



ACIP

Moody Junior 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 Junior High School is a small junior high school composed of 7th and 8th grades in Moody, Alabama in southwestern St. Clair County. Moody is a transitional community emerging from rural to suburban. Moody Jr. High School is housed in the old Moody High School building built in 1977. The town of Moody was established in 1914 and celebrated its 100th Anniversary last year. The city of Moody has 11,726 residents as of the 2010 census and is experiencing continued growth. We currently have a growing industrial and manufacturing base which has resulted in residential growth. This has presented unique challenges for the schools as we strive to keep up with the population growth in terms of facilities, equipment/materials, technology, and funded units.

Moody Jr. High School serves approximately 386 students in 7th and 8th grades. In the past three years, the area has experienced significant growth as home construction and sales have risen. We have 194 students in 7th grade and 190 students in 8th grade. The demographics of the school have remained stable with 86% Caucasian, 10% African American, 3% Hispanic, and 1% Asian. We have 48% participating in the federal free and reduced lunch program.

Our faculty has 18 full time teachers which includes 2 special education teachers, 1 librarian, 3 instructional aides, 1 counselor, 2 administrators, and 3 support staff. Over 83% of the teachers and administrators have or are working towards a Masters Degree or higher, and 100% of the teachers are Highly Qualified. Our administration, faculty, parents, and students have high expectations for our students and school; we are working together to meet these expectations.

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 Junior High School and the St. Clair County school system is to provide an educational program that prepares and equips students for college, career, and life. The mission of our school and school district to educate and prepare each student to succeed in an ever changing world. Moody Junior High strives to provide a safe environment, instruction with rigor and relevance, and enrich stakeholder involvement so that all students will be prepared for college and career. We desire for students to become responsible, productive citizens and life-long learners. Our goal at Moody Jr. High School is to provide a rigorous and relevant curriculum which will enable all students to be successful in the 21st Century.

The school beliefs include the following:

1. Given appropriate academic and emotional support, all students can and will reach their highest potential.
2. Exceptional and innovative administrators and teachers are key to student achievement.
3. Parental involvement and consistent stakeholder support impacts student success.
4. Embracing change and promoting improvement will result in student success.
5. A safe and supportive learning culture is essential.
6. Classroom instruction must be engaging and relevant to the 21st century learner.
7. A rigorous curriculum must be provided to ensure students are readers, writers, problem solvers, and critical thinkers.
8. Through the use of technology, the students' will gain 21st century skills and make a reconnection with the world around them.
9. Student focus with multiple pathways to learning will enhance instruction and engage learners.
10. Community engagement through volunteerism and community partnerships will benefit all students from the additional resources provided.

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.

Technology improvements include mobile laptop labs which have given us an almost 3:1 student to computer ratio, access to interactive classroom (My Big Campus and Edmodo), updated school and faculty websites, ELMO, and LCD projectors in each classroom. Academic improvement programs include Scholastic Read 180/System 44 program, SPIRE reading program, Go Math, and Global Scholar. We have added a 30 minute focused math and reading period after lunch that we call FLEX. This time is designated for remediation of struggling learners, strengthening the skills of our mid-range students, and challenging the high achievers.

In the next three years, we hope to decrease class sizes to improve classroom instruction, make structural upgrades for safety, and continue to increase technology.

Summary of Data -

ACT Aspire

7th Grade Students

30% of students scored proficient or above in Reading.

37% of students scored proficient or above in Math.

35% of students scored proficient or above in Science.

8th Grade Students

47% of students scored proficient or above in Reading.

28% of students scored proficient or above in Math.

ELL Population

1 out of 3 ELL students in Grade 8 scored 6.0 in speaking and 5.8 in reading; they made AMAOA.

100% of ELL students in Grade 7 scored 5.9 in speaking and 5.2 or above in oral language.

Special Education Population

We show an achievement gap between our special education population and our general education population.

We have weekly professional development for all of our instructional teachers.

We are focused on collaboration/co-teaching between our regular education teachers and special education teachers.

We have the support teams of ARI and ASMTI working with our faculty to improve our formative assessment, interventions and data desegregation.

We have purchased Go Math and SPIRE Reading to meet the students where they are and to get every student on grade level.

All three Math teachers are AMSTI trained. We are using hands on activities to help motivate and reach all styles of learning.

We are using Global Scholar a minimum of three times a year to assess the growth and needs of all our students, but focusing on our special education population.

We will also use Global Scholar Achievement Series to progress monitor students receiving Tier III RTI services.

Special Education students are receiving intensive reading and math intervention once a week during FLEX time.

We keep a spreadsheet of current averages for our students where all teachers can have access and adjust intervention as necessary.

Additional Information

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

Moody Junior High School's math and science teachers have been AMSTI trained. The Alabama Math Science and Technology Initiative is the Alabama Department of Education's initiative to improve math and science teaching statewide. 100% of math teachers have completed two years of training. 100% of the science teachers have completed all available AMSTI science training.

All math and a majority of the English teachers have successfully completed Laying the Foundation training.

Moody Junior High School's teachers also receive support from ARI. We are working with the state and system-wide instructional partnership. The Alabama Reading Initiative (ARI) is a statewide K-12 initiative managed by the Alabama State Department of Education. The goal of the ARI is to significantly improve reading instruction and ultimately achieve 100% literacy among public school students. The Alabama Reading Initiative provides differentiated levels of support, including professional development and onsite support. This initiative focuses intensely on four aspects of the teaching of reading: preventing reading difficulties, identifying struggling readers, intervening to help students become proficient readers, and expanding the reading power of all students.

Continous professional learning opportunities are provided once a week to increase vertical, horizontal, and cross curricular collaboration. Professional development is also offered to support individual professional growth.

In an effort to offer more rigorous classes and align instruction with the Moody High School Advanced Placement (AP) courses, the science and English / language arts teachers attended Laying the Foundation training. We offer pre-AP Algebra I to 8th graders who have shown a high proficiency in mathematics and work ethic. This training has also allowed our teachers to offer honors classes in English, science, and social studies to prepare students for the more rigorous classes in high school.

Moody Junior High School also implements Scholastic Read180 / System 44 and FLEX time as part of the Tier II and Tier III reading intervention, serving at risk and special education students.

The above mentioned partnerships provide intensive, content-rich professional development to teachers and other educators with the goal of improving classroom instruction and, ultimately, student achievement.

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.

The process included an initial meeting of school technology contacts being trained on the process. Surveys were sent to educators and administrators in the system. A committee of teachers, tech contacts, media specialists, central office, and administrators was selected. This committee met to analyze survey results and develop a plan. Follow up meetings will occur at the school level and during the course of the year to check on implementation and school planning.

At the school level, tech contacts have individually taught teachers how to setup and use laptop carts, diagnose and correct minor updating and login problems, transferring files and setting up printers.

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

The stakeholder groups involved were parents, teachers, media specialists, administrators, and central office personnel. These groups analyzed data and developed objectives and strategies to implement the state goals.

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 communicated through email, district website, and board meeting. The method and frequency in which stakeholders will receive information on its progress through the quarterly technology newsletter and updates on the district website.

At the school level. we communicated with teachers through e-mail and personal attention.

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 Survey 2015-16

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the 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 acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

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

Areas of Notable Achievement

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

Moody Jr. High School students are above the national averages in the following areas:

Math 7th Grade 37%

Science 7th Grade 35%

Reading 8th Grade 47%

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

Moody Jr. High School has a positive trend in performance by increasing 4% in 7th and 8th grade Math from the previous year.

Which area(s) indicate the overall highest performance?

Moody Jr. High school performed highest in:

Math grade 8, increased by 4% over the previous year.

Science at 35% matches formative assessments and is trending by increasing by 2-3% each semester.

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

Moody Jr. High School's EL subgroup is trending positively.

AMAO -A is 55% and AMAO -B is 21%. (53 and is now 55 and was 19 and 21 respectively.)

Between which subgroups is the achievement gap closing?

Our special needs subgroup and the EL subgroup are making small gains the last year.

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

We are seeing improvements in our subgroups in our Global Scholar data and overall progress in school.

Areas in Need of Improvement

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

Our Math scores in both grade levels are improving, however are not at the expected level of performance set by the State or Local level.

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

We have a negative trend in the area of Reading on the 2014-15 ASPIRE test.
Our 7th grade scores decreased from 37% to 30% from 2013-14 to 2014-15 school year(s).

Which area(s) indicate the overall lowest performance?

We have a negative trend in the area of Reading on the 2014-15 ASPIRE test.
Our 7th grade scores decreased from 37% to 30% from 2013-14 to 2014-15 school year(s).

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

In the 2014-15 school year the EL subgroup showed a small decline in Reading.
1/1 students in grade 7 participating in the ACCESS did not make APLA A (0.5% gain) or AMAO B attainment (4.8 on ACCESS), showing little progress in listening, reading, writing and speaking.

Between which subgroups is the achievement gap becoming greater?

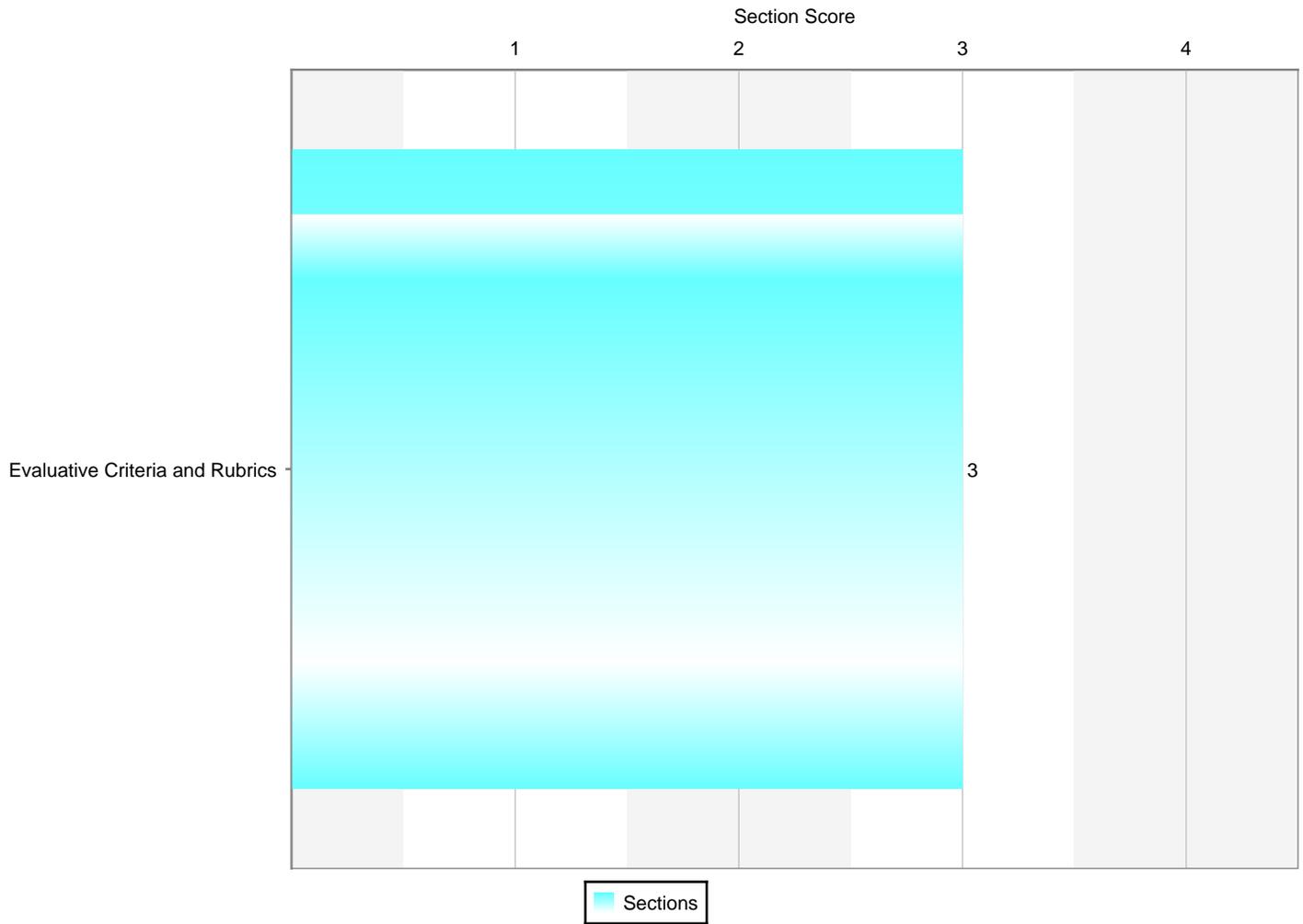
The high achievers and the lowest special education students.

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

The high achievers and the lowest special education students.

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	See Attachment	MJHS ACIP Team 2015-16

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	See Attachment	Equal Education Opportunity Statement

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	Mr. Greg Cobb, Coordinator of Federal Programs	Institution Compliance with Federal Law

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	See Attachment	St. Clair County Parent Involvement Plan

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 School	

ACIP 2015-16

Overview

Plan Name

ACIP 2015-16

Plan Description

Continuous Improvement Plan 2015-16

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	Increase 2015-16 7th and 8th Grade ASPIRE reading scores	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	Students will increase their scores on the math portion of the 2015-16 ASPIRE	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
3	St. Clair County District Goal (2015-16) To increase the volume of nonfiction literacy.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
4	All eighth grade at-risk (students with grades below 70% in core subjects) students at Moody Jr. High School will receive mentoring during the FY 2015-16 school year.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: Increase 2015-16 7th and 8th Grade ASPIRE reading scores

Measurable Objective 1:

50% of All Students will demonstrate a proficiency of a 2% increase in overall Reading scores on the ASPIRE. in Reading by 07/30/2016 as measured by the Reading portion of the 2015-16 ASPIRE results..

Strategy 1:

Global Scholar Data - Students will be assigned to FLEX classrooms based on performance data from Global Scholar assessments which will be administered at least three times yearly.

Research Cited: Research based Global Scholar results

Activity - DOK 3 Questioning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate higher level questions from the Global Scholar database in their FLEX time.	Academic Support Program	09/01/2015	05/20/2016	\$0	No Funding Required	All instructional teachers

Goal 2: Students will increase their scores on the math portion of the 2015-16 ASPIRE

Measurable Objective 1:

50% of All Students will demonstrate a proficiency of a 2% increase in overall math scores on the ASPIRE in Mathematics by 07/30/2016 as measured by the math portion of the 2015-16 ASPIRE results.

Strategy 1:

Word Problems - Teachers will incorporate more word problems requiring higher level thinking skills.

Research Cited: Global Scholar and ASPIRE data

Activity - Academic Scaffolding	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will analyze higher order word problems	Academic Support Program	09/01/2015	05/20/2016	\$0	No Funding Required	All instructional teachers

Goal 3: St. Clair County District Goal (2015-16) To increase the volume of nonfiction literacy.

Measurable Objective 1:

5% of All Students will demonstrate a behavior in analyzing and interpreting non-fictional text in Reading by 05/20/2016 as measured by the amount of non-fictional text incorporated into classes across the curriculum.

Strategy 1:

Laying the Foundation - Teachers have been trained in Laying the Foundation and are fully implementing the program in Reading and Math classes.

Moody Jr. High School is including non-fictional text across the curriculum to support this program.

Research Cited: Best Practices

Activity - Implement Laying the Foundation Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase non-fictional reading across the curriculum	Academic Support Program	08/17/2015	05/20/2016	\$0	No Funding Required	All Faculty

Goal 4: All eighth grade at-risk (students with grades below 70% in core subjects) students at Moody Jr. High School will receive mentoring during the FY 2015-16 school year.

Measurable Objective 1:

2% of All Students will increase student growth (8th grade at-risk) in academics and feel supported and successful in Mathematics by 05/20/2016 as measured by student surveys. Progress reports, report cards, and proficiency in Global Scholar benchmarks will be secondary data sources.

Strategy 1:

Individualized Student Mentoring - Based on individual class averages at-risk students will be assigned a faculty mentor to review class performance and analyze factors that may impact student growth and achievement.

Students will meet one on one with the mentor throughout the academic year.

Research Cited: DuBois, D. L., Neville, H. A., Parra, G. R., & Pugh-Lilly, A. O. (2002). Testing a new model of mentoring.

New Directions for Youth Development, 93(Spring), 21–57.

Activity - Academic Counseling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Individualized academic counseling provided by MJHS faculty members for academically at-risk students.	Academic Support Program	09/01/2015	05/20/2016	\$0	No Funding Required	All MJHS faculty members

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Implement Laying the Foundation Strategies	Increase non-fictional reading across the curriculum	Academic Support Program	08/17/2015	05/20/2016	\$0	All Faculty
Academic Scaffolding	Students will analyze higher order word problems	Academic Support Program	09/01/2015	05/20/2016	\$0	All instructional teachers
Academic Counseling	Individualized academic counseling provided by MJHS faculty members for academically at-risk students.	Academic Support Program	09/01/2015	05/20/2016	\$0	All MJHS faculty members
DOK 3 Questioning	Teachers will incorporate higher level questions from the Global Scholar database in their FLEX time.	Academic Support Program	09/01/2015	05/20/2016	\$0	All instructional 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		MJHS Parent Stakeholder Surveys

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

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

Areas of Notable Achievement

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

The areas of overall satisfaction from the perspective of our stakeholders are:

4.14 Our school has high expectations for students in all classes.

4.19 Our school provides a safe learning environment.

Both of these indicators were consistent with the parents as well as the students.

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

The stakeholders show a trend of increased satisfaction and/or approval in the areas of:

3.68 All of my child's teachers meet his/her learning needs by individualizing instruction.

3.94 Our school provides an adequate supply of learning resources that are current and in good condition.

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

The high expectations for our students is a consistent finding for both stakeholders and students.

Areas in Need of Improvement

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

An area in which we have the opportunity for growth is within:

3.68 All of my child's teachers meet his/her learning needs by individualizing instruction.

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

We see a trend of growth in the area of:

3.68 All of my child's teachers meet his/her learning needs by individualizing instruction

What are the implications for these stakeholder perceptions?

That we are perceived as not teaching to each individual student(s).

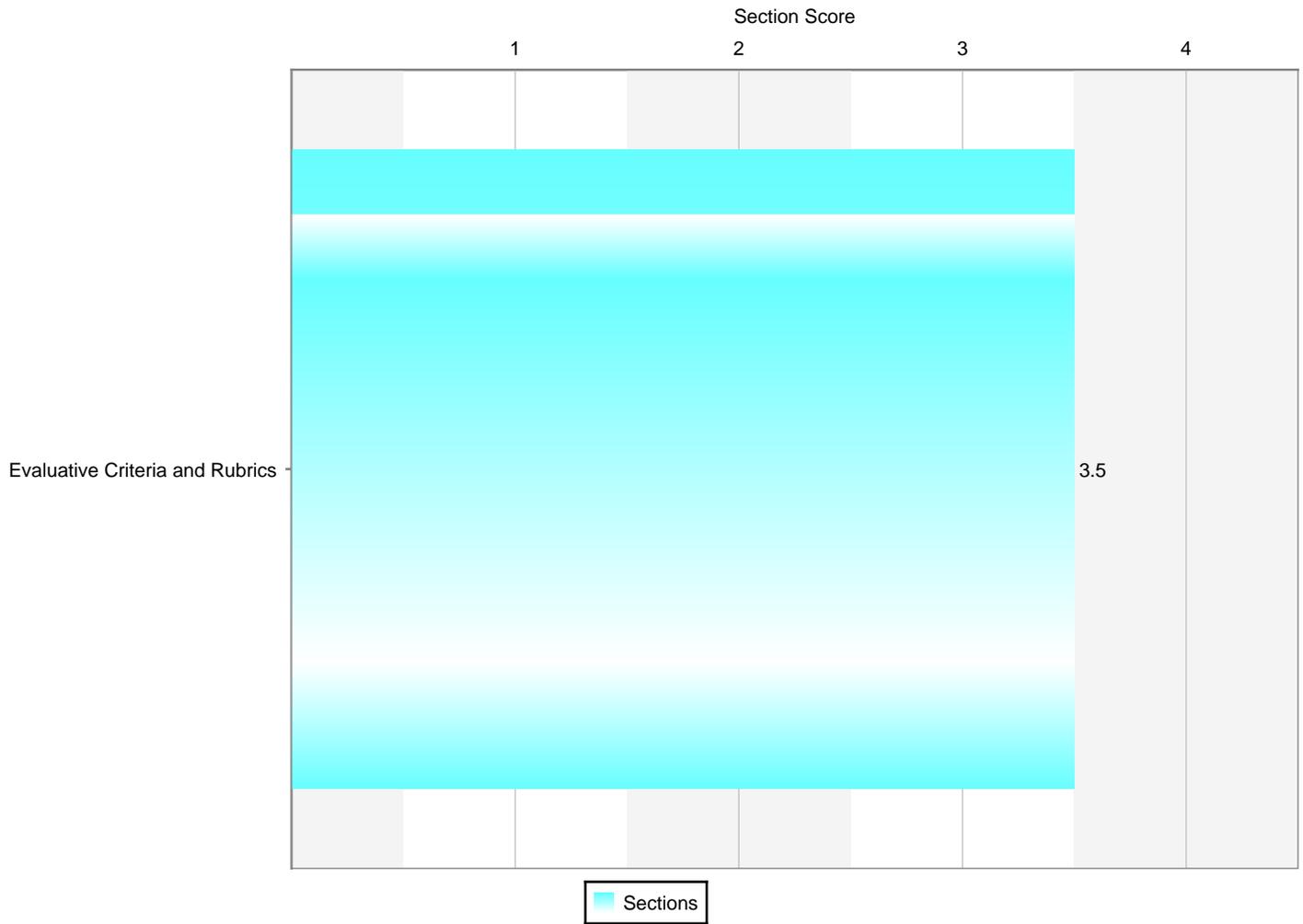
Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The consistent factor that we see with our parents and students:

4.14 Our school has high expectations for students in all classes.

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	17.98	18	1,064,336.00
Administrator Units	1.50	1	74,000.00
Assistant Principal	0.50	1	57,000.00
Counselor	1.00	1	46,000.00
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	0.00	0	1,370.00
Professional Development	0.00	0	1,370.00
State ELL Funds	0.25	.25	10,000.00
Instructional Supplies	0.00	0	8,029.00
Library Enhancement	0.00	0	457.00
Totals			1,317,562.00

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.

N/A

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title II

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

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.

N/A

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.

N/A

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.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

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.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses

N/A