

## Assurances

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

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

Ⓟ Indicates LEA Principal Approval based on Assurances listed above.

## Part I NEEDS ASSESSMENT- SUMMARY OF DATA

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

In September 2011 the school leadership team developed the 2011-12 Continuous Improvement Plan. This information was shared with all staff and interested parents. The school leadership team convened to disaggregate standardized assessment data, Pride survey data, School Incident Report data, PEPE data, and other local data. Results were shared with school faculty, staff, and parents. The school leadership team met to suggest strategies, professional development, and budget requirements for the CIP plan. When the draft was completed, faculty and staff reviewed it, and had the opportunity to suggest modifications if needed. The CIP for the 2011-12 school year was published and shared with the district. Requested modifications were examined and decisions made by the school leadership team and faculty/staff. The finalized CIP was sent to the district school board for approval and signatures.

### Instructional Leadership Team Names and Positions

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

Vance Herron- Principal  
 Keith Smith- Assistant Principal  
 Katrina Cook- Counselor  
 Kitty Pennington- Counselor  
 Brenda Gordon- Library Media Specialist  
 Lisa Foster- Math Teacher  
 Heath Pennington- Science Teacher  
 Teralee Brown- 4th grade Teacher  
 Hope Brock- 5th grade Teacher  
 Sonya Turner- 6th grade Teacher  
 Kellon Nabors- Social Studies Teacher  
 Leanne Burks- Language Arts Teacher  
 Alisa Yielding- Special Education Teacher  
 Jerry Smith- Parent  
 Donna Wilson- Parent

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

### SUMMARY OF NEEDS BASED ON A COMPREHENSIVE REVIEW OF DATA

I have reviewed the [Annual Accountability Results Report](#)

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

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

The guidance counselor compiled an analysis of all necessary data. The CIP committee then met to discuss the data before sharing this data with the faculty of the school. After these meetings, the committee then met as needed to complete the needs assessment.

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

Staffing decisions are made based on the teachers qualifications to the subject for which they are hired.

### Number and percentage of teachers Non-HQT:

### Number and percentage of Classes Taught by Non-HQT:

### Alabama High School Graduation Exam (AHSGE):

#### Strengths:

100% of all 12th grade students were proficient on the Language, Reading, and Biology portions of the AHSGE.  
 96.55% of 11th grade females were proficient on the Biology portion of the AHSGE.  
 89% of 12th grade females were proficient on the Math portion of the AHSGE.  
 89% of free lunch subgroup in the 12th grade were proficient on the Math portion of the AHSGE.

#### Weaknesses:

69% of all 11th graders scored proficient on the Reading portion of the AHSGE. This is 26% below the AMO for 2011-2012. All students proficiency index moved in a negative direction from -15.25% in 2010 to -30.65% in 2011. Male subgroup proficiency index moved in a negative direction from -17.39 to -45.45 in 2011. Free lunch subgroup proficiency index moved from -13.04% to -48.28% in 2011.  
 66.74% of all 11th grade students scored proficient in Math on the AHSGE. This is 24.26% below the AMO for 2011-2012. All students proficiency index moved in a negative direction from -22.03% to -33.87% in 2011. Male subgroup proficiency index moved in a negative direction from -30.43 to -42.42 in 2011. Free lunch subgroup proficiency index moved in a negative direction from -17.39% to -48.28% in 2011.  
 52% of all 11th graders scored proficient on the Social Studies portion of the AHSGE. Male subgroup proficiency index moved in a negative direction from -47.83% to -54.55% in 2011. Free lunch subgroup proficiency index moved in a negative direction from -43.48% to -68.97% in 2011.

### Alabama Reading and Mathematics Test (ARMT):

#### Strengths:

92.68% of all 4th grade students scored proficient in Reading on the ARMT. This is a positive increase of 14.37% from 2010 to 2011.

84% of all 5th grade students scored proficient in Math on the ARMT. This is a positive increase of 8% from 2010 to 2011.

88% of all 7th grade students scored proficient in Reading. This is a positive increase of 18% from 2010 to 2011.

### **Weaknesses:**

55.9% of all 8th grade students scored proficient in Reading on the ARMT. This is 28.1% below the AMO for 2011-2012. Black subgroup proficiency index moved in a negative direction from -25 to -83 in 2011. Male subgroup proficiency index moved in a negative direction from -32.5 to -50 in 2011. Free lunch subgroup proficiency index moved in a negative direction from -33.33 to -63.64 in 2011. Special Education subgroup proficiency index moved in a negative direction from -26.86% to -39.86% in 2011.

44.28% of all 7th grade students scored proficient in Math on the ARMT. This is 38.72% below the AMO for 2011-2012. Black subgroup proficiency index moved in a negative direction from 90.91 to 93.33 in 2011.

77.05% of all 6th grade students scored proficient in Reading on the ARMT. This is 5.95% below the AMO for 2011-2012. Female subgroup proficiency index moved in a negative direction from -10 in 2010 to -25.71 in 2011. White subgroup proficiency index moved from -13 to -21.15 in 2011.

### **Alabama Science Assessment:**

#### **Strengths:**

The seventh grade scored best in Standard 1 (characteristics common to living things). There was an 11% increase in students meeting standards from 2010 to 2011.

#### **Weaknesses:**

63% of all 7th grade students did not meet standards in identifying differences between DNA and RNA.

### **Stanford 10:**

#### **Strengths:**

92% of fourth grade students scored proficient in Reading Vocabulary.

90% of fourth grade students scored proficient in Reading Comprehension.

99% of fourth grade students scored proficient in Mathematics Procedures.

90% of fourth grade students scored proficient in Mathematics Problem Solving.

#### **Weaknesses:**

49% of eighth grade students did not score proficient in Reading Comprehension.

39% of eighth grade students did not score proficient in Reading Vocabulary.

39% of eighth grade students did not score proficient in Mathematics Procedures.

### **Dynamic Indicators of Basic Early Literacy Skills (DIBELS):**

#### **Strengths:**

N/A

#### **Weaknesses:**

N/A

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

### **Alabama Direct Assessment of Writing (ADAW):**

#### **Strengths:**

N/A

**Weaknesses:**

N/A

**ACCESS for English Language Learners (ELLs):****Strengths:**

50% of ELLs scored 4.3 and higher on overall proficiency score.  
2nd year ELL students scored 6.0 on speaking.

**Weaknesses:**

1st year ELL students scored 1.8 and lower on speaking.  
2nd+ year ELL students scored 4.1 and below on writing.  
None of the 8 ELL students tested scored 4.8 or higher on the ACCESS test as required to exit the program.

**EducateAL or other Professional Evaluation Profile Information:****Strengths:**

The Educator Self Assessment Summary Report for the 2010-11 school year reveals the following areas as sources of strength:  
2.3 Applying- Creates a safe, orderly, and stimulating learning environment that nurtures responsibility, motivation, and engagement of learners.  
2.5 Applying- develops challenging, standards-based academic goals for each learner, using knowledge of cognitive, social, and emotional development.  
3.7 Integrating- Identifies and integrates available emerging technologies into the teaching of all content areas.

**Weaknesses:**

The Educator Self Assessment Summary Report for 2010-2011 school year reveals the following areas of weakness:  
2.5 Applying- Engages learners in developing and monitoring goals for their own learning and behavior.  
5.1 Applying- Collaborates with stakeholders to facilitate student learning and well-being.  
5.2 Applying- Engages in ongoing professional learning or move practice forward.

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

7th grade scored proficient in both math and science.

**Weaknesses:**

Lack of training for test administrators.

**Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments, other Rtl data):****Strengths:**

The Star Math and Reading components of Renaissance Learning has been implemented in our RTI program.

**Weaknesses:**

Since this is a first year program, there is a certain level of inexperience along with a lack of materials.

**Career and Technical Education Program Data Reports:**

**Strengths:**

The total number of students enrolled in Career Technical Education programs in our school and the local Career Technical Education School is 258.

**Weaknesses:**

Lamar County did not meet the standard for Non-traditional participation.

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

No expulsions in 2010-2011.

**Weaknesses:**

45 total out of school suspensions in 2010-2011.

12 total alternative school placements in 2010-2011.

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

100% of all 12th grade students passed the AHSGE in Reading, Biology, and Language. This is a 15% increase from the previous year in Language, and an 8% increase from the previous year in Reading. There was no change in the Biology portion. Male subgroup proficiency in Reading increased from 81% in 2010 to 100% in 2011. Male subgroup proficiency in Language increased from 71% in 2010 to 100% in 2011.

**Weaknesses:**

The graduation rate dropped from 79% to 78%. Four year projected drop out rate for 2010 was 13.07%.

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

Teacher attendance for 2010-2011 was 93.79%

**Weaknesses:**

19% of faculty have 5 years or less experience in the system.

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

Yearly attendance percentages:

2009= 95.5%

2010= 94.02%

2011= 94.36%

Student attendance increased by .34% for 2011 from 94.02% to 94.36%.

**Weaknesses:**

Student daily attendance has been below 95% over a two year period.

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

- School web site
- Local newspapers
- State report card available to all parents

94% of parents feel welcome in the school according to the 2010-11 survey.

87% of parents feel encouraged to be involved in their child's education according to the survey.

85% of parents feel they can reach their child's teacher to discuss their child's education according to the survey.

**Weaknesses:**

Lack of parental involvement and feedback from progress reports and report cards.

64% of parents stated they did not know how to be involved in school planning committees according to the 2010-2011 parent survey.

60% of parents stated they did not know about volunteer work at their child's school according to the survey.

**School Perception Information related to student PRIDE data.****Strengths:**

90.6% of students 7-12 reported not using cigarettes or smokeless tobacco in the last year.

97 % of students 7-12 reported not using marijuana or prescription medication of any kind during the last year.

83% of students feel the school sets clear rules against the use of drugs at school.

81% of students feel encouraged by their teachers to succeed.

**Weaknesses:**

63% of students reported they did not feel teachers called their parents about their progress in class.

35% of students reported they did not feel teachers helped them with stress management.

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

Teachers are utilizing internet sites to translate work from English to Spanish from Spanish to English.

Teachers are using Spanish language textbooks and workbooks where available.

**Weaknesses:**

Teacher training in instructing ELL students.

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

Teacher enrolled in professional development for ESL teacher training.

Teachers utilize Google translate and Transact to ensure student understanding of material.

**Weaknesses:**

Lack of ELL instructor and personnel who can speak a language other than English.

**School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities.**

**Strengths:**

- Variety of instructional materials.
- Teacher knowledge of standards in their teaching area.
- New Pacing Guides align curriculum with testing competencies.

**Weaknesses:**

Collaboration and communication among professional staff.

**Part II - GOAL TO ADDRESS ACADEMIC NEEDS**

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

**CONTINUOUS IMPROVEMENT GOALS (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):****G1. Increase Reading scores-8th grade**

## Description:

By the end of the 2011-2012 school year, we will increase the number of students scoring proficient in Reading for grade 8 on the spring ARMT from 55.92% to 84%.

## Data Results on which goal is based:

ARMT/Graduation Rate

Target Grade Level(s): Grade 8

Target Content Area(s): Reading

ARMT: Reading

## Additional Academic Indicators:

Star Reading

## Target Student Subgroup(s):

Special Education Black students

## Courses of Study:

Alabama Course of Study Standards in Reading

**Strategies:**

**S1.1 Reading Comprehension**

**Description:**

Use longitudinal data to identify weakest reading standards in all eighth grade classes.

**Action Steps:****AS1.1.1 Star Testing****Description:**

Identify students' current reading levels and weakest reading standards through STAR testing.

**Benchmarks:**

Student scores on initial STAR testing and monthly rescreening.

**AS1.1.2 Reading RTI****Description:**

Students who do not score at benchmark or above benchmark on STAR testing will be placed in remediation classes during RTI period.

**Benchmarks:**

Monthly rescreening on STAR test.

**Interventions:**

Provide teacher training on use of longitudinal data.

**Resources:**

Standardized test scores \$0.00

**S1.2 Effective Vocabulary****Description:**

All Language Arts teachers will increase vocabulary development by providing instruction in synonyms, antonyms, context clues, and multiple meaning words.

**Action Steps:****AS1.2.1 Vocabulary Direct Instruction****Description:**

Identify vocabulary/academic language, utilize direct instruction, repetition, and learning rich sentences.

**Benchmarks:**

Teachers will provide feedback to students on individual scores of weekly vocabulary assessments. Teachers will keep record of weekly scores in gradebook, monitoring each students progress.

**Interventions:**

Provide teacher training and materials congruent to vocabulary instruction.

**Resources:**

ARMT Coach materials \$1000.00

**S1.3 Implement Intensive Writing**

## Description:

Implement intensive writing in English classes.

**Action Steps:****AS1.3.1 Writing Implementation**

## Description:

Increase amount of writing instruction to at least one writing assignment every six weeks, vary the length of writing assignments that students will be assigned, and further develop the quality of writing instruction and assignments by utilizing various writing tools such as rubrics.

## Benchmarks:

Teacher will monitor progress of student writing giving feedback to students to help improve their skills in this area.

## Interventions:

Teachers will adjust lesson plans accordingly.

## Resources:

\$0.00 Teacher made materials, composition books

**G2. Increase Graduation Rate-Math**

## Description:

By the end of the 2011-2012 school year, we will increase the number of 12th grade students scoring proficient on the Math portion of the AHSGE from 66.13% to 100%.

## Data Results on which goal is based:

AHSGE

Target Grade Level(s): Grade 12

Target Content Area(s): Math

ARMT: Math

## Additional Academic Indicators:

Graduation Rate/ Star Math

## Target Student Subgroup(s):

Male subgroup Female subgroup Black subgroup Free lunch subgroup

## Courses of Study:

All AHSGE standards/objectives in Math Alabama Course of Study Standards

**Strategies:****S2.1 Bell Ringers**

**Description:**

All math teachers will create and utilize bell ringers which allow for the review of basic math skills.

**Action Steps:****AS2.1.1 Multiple choice math problems****Description:**

Use sample multiple choice items from the State Book of item specifications to review the content standards. Use 2 or 3 questions each day as "bell ringers" for students to answer at the beginning of class.

**Benchmarks:**

Teacher will monitor the student responses.

**Interventions:**

Teacher will review bell ringer problems and adjust them to meet student needs.

**Resources:**

\$00.00 Teacher made problems, chalk/white board, chalk/markers, ELMO

**S2.2 Longitudinal data****Description:**

Use longitudinal data to identify weakest math standards in all math classes.

**Action Steps:****AS2.2.1 Math remediation****Description:**

Based on information from longitudinal data, remediation will be geared toward AHSGE content through RTI classes for those students who are at risk.

**Benchmarks:**

Teacher will document standards remediated by utilizing the AHSGE documentation forms provided by Alabama State Department of Education.

**Interventions:**

Teachers will review and adjust as needed to accomplish student understanding of standards.

**Resources:**

\$00.00 Standardized test scores

**S2.3 Improve Test-taking Skills****Description:**

Improve student test-taking skills to increase passing scores on the AHSGE.

**Action Steps:****AS2.3.1 Test Question Format**

**Description:**

Teachers in all math classes will provide some questions on each chapter test as well as on semester exams in the AHSGE format.

**Benchmarks:**

Teacher monitoring of test scores and filing copies of test.

**Interventions:**

Teacher training on AHSGE question format

**Resources:**

\$00.00 Standardized and teacher made test

**3. Increase Graduation Rate-Reading****Description:**

By the end of the 2011-2012 school year, we will increase the number of 12th grade students scoring proficient on the Reading portion of the AHSGE from 69.36% to 100%.

**Data Results on which goal is based:**

AHSGE

Target Grade Level(s): 12th grade

Target Content Area(s): Reading

ARMT: Reading

**Additional Academic Indicators:**

Star Reading

**Target Student Subgroup(s):**

Male subgroup Black subgroup Special Education subgroup White subgroup Free Lunch subgroup

**Courses of Study:**

All AHSGE standards in reading Alabama State Course of Study standards

**Strategies:****3.1 Reading Focus****Description:**

Focus on Reading Comprehension with at risk and/or all students.

**Action Steps:****3.1.1 Reading comprehension focus****Description:**

At risk students will be assigned Reading remediation during RTI. Teacher will lead the class with recognizing story structure, summarization, and cooperative learning, as well as question generation and answering about basic comprehension.

Benchmarks:  
Analysis of individual work

Interventions:  
Re-teach as necessary to the strategic intervention students in RTI as necessary.

Resources:  
\$1800.00 AHSGE exam practice materials

### §3.2 Longitudinal data

Description:  
Use longitudinal data to identify weakest reading standards.

#### Action Steps:

##### AS3.2.1 RTI Intervention

Description:  
At risk students will be placed in Reading remediation during RTI.

Benchmarks:  
Teacher will monitor progress through proper documentation.

Interventions:  
Teachers will utilize test data to address those weak areas in reading. Teachers will then adjust accordingly to meet the needs of students.

Resources:  
\$00.00 Standardized test scores

### §3.3 Effective Vocabulary

Description:  
Provide effective Vocabulary instruction to all students in grades 7-12.

#### Action Steps:

##### AS3.3.1 Identify Vocabulary

Description:  
Teachers will identify vocabulary/academic language, utilize direct instruction, and use repetition with those students who are at risk.

Benchmarks:  
Teacher will utilize appropriate documentation during RTI.

Interventions:  
Teachers will reteach if necessary any pertinent vocabulary.

Resources:

AHSGE practice materials previously mentioned Teacher generated materials, \$0.00

#### **G4. Increase Math Scores- 7 & 8 grades**

**Description:**

By the end of the 2011-2012 school year, proficiency index scores in Math for the 7th and 8th grade will move from 44.28% to 83% and from 66.66% to 85%.

**Data Results on which goal is based:**

ARMT

Target Grade Level(s): 7 and 8

Target Content Area(s): Math

ARMT: Math

**Additional Academic Indicators:**

AHSGE

**Target Student Subgroup(s):**

All students subgroup Male subgroup Black subgroup Special Education subgroup Free lunch subgroup

**Courses of Study:**

Alabama Course of Study standards ARMT standards

**Strategies:**

**S4.1 Model Math**

**Description:**

Model math comprehension and process skills for all students.

**Action Steps:**

**AS4.1.1 Group math work**

**Description:**

I do, We do, You do. The 5 E's learning model (engage, explore, explain, extend, evaluate) will be incorporated by 7th and 8th grade math teachers daily . Students will also be given time to discuss and then practice what they know. There will also be a questioning time and wait time for student reflection.

**Benchmarks:**

Teacher will evaluate student progress.

**Interventions:**

Teacher will adjust lesson plans as needed.

**Resources:**

\$0.00 Elmo, whiteboard, teacher made materials, workbooks, textbooks

**S4.2 Bell Ringers**

## Description:

Create and utilize bell ringers which allow for the review of basic math skills.

**Action Steps:****AS4.2.1 Bell ringers**

## Description:

All math teachers will use sample multiple choice items from the State Book of item specifications to review the content standards. Use 2 or 3 questions each day as "bell ringers" for students to answer at the beginning of class.

## Benchmarks:

All math teachers in grades 7 and 8 will analyze individual student work on bell ringers on a daily basis.

## Interventions:

Teacher will adjust bell ringers to meet student needs.

## Resources:

\$0.00 ELMO, whiteboard, teacher made materials

**S4.3 Collaborative data meetings**

## Description:

Collaborative data meetings will be used to analyze end-of-month/standards based assessments and other test data.

**Action Steps:****AS4.3.1 Math Meetings**

## Description:

Data meetings will be used to analyze end of month standards.

## Benchmarks:

100% of math teachers will attend the monthly meetings.

## Interventions:

Teachers will adjust lesson plans to meet the needs of students.

## Resources:

\$0.00 Teacher materials, student work samples

**S4.4 Math tutorial**

## Description:

Provide tutorial services based on math proficiency needs.

**Action Steps:**

**AS4.4.1 RTI Intervention****Description:**

All students will be screened with Star Math and then placed in RTI period for math intervention as needed.

**Benchmarks:**

Teacher will track progress of student work.

**Interventions:**

Students will be rescreened periodically to track performance.

**Resources:**

Star Math ARMT tutorials

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

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

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

**G1. Writing Goal****Description:**

50% or more EL students in grades 4-10 will perform at least 2.5 proficiency in writing on ACCESS for ELL students.

**Data Results on which goal is based:**

During the spring administration of the ACCESS test, 5 out of 8 ELL students scored below 2.0 proficiency in writing.

Target Grade Level(s): Grades 4-10

Target ELP Language Domain(s): Writing

WIDA Standards: Language Domain: Writing

**Strategies:****S1.1.1 WIDA Model****Description:**

Using WIDA Model Performance Indicators as guidance for developing language objectives that focus on the language domains of reading and writing.

**Action Steps:****AS1.1.1 Lesson plans****Description:**

Language Arts classroom teachers use planning time to develop lesson plans that integrate language objectives.

**Benchmarks:**

ELL students perform language assignments at grade level including all writing assignments,

**Interventions:**

Teachers will adjust lesson plan objectives to accommodate ELL students.

**Resources:**

Classroom supplies

**S1.2 Rosetta Stone****Description:**

Utilize Rosetta Stone computer program with ELL students.

**Action Steps:****AS1.2.1 Practice****Description:**

Students will practice oral and written English daily. They will also practice reading English as well as hearing the language spoken.

**Benchmarks:**

Student performance at grade level.

**Interventions:**

Reassign levels for mastery of each level.

**Resources:**

Rosetta Stone

**G2. Speaking Goal****Description:**

50% or more ELL students in grades 4-10 will perform at least 3.0 proficiency in speaking on ACCESS for ELL students.

**Data Results on which goal is based:**

During the spring administration of the ACCESS test, the 5 out of 8 students that scored 1.8 and below proficiency in speaking were 1st year students in U.S.

Target Grade Level(s): Grades 4-10

Target ELP Language Domain(s): Speaking

WIDA Standards: Language Domain: Speaking

**Strategies:****S2.1 Performance Indicators****Description:**

Using WIDA model performance indicators as guidance for development language objectives that focus on the language domain of speaking.

**Action Steps:****AS2.1.1 Speaking Action Step**

## Description:

Classroom teachers use planning time to develop lesson plans that integrate speaking skills.

## Benchmarks:

Students perform reading assessments at grade level.

## Interventions:

Additional time will be set aside during RTI period for using the literacy program to reinforce speaking skills.

## Resources:

Rosetta Stone Headphones Lesson plans

**S2.2 Language Objectives**

## Description:

Using WIDA Model Performance Indicators as guidance for developing language objectives that focus on the language domain of speaking.

**Action Steps:****AS2.2.1 Practice**

## Description:

Students will utilize program in the classroom and library and practice oral English daily.

## Benchmarks:

Student performance at grade level.

## Interventions:

Teachers will adjust lesson plan objectives to accommodate ELL students.

## Resources:

Rosetta Stone Headphones

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

**Part IV - STRATEGIES TO ADDRESS SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, AND BUILDING SUPPORTIVE LEARNING ENVIRONMENTS** Strategies developed to address improving school safety, classroom management /discipline, and building supportive learning environments should be related to the weaknesses or program gaps identified in the data summary (e.g., parental/community involvement, teacher collaboration, student/teacher motivation). The LEA and school must develop a timeline for multiple reviews of continuous improvement efforts.

**G1. Student Attendance**

**Description:**

Pride survey data results show that 40% of students feel that absenteeism interferes with classroom performance. 60% of students reported hating to be in school. Therefore, incentives will be provided to improve student perception of school attendance as related to school performance and success.

**Strategies:****S1.1 Incentives****Description:**

Create incentives for perfect attendance.

**Action Steps:****AS1.1.1 Student Incentives****Description:**

Consult with local businesses about awards for those students with perfect attendance.

**Benchmarks:**

Monitoring of absenteeism

**Interventions:**

Individual student conferences to discuss absenteeism.

**Resources:**

\$0.00 Local business donations

**S1.2 Absenteeism reporting****Description:**

Reporting of excessive absenteeism and verifying cause of absences.

**Action Steps:****AS1.2.1 Absenteeism reporting****Description:**

Principal, Counselor, or designee will contact Attendance Officer when a student has an excessive number of absences.

**Benchmarks:**

monitoring of absenteeism

**Interventions:**

Individual student conferences to discuss absenteeism.

**Resources:**

\$0.00

**G2. Student Transitions**

**Description:**

Improve the transitions between grade to grade and school to school.

**Strategies:****S2.1 4th grade visitation****Description:**

Planned visitations for rising 4th graders.

**Action Steps:****AS2.1.1 Visitation****Description:**

Third grade students will be invited to tour the school and meet fourth grade teachers in the Spring.

**Benchmarks:**

Third grade teacher feedback and success of program

**Interventions:**

Adjust visitation agenda.

**Resources:**

\$0.00

**S2.2 8th Grade Parent Meeting****Description:**

Eighth grade parent meeting

**Action Steps:****AS2.2.1 Parent meeting****Description:**

An eight grade parent meeting will be conducted annually during the Second Semester by the high school counselor as well as other personnel to inform students and parents about transition from middle to high school.

**Benchmarks:**

Parental feedback

**Interventions:**

Parent feedback to adjust agenda

**Resources:**

\$0.00 Elmo, Powerpoint, Lunchroom

**G3. Teacher collaboration**

**Description:**

To provide a supportive learning environment, collaboration among all teachers as well as among individual departments will be implemented utilizing various communication tools.

**Strategies:****§3.1 Collaboration****Description:**

Administration will continue to send weekly emails to inform teachers of upcoming events. The announcement board on INOW will also be utilized to inform teachers as well.

**Action Steps:****AS3.1.1 Collaboration****Description:**

Teachers will be encouraged to check the school calendar in planning events. Everyone should follow proper procedures to post events on calendar.

**Benchmarks:**

Copies of email and school calendar will be placed in evidence box. Also, INOW announcement board will be monitored.

**Interventions:**

Principal conference

**Resources:**

\$0.00 Email, school web site, school calendar in office, INOW

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

**Teacher Mentoring:**

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

The local LEA provides a new teacher orientation training for new teachers. Also, veteran teachers are asked to support (mentor) new and/or inexperienced teachers in their areas.

**Budget:**

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

There are several monetary sources that are integrated and coordinated into the financial management and instructional planning of Lamar County High/Vernon Intermediate School. The following is a comprehensive list of fund sources, with an explanation of their usage.

- The State of Alabama Foundation Program: The State of Alabama funds the BASIC programming in terms of teacher units based on student enrollment. For the 2011-2012 school year the state is funding 39.02, plus fringe benefits, teacher supply money, Technology, Library Enhancement, Professional Development, ELL, and Textbooks. The grand total of state money is \$2,629,986.00. A budget detail is enclosed with this plan.
- Title I – Part A (Federal): Lamar County High/Vernon Intermediate School is Title I school wide. Title I funds were used to pay one teacher salary, one-fourth specialist salary, and

one paraprofessional salary as well

as to purchase paper for classroom instructional and remediation use, basic instructional supplies for classroom use, drop-out prevention material, 4-6 classroom workbooks with a concentration in grammar, writing, word studying, and spelling, ARMT remediation supplies, AHSGE remediation supplies, and computers. This budget total is 136,976.85.

- Title II - Professional Development (Title II) funds are used to provide professional development for staff members based upon needs as indicated by the professional development survey contained in the comprehensive needs assessment for Lamar County High/Vernon Intermediate School. The Professional Development Coordinator, building principal, and Federal Programs Coordinator all work together to ensure that the needs of the school are met.
- Title IV Safe and Drug Free Schools funds (Title IVA) are used to provide drug, alcohol, and tobacco use prevention materials along with violence prevention education materials. The Federal Programs Coordinator works with the building principal to implement and coordinate drug abuse and violence prevention activities.
- Title VI - Rural and Low-Income Funds (Title VI) are used for a variety of programs. Funds from this source are used to purchase needed materials to purchase technological equipment to enhance use of technology in the classroom and student materials will also be purchased to aid in the implementation of the reading program.

### Transition:

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

Lamar County High/Vernon Intermediate School realizes that students need support emotionally and academically during periods of transition from elementary school to intermediate school and from middle school to high school. The following are transition activities offered:

- 3rd grade students visit the intermediate school during the spring to meet with teachers and visit classrooms
- Counselors meet with 3rd, 6th, and 8th grade students to discuss the adjustments that they will be making to their move to their new school
- An open house for all grades is held prior to the beginning of the new school year at which students and parents may meet teachers and visit classrooms

### Highly Qualified Teachers:

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

Applications are requested district-wide when openings are available in order to choose only those teachers who are highly qualified. The decision of hiring highly qualified staff is made by the local district. Principals are required to have the knowledge of each teacher's highly qualified status and the area the teacher is highly qualified to teach. All scheduling and assignment decisions must be made using this information. One Hundred percent of the teachers in LCHS/VIS are highly qualified.

### Assessments and Teacher Involvement:

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

Lamar County High/Vernon Intermediate School teachers are involved in the decisions regarding the use of state academic assessments. Teachers administer assessments to determine if students have mastered objectives taught. These assessments are used to determine if further instruction should continue or if remedial activities need to be implemented. The following are various ways that teachers make decisions to guide instruction:

- The faculty studies the disaggregated data and results of the state assessments.
- Problem Solving Team members evaluate data collected on referred students to determine if more in depth testing is needed or if a referral for special services is required.
- Teacher representation and input are included on school budget committees, policy committees, textbook selection committees, and school calendar committees.

### Special Populations:

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

All students at Lamar County High/Vernon Intermediate School have access to all services and programs available, including free/reduced lunch, Title I services, Special Education services, At Risk, and counseling services. We also use the Department of Human Resources, the Department of Mental Health, and various community resources to provide students with necessary school supplies, food, clothing, and shelter. All homeless, migratory, and ELL students have equal access to free, appropriate, public education, and are provided the opportunity to meet the same challenging state content and performance standards to which all students are held without being stigmatized or isolated. The counselor identifies limited English proficient students upon enrollment. Each student receives a home language survey used to determine eligibility for limited English proficient testing. All eligible students are tested with the WIDA Access Placement Test to determine if a student is eligible to receive services through the ELL program. Parents or guardians have the right to waive Title III Supplementary services. If the students score proficient on the WIDA Access test and is performing on grade level, the student becomes eligible to exit the ELL program and will be monitored to insure success.

Economically disadvantaged students are identified through the application for free and reduced lunch. Students with low family income will be identified as economically disadvantaged students and will be eligible to receive free or reduced breakfast and lunch during the school day.

### **Special Populations (as listed in the Carl D. Perkins Career and Technical Education Act 2006, Section 3):**

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

**Applies Only to Secondary Schools**

All students at Lamar County High/Vernon Intermediate School have access to all services and programs available, including free/reduced lunch, Title I services, Special Education services, At Risk, and counseling services. We also use the Department of Human Resources, the Department of Mental Health, and various community resources to provide students with necessary school supplies, food, clothing, and shelter. All homeless, migratory, and ELL students have equal access to free, appropriate, public education, and are provided the opportunity to meet the same challenging state content and performance standards to which all students are held without being stigmatized or isolated. The counselor identifies limited English proficient students upon enrollment. Each student receives a home language survey used to determine eligibility for limited English proficient testing. All eligible students are tested with the WIDA Access Placement Test to determine if a student is eligible to receive services through the ELL program. Parents or guardians have the right to waive Title III Supplementary services. If the students score proficient on the WIDA Access test and is performing on grade level, the student becomes eligible to exit the ELL program and will be monitored to insure success. Economically disadvantaged students are identified through the application for free and reduced lunch. Students with low family income will be identified as economically disadvantaged students and will be eligible to receive free or reduced breakfast and lunch during the school day.

**Extended Learning Opportunities:**

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

- Teacher review of student permanent records, previous test results, and any other pertinent information which would help the teacher to determine student strengths and weaknesses.
- Communication with previous instructors who have insight about student learning styles.

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

**Parental Involvement:**

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

- Lamar County High School/Vernon Intermediate will strive to inform and involve the parents of students participating in the Title I program in the following ways:
- Notice of Title I services will be sent home, in an understandable format, via the students.
  - Parents will receive an invitation through the local newspaper to the Annual title I planning meeting.
  - Meetings will set at flexible/convenient times.
  - Upon request, parent meetings will be called discuss any and all concerns.
  - Parents will join in school/parent compacts to ensure academic success.
  - Frequent progress reports will be provided for parents.

**Describe: 1) How there will be a flexible number and format of parent meetings offered; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school.**

1. Lamar County High/Vernon Intermediate School will accomplish much of this through the first Open House meeting at the beginning of the school year. At that time, parents will receive an overview of
  - the state academic content standards
  - the state academic achievement standards
  - what services will be offered
  - the parents' right to be involved in their child's education and to understand the method of assessment
  - the parents' role in helping their child succeed
  - the School Parent Compact
2. Lamar County High/Vernon Intermediate School has included involvement strategies that satisfy the requirements of Section III8 in its Title Schoolwide Plan. These strategies are as follows:

- Annual meeting for all parents to receive Title I information
- Parent-teacher conferences
- Parent-principal conferences
- PTO meetings
- Parent-School Compacts/Contracts
- Parent-School-Community Involvement

3. Parents will be surveyed to identify any wants or needs. Parents who are committee members will be aware of these requests and will ensure their inclusion in the discussion of the plan's budget. Our Parent Advisory Committee helps formulate ideas and determine where and how our funds for parental involvement may be spent. These federal, state, and local funds are used for

- Title I Newsletter, written in English and Spanish
- parent support training in IEP meetings
- 504 Plan meetings
- PTO meetings
- student handbooks to offer parents help regarding parenting issues
- stamps (mail out information to parents)
- paper (to copy and print information for parents)

**Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children.**

The following activities will be used to provide parent input in planning, evaluating, and operating Title Programs to best benefit the students involved.

- An annual parent meeting will be scheduled to inform parents of the schools participation in the Title I program, the requirements of the Title I plan, and the rights of the parents to be involved. Parents will be notified of the meeting times by letters carried home by the students, and the information will be posted on the school website and in the local newspaper.
- Open house is designed to introduce parents and students with teachers and to inform parents of the Title I Program. At the annual meeting and the open house, parents will be given information on the Title I programs, the curriculum, and how their child will be assessed. Parents will also learn how to schedule meetings with teachers and how to become involved in decisions related to their child's education.
- Parents are also given a copy of the student handbook at the beginning of the school year.

**Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated).**

- Parents will be asked to sign parent/student compacts to insure the education of the student and provide parent input in helping children succeed.
- Parents will be asked to help with homework and other assignments.
- Parents will be informed of the progress of students and how the program is benefiting them. Parent surveys are sent home for parental input.
- Parents leaders serve on the committee that reviews and updates the school compact.

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

Procedures are in place for parents to make and submit to the SDE any comments of disagreement with any aspect or component of the Consolidated Application for the NCLB funding are as follows

The disagreement must be made in writing to the Lamar County Board of Education Director of Federal Programs to the address below:

Lamar County Board of Education  
 Director of Federal Programs  
 PO Box 1379  
 Vernon AL 35592

The disagreement will be kept confidential. The disagreement will be read and discussed with School Superintendent and Board Members, as needed. Appropriate action will be taken if resolution can be made from LEA. If resolution cannot be made with LEA, the disagreement will be included with the submission of the NCLB Consolidated Application to the SDE. The SDE will respond to the disagreement, as they deem appropriate.

**Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)  
 To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic**

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

Lamar County High/Vernon Intermediate School provides the following venues for parent participation and training concerning the state's academic content standards and student academic achievement standards, state and local academic assessments, Title I requirements, and monitoring techniques that they can use to assess their child's progress and work with teachers to improve student achievement.

- Open house at the beginning of the each school year
- Parent/Teacher Conference days
- PTO meetings
- Student report cards and progress reports
- Parents will be encouraged to contact teachers and make appointments throughout the year to check progress of students.
- An open door policy is designed for guidance counseling programs and school issues throughout the year.
- Title I parent meetings

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

In order to foster parental involvement, Lamar County High/Vernon Intermediate School supplies all parents with information at the beginning of each year which might be needed throughout the year to insure that their child's optimum academic achievement is reached. A Parent/Teacher Conference day is scheduled in the Fall, and the school website supplies a calendar of events and the contact information of each teacher for scheduling individual conferences. In addition, the school counselor's web page supplies a variety of information for use by parents and students.

**(3) Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)**

Lamar County High/Vernon Intermediate School will continue its efforts, through in-services and faculty meetings to improve parent/school involvement and to stress the importance of parental involvement. We utilize the community and school organizations such as PTO, Athletic Boosters, and Band Boosters to help increase parent involvement.

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

Lamar County High/Vernon Intermediate School coordinates its parent involvement for all parents. Written notes and notices of school events are sent home regularly. Calendars and other current information is posted on the school website. Accommodations are made for Spanish-speaking parents.

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

Teachers will utilize Google Translate to send home information in the language the parents understand. Also, TransAct is also utilized whenever possible to communicate with parents.

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

Lamar County High/Vernon Intermediate School makes every effort to schedule meetings to accommodate parents. Calendars are checked for conflicts with community organizations. Conferences and open house are scheduled after local major business hours.

**Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.**

The school provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. The school employs one Foreign Language instructor (Spanish) who is available to assist in verbal communications with Spanish-speaking parents. At this time, the school has no migrant students. Every effort is made to accommodate parents with

disabilities. The school is a handicapped-accessible building. Special accommodations will be made to communicate with homebound parents by phone or through home visits when needed.

## Part VII- PROFESSIONAL LEARNING NEEDS RELATED TO ACADEMIC CHALLENGES

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

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

### Learning Activities:

#### **Standardized Test and Graduation Rate**

**What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?**

§ ARMT Scores—Reading and Math § Graduation rate § AHSGE scores

**What types of professional learning will be offered?**

RTI training AMSTI training

**When will the session be delivered?**

October 2011-2012

**What are the expected outcomes of professional learning?**

**(Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)**

- As students are identified and an intervention plan is implemented through RTI, an increase in the number of passing scores on the AHSGE is expected.
- Through implementation of the RTI process and an increase of ARMT scores, there is an expectancy of a higher graduation rate and a decrease in the dropout rate.

**How will participants be held accountable for successful implementation and in what ways will evidence be collected to show effective assimilation/integration of strategies?**

- Success of intervention strategies as set forth by the PST committee
- Graduation rate as reported in the Adequate Yearly Progress Status Report
- ARMT Reading and Math scores as reported in the Adequate Yearly Progress Status Report
- Observations
- CIP Targeted Assistance annual review

**What are the funding sources, estimated expenses, and proposed names of consultants or entities? Example: Title II, \$...00**

\$0.00 LEA- Katrina Cook Kitty Pennington AMSTI trainers

## Part VIII - Coordination of Resources/Comprehensive Budget

### I. State Foundation Funds

	FTEs Earned	Units Placed	Total Salaries
FTE Teacher Units	34.02	34.02	2,613,920.00
Administrator Units	1	1	0
Assistant Principal	1	1	0
Counselor	1.5	1.5	0
Librarian	1.5	1.5	0
Career and Technical Education Administrator	0	0	0
Career and Technical Education Counselor	0	0	0
Technology			0
Professional Development			0
State ELL Funds			0
Instructional Supplies			5,259
Library Enhancement			0
<b>Total of All Salaries:</b>			<b>\$2,619,179.0</b>

### II. Federal Funds

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

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

One teacher salary, one-fourth specialist salary, one paraprofessional salary  
 PD= \$5946.00  
 PI= \$1576.85  
 M&S= \$20,788.00  
 \$129,454.00 School allocation

**Total :** 136,976.85

#### Title I: ARRA Funds

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

N/A

**Total :** 0

**Title II: Professional Development Activities**

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

1.65 classroom reduction units, PD activities

**Total :**

**Title III: For English Language Learners**

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

N/A

**Total :**

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

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

N/A

**Total :**

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

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

.85 data specialist  
.13 tech coordinator  
materials and supplies

**Total :**

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

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

Materials and supplies to support career tech programs.

**Total :**

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

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

N/A

**Total :**

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

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

N/A

**Total :**

**III. Local Funds (if applicable)**

**Local Funds**

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

N/A

**Total :**