *Educational Leadership*, 61(8): 6-11.

3. Dufour, R., Fullan, M. (2013). *Cultures Built to Last*. Bloomington, IN: Solution Tree Press.

4. Stoll, L., Bolam, R., McMahon, A., Wallace, M., & Thomas, S. (2006). Professional learning communities: A review of the literature. *Journal of Educational Change*, 7: 221-258.

5. Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. *Teaching and Teacher Education*, 24: 80-91.

Activity - ACT Instructional Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Throughout the school year an educator will be hired through grant money to work with the eleventh grade history classes for ACT preparation. Each student will be provided with an ACT workbook, and the educator and teacher will work with students on content, test taking strategies, and critical thinking skills. Students will practice full length ACT tests and modified versions. The sessions will occur twice a month, and during the sessions, students will work on practicing for the ACT, discussing answers, and appropriate methods for improving scores. The teacher is a certified educator, and the teacher will also be in the classroom to help them practice. A baseline assessment will be performed, and each ACT full length test that is completed will be analyzed for longitudinal gains.	Academic Support Program	08/17/2016	05/26/2017	\$10000	Other	11th grade history teacher and administrators

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ACT Instructional Program	Throughout the school year an educator will be hired through grant money to work with the eleventh grade history classes for ACT preparation. Each student will be provided with an ACT workbook, and the educator and teacher will work with students on content, test taking strategies, and critical thinking skills. Students will practice full length ACT tests and modified versions. The sessions will occur twice a month, and during the sessions, students will work on practicing for the ACT, discussing answers, and appropriate methods for improving scores. The teacher is a certified educator, and the teacher will also be in the classroom to help them practice. A baseline assessment will be performed, and each ACT full length test that is completed will be analyzed for longitudinal gains.	Academic Support Program	08/17/2016	05/26/2017	\$10000	11th grade history teacher and administrators
ACT Instructional Program	Throughout the school year an educator will be hired through grant money to work with the eleventh grade history classes for ACT preparation. Each student will be provided with an ACT workbook, and the educator and teacher will work with students on content, test taking strategies, and critical thinking skills. Students will practice full length ACT tests and modified versions. The sessions will occur twice a month, and during the sessions, students will work on practicing for the ACT, discussing answers, and appropriate methods for improving scores. The teacher is a certified educator, and the teacher will also be in the classroom to help them practice. A baseline assessment will be performed, and each ACT full length test that is completed will be analyzed for longitudinal gains.	Academic Support Program	08/10/2016	05/26/2017	\$10000	11th grade history teacher and administrators
Total					\$20000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Increase number of content specific books in library	The library will increase the number of digital e-books that students and teachers can access.	Academic Support Program	08/17/2016	05/26/2017	\$586	Technology coordinator, teachers, and media center specialist
					Total	\$586

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Increase media center circulation by 5%	Teachers will use media center resources that are available both in person and digitally for classroom instruction.	Academic Support Program	08/24/2016	05/26/2017	\$0	Teachers and technology coordinator
Data Room Implementation	A data room will be developed and implemented in which teachers and administrators can post data about current classroom instruction and trends. The data room will provide an opportunity for teachers to see what works and does not work for individual students as well as groups of students.	Professional Learning	08/17/2016	05/26/2017	\$0	Administrators and teachers
Support Community Needs	MHS will partner with Shepherd Supply and local churches in order to provide necessary goods and/or services to community members in need.	Community Engagement	08/22/2016	05/26/2017	\$0	Club sponsors and team coaches
No Red Ink	In the English classes, the teachers will have students utilize a free version of the No Red Ink software. This program is an online tool that allows students to work on grammar problems while also monitoring their progress.	Academic Support Program	08/17/2016	05/26/2017	\$0	English teachers
Professional Development	Mathematics teachers will be offered opportunities to experience best practices through a variety of professional developments. These growth opportunities will exist for the Moody High School faculty as well as the mathematics department. During these meetings best practices and instructional approaches can be discussed to provide opportunities for instructional improvement.	Professional Learning	08/17/2016	05/26/2017	\$0	Administrators, teachers, and mathematics department

ACIP

Moody High School

Explicit Instruction	All LEP and ELL students will receive explicit instruction using a variety of strategies by checking for student understanding using ongoing formative and summative assessments to monitor the progress of English Language Learners.	Academic Support Program	08/17/2016	05/26/2017	\$0	Classroom teachers with ELL students and ELL instructor
Horizontal and Vertical Planning	Teachers will meet by grade level and departments to identify students that are struggling with content. This time will also provide the opportunity to design content that aims to improve academic learning for individual students and the classroom as a whole. These meetings will be in small group settings where best practices can easily be discussed.	Professional Learning	08/17/2016	05/26/2017	\$0	Teachers and administrators
Increase reading assignments and classroom activities	Teachers will increase the use, depth, and variety of resources in reading. This will span a variety of topics, and the teachers will embed them in their lesson plans.	Academic Support Program	08/24/2016	05/26/2017	\$0	Administrators, teachers, and technology coordinator
Intervention strategies for Level 1 and Level 2 students	All Level 1 and Level 2 ELL students who are not making progress in ELD will be pulled out for sheltered instruction. This is scaffolded instruction that integrates language with content and instruction, and it can include anticipatory guides, choral reading, clustering, graphic organizers, reading guides, or learning logs. LEP students should be referred to RTI Tier 2 or 3.	Academic Support Program	08/10/2016	05/26/2017	\$0	Administrators, RTI team, classroom teachers with EL students, and ELL specialist
Data Room Implementation	Establish a data meeting room where charts, graphs, and data trends will be posted and consistently analyzed.	Professional Learning	08/17/2016	05/26/2017	\$0	Administrators and department heads
Benchmark Testing	Students in grades 9 through 12 will be using Performance Series in Global Scholar each ninth and tenth grader will complete the reading, language arts, mathematics, and science assessments three times throughout the year.	Academic Support Program	08/17/2016	05/26/2017	\$0	Administrators and Teachers
Total					\$0	

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		MHS Stakeholder Feedback Data

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

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

Areas of Notable Achievement

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

When analyzing the scores from all three stakeholder groups, Standard 1: Purpose and Direction was scored highest by all three groups. The scores for the parents, staff, and students were 3.56, 4.35, and 3.3, respectively, and this created an average stakeholder score of 3.74.

These scores reflect that the community stakeholders believe the goals and mission at Moody High School are clear, and the direction set forth is beginning to trigger student growth in learning. The many strategies, programs, and professional development opportunities provided at the school are reasons why this standard was scored the highest.

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

Standard 1: Purpose and Direction have been consistently ranked high by stakeholders on the survey. This is largely due to the fact that the stakeholders see the benefit in the curriculum changes that academically challenge the students. Additionally, Standard 2: Governance and Leadership has also trended positively in these surveys, and this can be tied directly to Standard 1. The changes initiated over the recent school years is due to changes developed by the school leaders, and this has created significant increases in the purpose of the school which is student learning.

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

The data demonstrates that all three stakeholder groups, parents, students, and faculty, understand that Moody High School is increasing the academic rigor and preparation for college and career readiness. Advanced Placement courses and ACT reading scores are clear indicators that the academic culture at Moody High School is changing. This is also reflected by the approximately 20% increase in graduation rate as students understand the value of a secondary education as they prepare to compete in the global economy.

Areas in Need of Improvement

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

According to the survey data from the three stakeholder groups, Standard 3: Teaching and Assessing for Learning can be viewed as an area for improvement. The parents and staff scored this standard as the lowest at 3.35 and 3.65 respectively, but students scored the standard at 3.34. This calculated the lowest average standard score at 3.45. This standard is rated lower because they felt that they lack some of the classroom tools and resources necessary to effectively teach students in preparing them for the 21st century or the resources are not adequately utilized in the classroom. That also includes communication between teachers and parents.

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

The negative trend has shown to be closely related to Standard 3: Teaching and Assessing for Learning. The data indicates that the lack of communication is a key disconnect between the school and students. This is evidenced by iNOW grades not up to date, infrequent communication, and students not realizing they were receiving failing grades until report cards or progress reports. Additionally, teachers feel as though more resources would allow for more unique instruction techniques. This is an area that will need to be addressed moving forward.

What are the implications for these stakeholder perceptions?

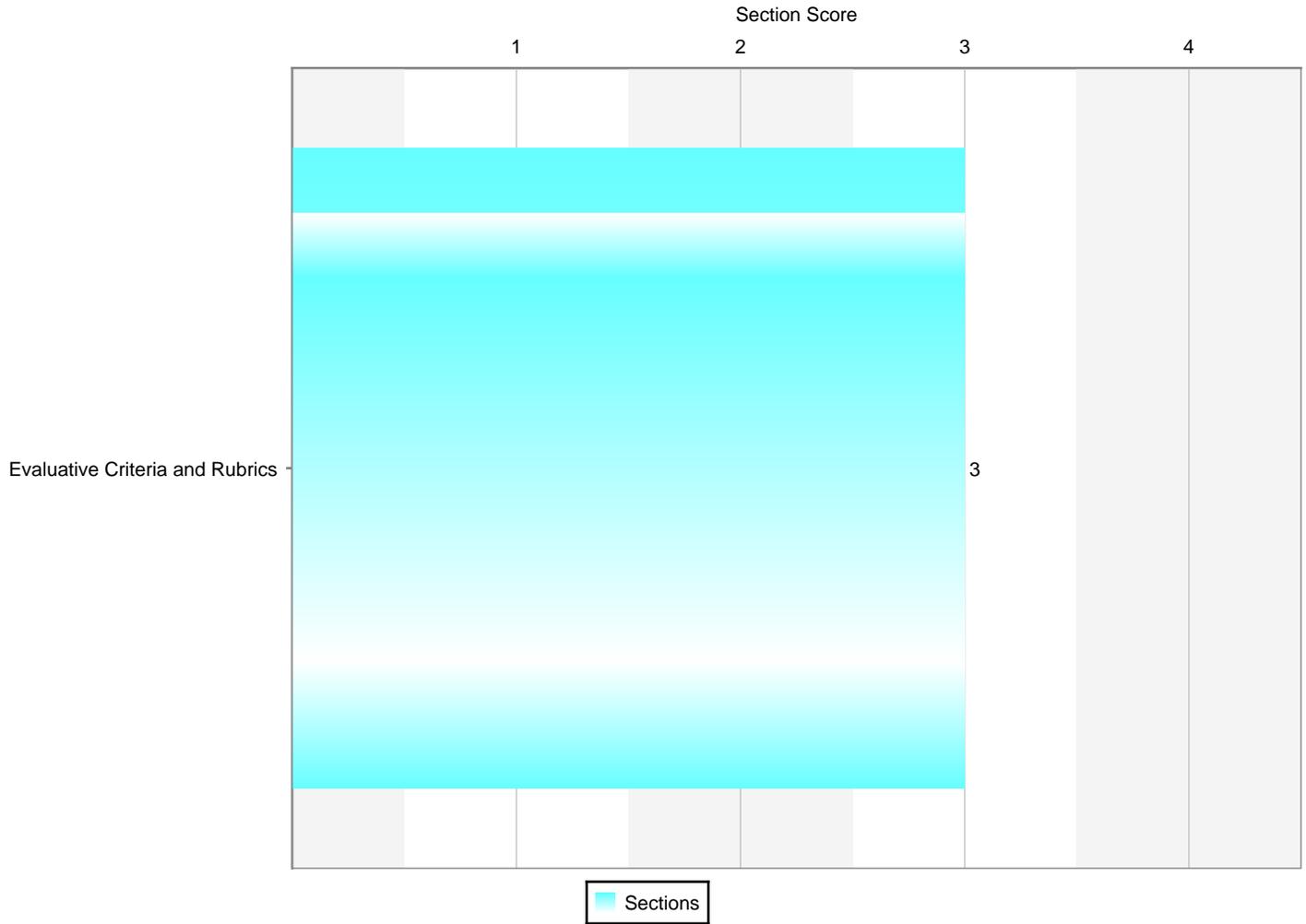
There are several conclusions that can be drawn from the perceptions of all three stakeholder groups. First, teachers must be more consistent at placing classroom grades into iNOW and ensuring the grades can be seen in the parent portal. Second, the administrative leadership, RTI, and PST teams will need to identify struggling students to ensure the students are receiving necessary help and monitoring the grades. The staff will need to create frequent communication with all parents to ensure the students are challenging themselves. Third, a promotion team will be developed to connect with students to ensure they opportunities to see their grades and talk with staff members about their individual needs. Finally, teachers will have to establish conferences with students that are struggling with academic content.

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

The stakeholder feedback centers around the communication between school and parents, teachers and students, and school and students. Frequent communication must be established to inform students and parents of grades as well as activities at the school. This includes regularly updating iNOW, but it also could mean creating a regular newsletter or establishing a school Twitter and Instagram account to provide school updates.

Report Summary

Scores By Section



Coordination of Resources - Comprehensive Budget

Introduction

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

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	37.16	40.0	1,533,680.00
Administrator Units	1.00	1	90,000.00
Assistant Principal	1.00	1	55,000.00
Counselor	1.50	2	115,000.00
Librarian	1.00	1	55,000.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	169.34	0	7,055.00
Professional Development	63.78	0	2,657.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	405.45	0	16,891.00
Library Enhancement	21.26	0	886.00
Totals			1,876,169.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

Not title 1

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

Provide a brief explanation and a breakdown of expenses.

Not title 1

Title II

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

Provide a brief explanation and a breakdown of expenses.

Not title 2

Title III

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

Provide a brief explanation and a breakdown of expenses.

Not title 3

Title IV

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

Provide a brief explanation and a breakdown of expenses.

Not title 4

Title VI

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

Provide a brief explanation and a breakdown of expenses.

Not title 6

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

No Perkins money

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

Provide a brief explanation and breakdown of expenses.

No Perkins money

Other

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

Provide a brief explanation and a breakdown of expenses.

No 21st Century money

Local Funds

Label	Question	Value
1.	Provide the total	98049.28

Provide a brief explanation and breakdown of expenses

1.84 local teacher units =\$ 70549.28

.5 counselor units= \$ 27500