



ACIP

Hollywood Elementary School

Jackson 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?

Hollywood Elementary School, Hollywood, Alabama, is located in the northeastern corner of the state in Jackson County. The community of Hollywood has a population of approximately 950 residents inside what is considered the town limits and possibly that many more in the "community" which consists of the town and outer lying communities such as Tupelo, Fackler, and Carnes. It is a rural area nestled in the mountains of the Appalachia. There are very few retail businesses within the town of Hollywood. There are a few stores, a restaurant, some churches, a few industries/commercial businesses, and a few home-based businesses. Most basic amenities such as shopping, banks, grocery, and medical offices are found in nearby Scottsboro which is the county seat of Jackson County and the city of Scottsboro boasts a population of around 16,000. The nearest urban center is Huntsville, Alabama, which is approximately forty-five miles away or Chattanooga, TN which is approximately one hour away. Hollywood currently has an unemployment rate of 6.1 percent (reported July, 2016), which is slightly above the state average of 5.8% the national average of 4.9 percent. The unemployment rate may be deceiving due to the fact that many families who were receiving unemployment benefits have been unemployed for such a time that they are no longer receiving benefits thus not calculated in these figures. For population of residents 25 years and over in Hollywood, sixty-five percent have a high school diploma, 5.1% have a bachelor's degree, and 1.0% have a graduate or professional degree. The high level of poverty continues to be reflected in the limited literacy experiences seen in many incoming pre-kindergarteners and kindergartners. Hollywood Elementary School serves PreK-8 students. The enrollment is approximately 160 students. The faculty, parents and community work together in the provision of the best possible education for our students. The enrollment numbers are sometimes misleading due to the fact that Hollywood houses one of the main Multi-handicapped classes in the county and students from PreK - 12 whose disability prevents them from being in the regular classroom attend school in this unit. Students in this classroom range in age from 5 to 21 years of age. The school is located seven miles from the courthouse square in Scottsboro. In a rural area that is plagued with poverty and unemployment, this location creates some problems:

- Parents have the option of transporting their children to the city school system upon an application, approval, and tuition fee.
- Very few businesses are located in the Hollywood area to recruit as Partners in Education.

Of the problems associated with the location of the school, the potential for transience creates the greatest problem.

- Approximately 10% of the school's population tends to drift from one school/system or school to another.

In the past, Hollywood Elementary School (HES) currently has had approximately 92% of the student population receiving free and/or reduced food services. This school year all students are receiving free breakfast and lunch based on our poverty level, and our enrollment has increased and while this may not be the only factor, it is believed to be considered a factor. This is a reflection of the low socioeconomic level present in the Hollywood community. Since 1974, the community has dealt with the ups and downs of Bellefonte Nuclear Plant being constructed and ultimately completed. TVA/Bellefonte has been rumored and scheduled to restart several times with each time giving hope to the area; however, now Bellefonte Nuclear Plant is for sale with many incentives being offered for the purchaser. Representatives of TVA state their main goal in the sale is to create jobs, so once again the community waits and hopes. A Google Data Warehouse is being located in the community of Bridgeport which lies about 17 miles north of the town of Hollywood. There are several empty industrial buildings that are located in Hollywood that economic leaders remain hopeful will possibly be filled with suppliers to the Google plant. The main employer for the area is Maples Textiles with mills within five miles of Hollywood School in the Scottsboro community.

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.

Purpose

The purpose of Hollywood Elementary School is to prepare our students to make sound life choices. We educate our students to be productive citizens of their community and of the world. We encourage cooperation among the family, the school, and the community as the best means to ensure that our students assume the personal responsibilities inherent to good citizenship.

Beliefs

1. All Curricular and program decisions must be student-centered, promote academic achievement and research-based as well as data-driven
2. Instructional planning must be driven by student data as it relates to achievement.
3. Teaching strategies must be varied to meet the needs of all learners and instill in students to become lifelong learners.
4. Appropriate intervention in reading and math are essential in ensuring that all students reach their full potential.
5. Assessment and evaluation techniques must be based on sound research and useful in directing instruction to promote individual student progress.
6. Classroom management must promote a safe and physically comfortable environment and encourage students to take ownership of their learning.
7. Professional development is essential to continuous improvement.
8. Technology integration throughout the curriculum will be implemented across grade levels.
9. School and community collaboration are an integral part of a successful school.

Vision

Hollywood Elementary School will be a place where all students who enter our building will be challenged to reach higher levels of learning and develop the skills needed to become successful learners.

Mission

In the presence of a nurturing school climate and in cooperation with the parents, it is the mission of Hollywood Elementary School to provide a positive and challenging educational program that enables students to meet or exceed their academic potential.

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.

Students are exhibiting gains in reading and math according to the STAR Reading and Math. Analysis is underway with analyzing our ACT Aspire scores as this is the third year they were assessed thus more data is available to analyze these scores. The school is striving to exhibit growth in our reading and math scores as well as implement STEM projects to create skilled workers for the evolving work force of the future.

With the implementation of recreation leagues in the community, the basketball team has improved in order to compete with other area schools that implement athletics at an early age, thus the basketball team has won two back-to-back championships thus increasing school spirit. The school is striving to increase test scores in reading, math, and writing over the next three years.

The school is also striving to create a positive perception among the community by encouraging community involvement as well as creating activities to implement family and community involvement with the school. Based on survey results, it is believed this goal is being met. A "Backpack Buddies" program is also being implemented this school year. This provides food to students that they may prepare themselves that they take home on Fridays for the weekend. The numbers for this program are increasing. The second session of Food for Thought, a volunteer-based after school program on Wednesdays sponsored by a local church which provides a snack, homework help, and a bag of snacks for each of the participants is offered.

Another area of improvement is the overall appearance of the school. Extensive landscaping has taken place on the exterior as well as many items on the interior such as interior painting, construction of trophy case, additional doors to create a foyer as well as safety of students where those entering the school have to pass through two secured entrances prior to entering the main area of the school with access to classrooms as well as additional security cameras.

Over the next three years, we are striving to improve relationships with students by implementing the Advocacy program. Staff are assigned a small group of students and they meet at least once per semester. The advocate takes an interest in each of their group members and monitors the student including grades and gives them individualized attention.

One of the major areas that we our school in lacking would be the areas of arts and music. In the enrichment classes for fifth through eighth grade, art is being taught; however, this program would need to be expanded. Music is not offered to our students. Hollywood is not afforded that opportunity.

Additional Information

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

The school staff takes a team approach to problem solving and works together to complete tasks. Parents, stakeholders, community members, and others are invited to visit the school to notice the changes. A Star Student programs have been implemented to recognize students for their overall person rather than only academic or athletic abilities. Star Students are recognized in a variety of ways including print, posters, recognition of the students, recognition on the television information screens and in newspapers and website. In despite of our culture, low socioeconomic status, and high poverty level of the area, students are still competing on level with their peers in schools/systems with greater assets. While Hollywood is a small community, the town and community supports the school and exhibits pride in their community school.

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.

Members of the community are representatives from all aspect of the system and include administration, teachers, principals, stakeholders, students, and parents. To provide an adequate sampling as well as input from a variety of interest groups, team members were asked to serve on the committee based on their expertise and expressed desire to further the achievement of all students served as well as their interest in the success of the community school and its students. Meetings will be conducted at various times in order to best accommodate all stakeholders. Technology and instruction work simultaneously together, thus technology planning and CIP planning take place at the same time. The technology subcommittee addresses and identifies those areas dealing with technology/media. Roles were assigned based on their individual areas of expertise or job descriptions. Hollywood School recognizes that through the collaboration of programs and the alignment of local, state, and federal funds, we will increase effectiveness and eliminate duplication of effort.

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

The Leadership team is comprised of departments within Hollywood School and the Hollywood community: principal, counselor, instructional coach, a sampling of teachers from varying grade levels as well as collaborative Parent, community, and student representatives complete the district team. The school and the central office work collaboratively together to provide the best utilization through the resources available. The principal is the head of the leadership team and is supported by everyone involved in the school as faculty, parents, or stakeholders. The team is comprised of the following members and their roles are as follows:

Michael Wilborn, Principal

Missy Tolleson, ACIP Chair/Counselor/Teacher

Rachel Hill, Administrative Assistant

Beverly Patalas, Collaborative Teacher

Suzy Pike, Instructional Coach

Judy Wilson, Elementary, 2nd/Family

Tammy Summers, Elementary 1st

Breck Reed, Middle, 5th/6th

Angie Fowler, 1st Grade/Advocacy Chair

Candace Fennell, Parent

Amanda Elizondo, EL Parapro

Jody Lynn Wright, Parapro in General Education Classroom

Amy Pierce, Parent

Ann Martin, Community Member

Ilene Cothron, Parent/City Government/Community Member

Angie Kirkland, Nurse

Carla Dulaney, Third Grade Teacher/Survey Chair

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Jessica Treece, Fourth Grade Teacher

Blanca Gifford, Preschool

Melinda Rogers, Media Specialist

Harward Durham, Middle School Math/Science

Alicia Young, Collaborative Teacher K12, MD Unit

Kim Ikard, Parapro MD Unit

Vandi Tidwell, Student Representative

From this committee, specifically the technology subcommittee: Michael Wilborn, Principal; Missy Tolleson, Counselor/Teacher; Melinda Rogers, Media Specialist; Suzy Pike, Instructional Coach; Harward Durham, Middle School Math/Science; Carla Dulaney, Elementary; Ann Martin, Community Member, and Vandi Tidwell,, Student Representative

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

Copies of the A-CIP & School Technology Plan are available on the school's website hollywood.jce.schoolinsites.com as well as on the district website jackson.k12.al.us. A copy may also be obtained in the school's main office, media center as well as the counselor's office. The A-CIP & School Technology Plan will be updated as needed as well as presented at meetings and other opportunities to provide the stakeholders with information.

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	The Student Performance Data Document has been uploaded for Hollywood School.	Student Performance Document

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is 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 have noticeably declined.	Level 3

Areas of Notable Achievement

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

Based on English scores on the ACT Aspire, English is above the expected levels of performance, due to students performance on classroom assessments and assignments in English. Since this is only the second year of administration of the ACT Aspire, it was difficult to determine notable achievement trends. From the beginning of the 2014-2015 school year until the beginning of the 2015 - 2016 school year, all classes made overall positive gains in reading and math according the STAR Reading and Math reports.

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

Hollywood third graders in the area of math have shown as positive trend each year with the percentages of proficiency increasing each year,. The reading side of third grade has been up and down, Fourth grade exhibited a downward spiral in math and reading over the past several years,5th grade exhibited a little ground in math, but not reading, Grade 6 went downward in math and two years in reading; however, this year the scores were better.

Which area(s) indicate the overall highest performance?

3rd grade exhibited 3rd in the county with their math scores and all three years Hollywood math students scored near or above the county average, Reading scores were not as proficient; however, each class scored above the district average. In the 2016 administration of 6th grade reading, this class scored above the district average. Eighth grade reading has scored above the district average in all reading for the past three years,

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

Due to our school not having 20 in any subgroups, it is difficult to dissect which area has increasing performance, however, data supports that our EL students are progressing well according to STAR Reading and Math tests and their results on the ACT Aspire, however, some did not perform as well as previous years on the ACCESS test for ELs.

Between which subgroups is the achievement gap closing?

Due to our school not having 20 in any subgroups, it is difficult to dissect which area has increasing performance, however, data supports that our EL students are progressing well according to STAR Reading and Math tests and their results on the ACT Aspire.

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

STAR Reading and Math reports document increasing growth in reading and math in all grade levels.

Areas in Need of Improvement

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

Writing in every grade was below the expected level of performance.

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

Writing skills were well below mastery on the ACT Aspire. Also, students in earlier grades such as 3 - 5 performed better on the ACT Aspire than students in grades 6-8. More emphasis will be placed on writing in all grades, in all content areas. Teachers will place at least one open ended question on each assessment.

Which area(s) indicate the overall lowest performance?

The overall lowest performance is in writing.

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

While there are not enough students in our school for the group to be considered a subgroup, special education students show a trend toward decreasing performance especially as they advance farther in grade levels.

Between which subgroups is the achievement gap becoming greater?

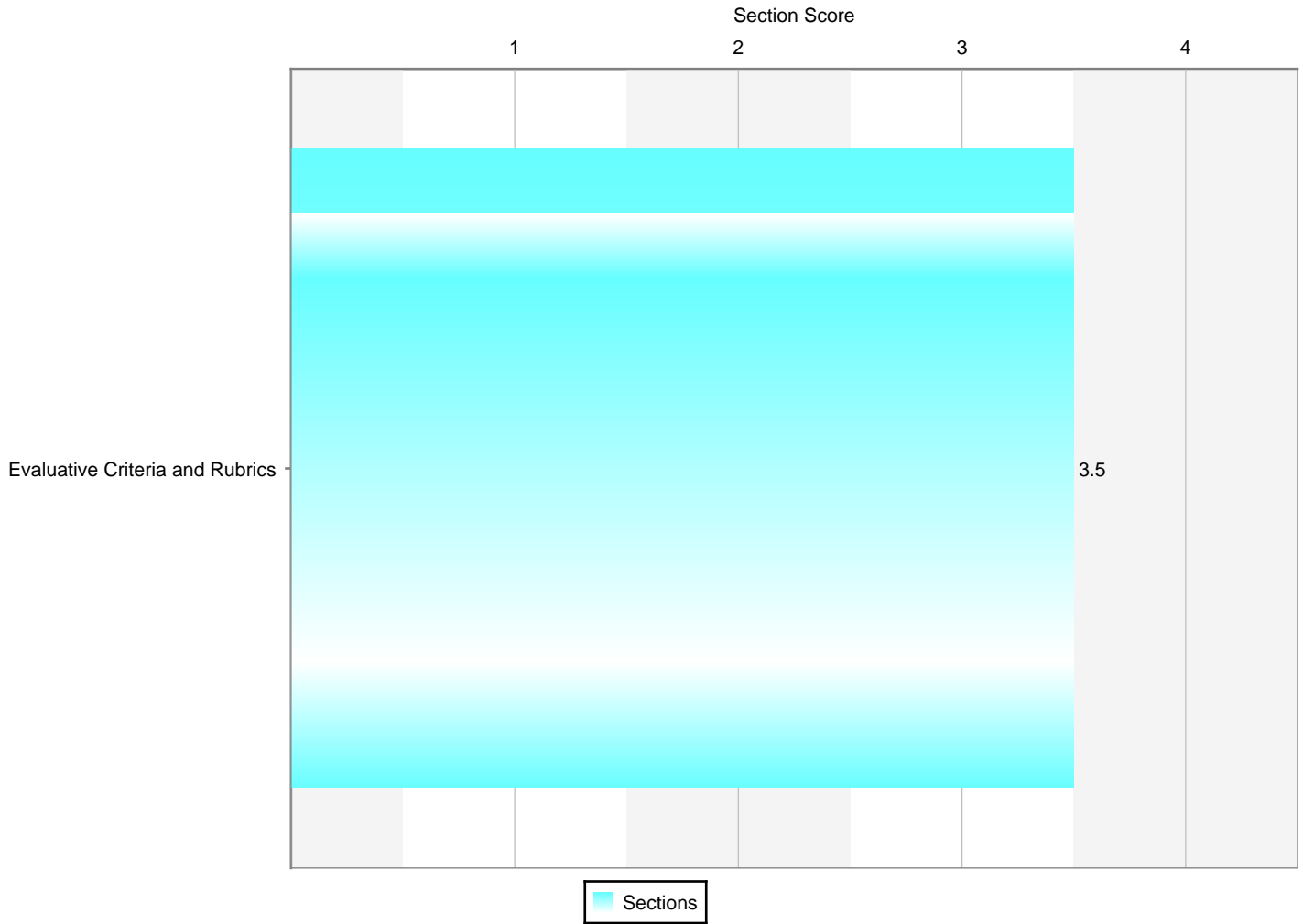
The achievement gap between the general education students and the special education students is continuing to increase as measured by ACT Aspire and STAR Reading and Math.

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

As special education students progress, the achievement gap between general education and special education students increases according to ACT Aspire and STAR Reading and Math Tests.

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	Signatures of Instructional Leadership Team and Positions	Leadership Team Signatures

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		Civil Rights Document Jackson County EL Plan Jackson County Federal Programs Plan

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. Chris Davis, Special Education Coordinator, 16003 Alabama Hwy. 35, Scottsboro, AL 35768, Phone: 256-259-9500; Email: davis@jackson.k12.al.us Mr. Mark Guffey, Federal Programs Coordinator, 16003 Alabama Hwy. 35, Scottsboro, AL 35768; Phone: 256-259-9500; Email: guffey@jackson.k12.al.us	

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		2016-2017 Jackson County Student Handbook 2016-2017 Jackson County Parental Involvement

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Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes		Hollywood School Parent Compacts in English and Spanish

2016-2017 Hollywood Continuous Improvement Plan

Overview

Plan Name

2016-2017 Hollywood Continuous Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Provide a rigorous and effective instructional program to ensure the academic growth of all students.	Objectives: 5 Strategies: 9 Activities: 19	Academic	\$0
2	Engage Parents and Community in the Educational Process	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$0
3	Ensure that all students have optimal instruction time.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$0

Goal 1: Provide a rigorous and effective instructional program to ensure the academic growth of all students.

Measurable Objective 1:

62% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in comprehension in Reading by 06/30/2020 as measured by ACT Aspire assessment.

Strategy 1:

Professional Development on Close Reading for K-8 ELA Teachers - Professional Development which focuses on understanding, implementing, and evaluating close reading strategies and questioning techniques that foster critical thinking skills will be provided. The processes involved in this approach to comprehension are highyield instructional strategies that include active engagement and student collaboration. The strategies require students to compare and contrast, summarize, annotate, make inferences, predict and draw conclusions. It includes teacher modeling of high-order thinking skills and hold students accountable for evidence-based answers to probing questions.

Category:

Research Cited: Marazno

Activity - Teacher Collaboration and Self-Assessment on Effective Questioning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA Teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge using an observation tool developed by the school district. Vertical grouping will serve the secondary purpose of vertical articulation.	Professional Learning	08/08/2014	06/01/2017	\$0	No Funding Required	Principals, ELA Teachers, Curriculum Coordinator
Activity - Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-8 English Language Arts Teachers and Content Area teachers will participate on close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies.	Professional Learning	10/03/2016	01/03/2017	\$0	No Funding Required	Curriculum Coordinator
Activity - Professional Development on Teaching Foundational Reading Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies. Third grade teachers will also have face-to-face strategies with the ARI specialist.	Professional Learning	10/03/2016	07/31/2017	\$0	Title II Part A	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers

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Activity - Professional Development on Vocabulary Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development on vocabulary development will be provided through a book study for teachers of K-8. K-4 teachers will participate in a face-to-face book study with school reading specialists, and teachers of grades 5-8 will complete an online book study.	Professional Learning	10/03/2016	07/31/2017	\$0	Title II Part D	Curriculum Coordinator, Principals, Reading Specialists, Teachers

Strategy 2:

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - All ELA, social studies, and science teachers in grades K-8 will participate in a careful analysis of the portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. All ELA, social studies, and science teachers in grades 3-8 will participate in a careful analysis of the ELA portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.

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

Activity - Professional Development on Data Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks. Vertical articulation of the curriculum will be addressed through data meetings.	Professional Learning	10/03/2016	11/01/2017	\$0	No Funding Required	Principals, Instructional Coaches, Teachers, Curriculum Coordinator

Activity - Professional Development on Data Analysis of Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks.	Professional Learning	09/23/2015	11/30/2016	\$0	No Funding Required	Principals, Curriculum Coordinator, Teachers

Activity - Increase the Inclusiveness of Personnel in Reading Data Meetings for the ACT Aspire	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All schools with grades K-8 will expand the use of summative data meetings to include content teachers in the analysis of ACT Aspire data for reading.	Academic Support Program	10/03/2016	11/01/2017	\$0	No Funding Required	Curriculum Coordinator, Principals, Reading Specialists, Teachers

(shared) Strategy 3:

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

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

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, appropriate supervisors, and the district's school improvement specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0	No Funding Required	Superintendent, Appropriate Supervisors, Principals

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals and appropriate supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0	No Funding Required	Superintendent, Appropriate Supervisors, Principals

Measurable Objective 2:

70% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in problem solving in Mathematics by 06/30/2020 as measured by ACT Aspire assessment..

Strategy 1:

Implementation of Math Practice Standards - Teachers will use the math practice standards to support instruction that provides opportunities for multi-step problem solving and real-life applications of mathematics skills.

Category:

Activity - Including Real-life Problem Solving and Math Application Skills in Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach critical thinking skills by using real-life, math application strategies through a variety of methods to reach all learners.	Direct Instruction	10/06/2014	05/31/2017	\$0	No Funding Required	Principals, Teachers

(shared) Strategy 2:

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

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Principals and appropriate supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0	No Funding Required	Superintendent, Appropriate Supervisors, Principals

Strategy 3:

Professional Development for K-8 Teachers on Teaching Computational and Reasoning Strategies - Math teachers in grades K-8 will have an opportunity to participate in online, self-paced professional development on the strategies used in the standards-based Eureka Mathematics program. The professional development includes training videos and materials.

Category: Develop/Implement Professional Learning and Support

Activity - Independent, Online Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers in grades K-8 will participate in online, self-paced professional development of the strategies used in the standards-based Eureka Mathematics program for the purpose of implementing these strategies in their classroom.	Professional Learning	09/23/2016	06/30/2017	\$0	Title II Part A	Curriculum Coordinator, Principals, Instructional Coaches

Activity - Professional Development on Using Number Talks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development on using number talks will be provided for new K-8 teachers and teachers who have not had an opportunity to participate in this type of professional development in the past.	Professional Learning	11/15/2016	05/01/2017	\$0	No Funding Required	Curriculum Coordinator, Principals, Teachers

Strategy 4:

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement in Mathematics - Increased emphasis will be placed on the use of formative and summative assessments to inform instruction.

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

Activity - Increased Emphasis of Data Meetings Focused on Math Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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SY 2016-2017

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ACIP

Hollywood Elementary School

Teachers in grades K-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks. Teachers in grades K-8 will participate in a careful analysis of the math portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers in grades 3-8 will participate in a careful analysis of the math portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.	Academic Support Program	10/03/2016	06/01/2017	\$0	No Funding Required	Curriculum Coordinator, Principals, Teachers
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Activity - Increased Emphasis on Data Meetings Focused Formative Math Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. Regularly scheduled meetings will be held in all schools. Vertical articulation of the curriculum will be addressed through data meetings.	Academic Support Program	10/03/2016	08/31/2017	\$0	No Funding Required	Curriculum Coordinator, Principals, Teachers

Measurable Objective 3:

62% of English Learners students will demonstrate a proficiency in reading comprehension in Reading by 05/29/2020 as measured by ACT Aspire assessment..

(shared) Strategy 1:

Curricular and Instructional Guidance - All schools will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

Category:

Research Cited: WIDA

Activity - Face to Face Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development for teachers will be provided as needed. Teachers who attend SAMUEL and other EL trainings will complete turn around training at individual schools.	Academic Support Program, Professional Learning	10/13/2015	05/29/2020	\$0	No Funding Required	EL coordinator, Staff completing training, Staff, EL Parapro

Activity - WIDA ACCESS Assessment and IELPs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The WIDA ACCESS will be administered annually as benchmark assessments and the basis for development of all IELPs.	Academic Support Program	10/13/2015	05/29/2020	\$0	No Funding Required	EL Coordinator, Teachers of EL students, EL Parapro,

Measurable Objective 4:

70% of English Learners students will demonstrate a proficiency problem solving in Mathematics by 05/29/2020 as measured by ACT Aspire assessment..

(shared) Strategy 1:

Curricular and Instructional Guidance - All schools will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

Category:

Research Cited: WIDA

Activity - Face to Face Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development for teachers will be provided as needed. Teachers who attend SAMUEL and other EL trainings will complete turn around training at individual schools.	Academic Support Program, Professional Learning	10/13/2015	05/29/2020	\$0	No Funding Required	EL coordinator, Staff completing training, Staff, EL Parapro

Activity - WIDA ACCESS Assessment and IELPs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The WIDA ACCESS will be administered annually as benchmark assessments and the basis for development of all IELPs.	Academic Support Program	10/13/2015	05/29/2020	\$0	No Funding Required	EL Coordinator, Teachers of EL students, EL Parapro,

Measurable Objective 5:

80% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking and problem solving in (STEM) Technology, Engineering, Mathematics, and in Science by 06/01/2020 as measured by project rubrics, lesson plans, and classroom observations, .

Strategy 1:

STEM Professional Development - Science, Technology, and Mathematics teachers will participate in multi-discipline workshops which support STEM instruction.

Category: Develop/Implement Professional Learning and Support

Activity - Grade Level Workshops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level workshops (which utilized local resources, AMSTI trainers, and Science in Motion) will address instructional strategies and the development of multi-discipline lessons which uses hands-on learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems.	Professional Learning	01/04/2016	06/01/2020	\$0	No Funding Required	Curriculum Coordinator, Principals, Teachers

Activity - Moodle Site for Teacher Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Hollywood Elementary School

Teachers will share lesson plans, grading rubrics, and project activities on a Moodle site with a collaboration space for each grade level.	Academic Support Program	10/03/2016	06/01/2020	\$0	No Funding Required	Curriculum Coordinator, Principals, Staff
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Strategy 2:

Curriculum Development for Robotics - In order to ensure equity across the school district STEM teachers will collaborate to identify what students should know and be able to at each level of robotics instruction. Such collaboration will result in a robotics curriculum for the school district.

Category: Develop/Implement College and Career Ready Standards

Activity - Defining and Organizing Robotics Concepts and Applications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STEM Teachers will collaborate to develop a robotics curriculum for Jackson County Schools which is generally leveled as elementary, middle, and high school content. The curriculum will define what students should know and be able to do at each level. The development of a core curriculum will provide guidance and support to teachers while setting a minimum base-line for equity across the school district as robotics becomes available to all students.	Policy and Process	12/01/2016	08/01/2017	\$0	No Funding Required	Curriculum Coordinator, Principals, Robotics Teachers

Goal 2: Engage Parents and Community in the Educational Process**Measurable Objective 1:**

collaborate to inform parents and the community of the academic achievement and other accomplishments of Jackson County students using a variety of delivery methods by 06/30/2017 as measured by parent and community surveys..

Strategy 1:

Dynamic Website - With the assistance of the district, the school will redesign its website interface to be more dynamic and engaging through the use of graphic and video presentations. Multiple staff members will work on their particular area, ie sports, media center, guidance, PTO, etc to entice visitors to the website because of it will be dynamic and updated with information.

Category:

Activity - Website Redesign	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
With the assistance of the district, the school will implement an informative website to notify the community and showcase the accomplishments of our school as well as needed information.	Community Engagement	01/04/2016	06/30/2017	\$0	No Funding Required	Tech Coach, Team/School section leaders for their individual areas

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Hollywood Elementary School

Activity - Remind App	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents, students, and stakeholders have the opportunity to sign up for a Remind application on their computer or smartphone that will provide them with vital school information. Newsletters and print information will also be sent home to ensure equity.	Community Engagement	09/08/2015	05/26/2017	\$0	No Funding Required	Principal, Staff

Strategy 2:

School Initiatives for Stakeholder Involvement - The Leadership Team as well as employees from the Federal Programs section of the JCBOE examines its parent and community involvement efforts. Hollywood will develop and execute strategies for increasing its outreach to parents and the community.

Category:

Activity - Family Fun Night/Event	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will host a family night which involves a free (to the family and student) dinner, a kickball game between staff and the parents, and a movie for families.	Community Engagement	08/12/2015	06/30/2017	\$0	No Funding Required	Principal, Teachers, Staff, & Volunteers

Activity - PTO	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each class will take a part in presenting at PTO in an attempt to increase attendance at PTO meetings. A schedule will be decided upon at the first PTO meeting.	Community Engagement	08/12/2015	06/01/2017	\$0	No Funding Required	Principal, Teachers, Volunteers

Activity - Programs Honoring Others	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will host and take part in offering events in an attempt to "give back" to our community. These events will include, but not be limited to, a Veteran's Day program, breakfast/luncheon honoring our community partners, and similar programs to promote the school.	Community Engagement	08/12/2015	06/01/2017	\$0	No Funding Required	Principal, Teacher, Staff, Volunteers

Goal 3: Ensure that all students have optimal instruction time.**Measurable Objective 1:**

collaborate to reduce the percentage of unexcused absences from the 2015-2016 baseline of 22% to 19% by 06/30/2017 as measured by daily attendance accumulated in the state attendance program. .

Strategy 1:

Hollywood School Advocacy Program - The Hollywood School Advocacy Leader will participate in a district workshop pertaining to the development of an advocacy program for students in which the leader will provide turnaround training for the faculty and staff of Hollywood School.

Category: Develop/Implement Student and School Culture Program

Activity - Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hollywood School will develop their own plan for their advocacy program and launch the program with a "Kick Off" Day.	Academic Support Program	08/26/2016	09/06/2016	\$0	No Funding Required	School Improvement Specialist, School Advocacy Leaders, Teachers, Staff, and Principals

Activity - Advocacy Leader Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Hollywood School advocacy leader will meet monthly with other district leaders to discuss research-based practices utilized in advocacy programs, monitor activities, and evaluate progress.	Professional Learning	09/29/2016	05/12/2017	\$0	No Funding Required	School Improvement Specialist, School Advocacy Leaders, Teacher, Principals

Activity - Regularly Scheduled Advocacy Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hollywood School will schedule advocacy sessions throughout the school year with a minimum of once per month.	Academic Support Program	08/26/2016	05/30/2017	\$0	No Funding Required	School Improvement Specialist, School Advocacy Leaders, Teachers and Staff, Principals

Strategy 2:

Parent/Guardian Notification System - Hollywood School will conduct an evaluation system of the notification program utilized and brainstorm ways to improve the current program in use.

Category: Develop/Implement Learning Supports

Activity - Planning and Implementing a Notification System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Hollywood Elementary School

Hollywood School will conduct an evaluation of the notification program utilized and brainstorm ways to improve the program.	Academic Support Program	09/15/2016	05/30/2017	\$0	No Funding Required	Principals and selected school personnel
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development on Teaching Foundational Reading Skills	Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies. Third grade teachers will also have face-to-face strategies with the ARI specialist.	Professional Learning	10/03/2016	07/31/2017	\$0	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers
Independent, Online Professional Development	Math teachers in grades K-8 will participate in online, self-paced professional development of the strategies used in the standards-based Eureka Mathematics program for the purpose of implementing these strategies in their classroom.	Professional Learning	09/23/2016	06/30/2017	\$0	Curriculum Coordinator, Principals, Instructional Coaches
Total					\$0	

Title II Part D

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development on Vocabulary Development	Professional development on vocabulary development will be provided through a book study for teachers of K-8. K-4 teachers will participate in a face-to-face book study with school reading specialists, and teachers of grades 5-8 will complete an online book study.	Professional Learning	10/03/2016	07/31/2017	\$0	Curriculum Coordinator, Principals, Reading Specialists, Teachers
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Remind App	Parents, students, and stakeholders have the opportunity to sign up for a Remind application on their computer or smartphone that will provide them with vital school information. Newsletters and print information will also be sent home to ensure equity.	Community Engagement	09/08/2015	05/26/2017	\$0	Principal, Staff

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Hollywood Elementary School

Planning and Implementing a Notification System	Hollywood School will conduct an evaluation of the notification program utilized and brainstorm ways to improve the program.	Academic Support Program	09/15/2016	05/30/2017	\$0	Principals and selected school personnel
Classroom Observations	Principals and appropriate supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0	Superintendent, Appropriate Supervisors, Principals
Professional Development on Data Analysis of Summative Assessments	Teachers in grades K-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks.	Professional Learning	09/23/2015	11/30/2016	\$0	Principals, Curriculum Coordinator, Teachers
Increased Emphasis on Data Meetings Focused Formative Math Assessments	An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. Regularly scheduled meetings will be held in all schools. Vertical articulation of the curriculum will be addressed through data meetings.	Academic Support Program	10/03/2016	08/31/2017	\$0	Curriculum Coordinator, Principals, Teachers
Including Real-life Problem Solving and Math Application Skills in Lessons	Teachers will teach critical thinking skills by using real-life, math application strategies through a variety of methods to reach all learners.	Direct Instruction	10/06/2014	05/31/2017	\$0	Principals, Teachers
Teacher Collaboration and Self-Assessment on Effective Questioning	ELA Teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge using an observation tool developed by the school district. Vertical grouping will serve the secondary purpose of vertical articulation.	Professional Learning	08/08/2014	06/01/2017	\$0	Principals, ELA Teachers, Curriculum Coordinator
Regularly Scheduled Advocacy Sessions	Hollywood School will schedule advocacy sessions throughout the school year with a minimum of once per month.	Academic Support Program	08/26/2016	05/30/2017	\$0	School Improvement Specialist, School Advocacy Leaders, Teachers and Staff, Principals
Grade Level Workshops	Grade level workshops (which utilized local resources, AMSTI trainers, and Science in Motion) will address instructional strategies and the development of multi-discipline lessons which uses hands-on learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems.	Professional Learning	01/04/2016	06/01/2020	\$0	Curriculum Coordinator, Principals, Teachers
Face to Face Professional Development	Professional development for teachers will be provided as needed. Teachers who attend SAMUEL and other EL trainings will complete turn around training at individual schools.	Academic Support Program, Professional Learning	10/13/2015	05/29/2020	\$0	EL coordinator, Staff completing training, Staff, EL Parapro

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Hollywood Elementary School

Advocacy Leader Meetings	The Hollywood School advocacy leader will meet monthly with other district leaders to discuss research-based practices utilized in advocacy programs, monitor activities, and evaluate progress.	Professional Learning	09/29/2016	05/12/2017	\$0	School Improvement Specialist, School Advocacy Leaders, Teacher, Principals
Increase the Inclusiveness of Personnel in Reading Data Meetings for the ACT Aspire	All schools with grades K-8 will expand the use of summative data meetings to include content teachers in the analysis of ACT Aspire data for reading.	Academic Support Program	10/03/2016	11/01/2017	\$0	Curriculum Coordinator, Principals, Reading Specialists, Teachers
Professional Development on Data Analysis of Formative Assessments	Teachers in grades K-8 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks. Vertical articulation of the curriculum will be addressed through data meetings.	Professional Learning	10/03/2016	11/01/2017	\$0	Principals, Instructional Coaches, Teachers, Curriculum Coordinator
Administrator Walk Throughs	Principals, appropriate supervisors, and the district's school improvement specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0	Superintendent, Appropriate Supervisors, Principals
Professional Development on Using Number Talks	Professional Development on using number talks will be provided for new K-8 teachers and teachers who have not had an opportunity to participate in this type of professional development in the past.	Professional Learning	11/15/2016	05/01/2017	\$0	Curriculum Coordinator, Principals, Teachers
WIDA ACCESS Assessment and IELPs	The WIDA ACCESS will be administered annually as benchmark assessments and the basis for development of all IELPs.	Academic Support Program	10/13/2015	05/29/2020	\$0	EL Coordinator, Teachers of EL students, EL Parapro,
Professional Development for Advocate Leaders and Teachers	Hollywood School will develop their own plan for their advocacy program and launch the program with a "Kick Off" Day.	Academic Support Program	08/26/2016	09/06/2016	\$0	School Improvement Specialist, School Advocacy Leaders, Teachers, Staff, and Principals

ACIP

Hollywood Elementary School

Defining and Organizing Robotics Concepts and Applications	STEM Teachers will collaborate to develop a robotics curriculum for Jackson County Schools which is generally leveled as elementary, middle, and high school content. The curriculum will define what students should know and be able to do at each level. The development of a core curriculum will provide guidance and support to teachers while setting a minimum base-line for equity across the school district as robotics becomes available to all students.	Policy and Process	12/01/2016	08/01/2017	\$0	Curriculum Coordinator, Principals, Robotics Teachers
Moodle Site for Teacher Collaboration	Teachers will share lesson plans, grading rubrics, and project activities on a Moodle site with a collaboration space for each grade level.	Academic Support Program	10/03/2016	06/01/2020	\$0	Curriculum Coordinator, Principals, Staff
Increased Emphasis of Data Meetings Focused on Math Summative Assessments	Teachers in grades K-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks. Teachers in grades K-8 will participate in a careful analysis of the math portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers in grades 3-8 will participate in a careful analysis of the math portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.	Academic Support Program	10/03/2016	06/01/2017	\$0	Curriculum Coordinator, Principals, Teachers
Website Redesign	With the assistance of the district, the school will implement an informative website to notify the community and showcase the accomplishments of our school as well as needed information.	Community Engagement	01/04/2016	06/30/2017	\$0	Tech Coach, Team/School section leaders for their individual areas
Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	K-8 English Language Arts Teachers and Content Area teachers will participate on close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies.	Professional Learning	10/03/2016	01/03/2017	\$0	Curriculum Coordinator
Family Fun Night/Event	The school will host a family night which involves a free (to the family and student) dinner, a kickball game between staff and the parents, and a movie for families.	Community Engagement	08/12/2015	06/30/2017	\$0	Principal, Teachers, Staff, & Volunteers
Programs Honoring Others	The school will host and take part in offering events in an attempt to "give back" to our community. These events will include, but not be limited to, a Veteran's Day program, breakfast/luncheon honoring our community partners, and similar programs to promote the school.	Community Engagement	08/12/2015	06/01/2017	\$0	Principal, Teacher, Staff, Volunteers

ACIP

Hollywood Elementary School

PTO	Each class will take a part in presenting at PTO in an attempt to increase attendance at PTO meetings. A schedule will be decided upon at the first PTO meeting.	Community Engagement	08/12/2015	06/01/2017	\$0	Principal, Teachers, Volunteers
					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	The Stakeholder Feedback Document was completed offline and uploaded. Data included to construct this document included surveys which are the main emphasis and reports from various school committees including PTO.	Hollywood Stakeholder Feedback 2016 2017

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	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	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). 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 well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

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

*As evidenced by surveys administered in the Spring, 2016

The most favorable indicators related to purpose and direction of the school. Much of the feedback was positive and supportive of the administration with praise for the many positive improvements.

INDICATOR 1.1: The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.

INDICATOR 1.3: The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

Approval of school leadership was prevalent in many of the survey scores and open ended response questions. The leadership is constantly reviewing and revising by keeping what is working and removing what is not.

The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level. A wide range of multimedia sources are utilized in supporting student's education. A variety of methods are utilized including various strategies for reading and understanding materials, print, technology, one on one as well as small group instruction, intervention processes, and other resources utilized to differentiate instruction between individual learners, thus the utilization of such methods provides readiness at the next level. Star testing determines level and tiered instruction assists the students in reaching that level. Data supports that the majority of students are experiencing growth. Staff are constantly analyzing student performance and data to reassess their classroom environments and include what works and remove what does not work in preparing the students to be lifelong learners. Teachers have begun to implement reviewing previous year's data to determine what areas students may need to remediate.

Standards 1 and 2 which address governing and leadership expressed satisfaction among early elementary and elementary grades, parents, and faculty.

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

4.3 The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. (Evidenced by elementary and middle school student's surveys). Improvement was shown in this area from past surveys; however, one group middle school students surveyed showed a weakness in this area based on their feedback; however, extensive work has been completed in these areas last school year as well as over the summer.

- New entrance doors providing a foyer area where visitors to the school must be admitted through not one, but two secured entrances creating greater safety for staff and students.
- Extensive landscaping and flower beds on the exterior of the school
- Bathrooms have been upgraded with new fixtures, new tile and paint, and updated plumbing.
- Security cameras have been upgraded to include large screen in administrator's office and new cameras.
- All staff will model pride of their school and encourage students to exhibit pride and clubs will participate in projects to promote school cleanliness and pride.
- Planned renovations to utilize the softball field which has been in disrepair for some time.

4.6 The school provides support services to meet the physical, social, and emotional needs of the student population being served. 3/5 groups scored negatively.

This will most likely be a perception issue. There are a variety of services offered, but more information should be made available regarding the services offered for awareness of the availability of such services.

- Brochures/information will be provided exhibiting services that meet student needs.
- Remind app set up specifically for counseling information to let parents and stakeholders know of special events and resources.
- Set aside specific time for students with individual or small group counseling needs and work with teachers and parents to ensure that students are given the tools they need for not only their academic; however, their social/emotional person to be addressed as well.

Counseling and advocacy programs will hopefully increase satisfaction in relation to this weakness.

3.8 The school engages families in meaningful ways in their children's education and keep them informed of their children's learning progress.

- Offers and encourages parent involvement by encouraging parents to attend special events to include assemblies. Encouraging PTO involvement by having an agenda as well as a program performed by groups of students in an attempt to increase attendance.
- Utilizing Remind tool that will text or email parents of important information.
- Updated parent portal/Inform parents of the availability of the parent portal.
- Utilization of newsletters and website.

- Over the next three years, the school is attempting to improve its perception or image, both physically as well as academically and athletics. This process has already begun with the improvements to the exterior including extensive landscaping, increased security cameras as well as the many improvements made recently to include new paint in the gym, new gym floor, additional signage, new scorer's table, updated baths to include new fixtures and tile, improved locker room facilities with new lockers, benches, and dressing stations, improved hall décor, and other improvements to improve the overall cosmetic aesthetics of the improvements and facilities of the property. All faculty and staff will continue to implement ways to "sell" their school by informing, parents, stakeholders, and ultimately the community and surrounding areas of the notable achievements taking place at our school. The school will also utilize media outlets and outside sources to increase awareness. Mr. Wilborn, the principal, has a desire to spearhead and instill in the school faculty, parents, and stakeholders to perform by and apply the acronym PRIDE, Personal Responsibility in Daily Excellence. This exhibits the importance of each person holding themselves responsible in performing their best everyday not matter what their task at hand. Students took part in a landscaping project to improve the exterior of the school and students have taken pride in their input in improving their campus. The past two year's survey results are attached for reference.

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

Consistent with finding from other stakeholder feedback sources to include the PTO, stakeholders believe that students are provided with equitable learning experiences as well as opportunities comparable to their peers in other areas/systems.

Areas in Need of Improvement

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

4.6 The school provides support services to meet the physical, social, and emotional needs of the student population being served. 3/5 groups scored negatively.

This will most likely be a perception issue. There are a variety of services offered, but more information should be made available regarding the services offered for awareness of the availability of such services.

- Brochures/information will be provided exhibiting services that meet student needs.
 - Remind app set up specifically for counseling information to let parents and stakeholders know of special events and resources.
 - Set aside specific time for students with individual or small group counseling needs and work with teachers and parents to ensure that students are given the tools they need for not only their academic; however, their social/emotional person to be addressed as well.
- Counseling and advocacy programs will hopefully increase satisfaction in relation to this weakness.

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

Indicator 4.3 which states "The school provides support services to meet the physical, social, and emotional needs of the student population being served." has been noted as a trend with stakeholder disapproval. This has been determined as a perception issue. The staff will be committed to working harder to be positive and notify the community and stakeholders of the programs in place at Hollywood School and ultimately benefits to their student.

What are the implications for these stakeholder perceptions?

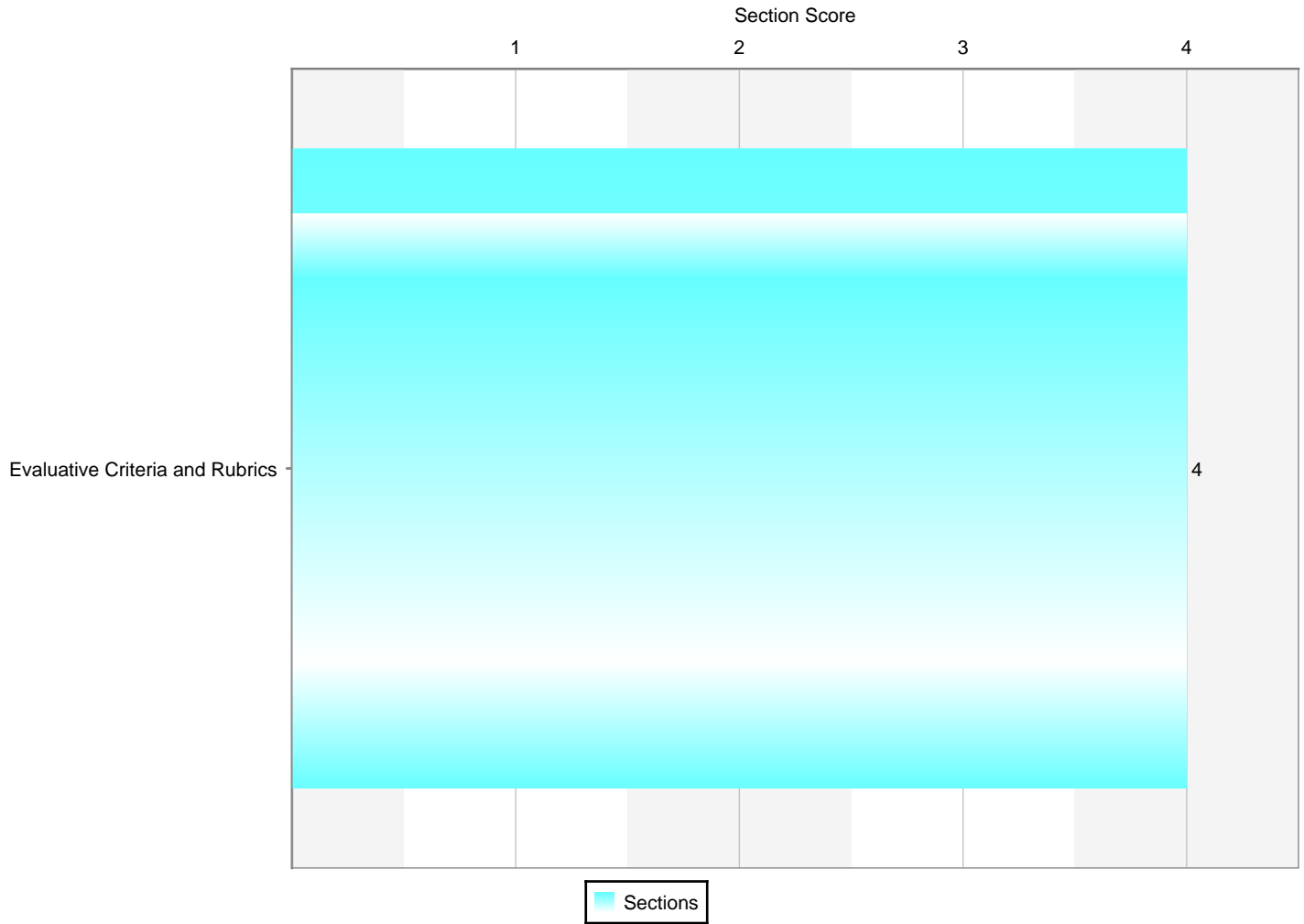
The implications for these stakeholder perceptions imply that we must educate our stakeholders and community of the services offered and programs taking place in order for them to be aware of available programs. The faculty and staff must speak and model a positive attitude toward the school and its program, successes, and failures.

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

Other stakeholder feedback sources including the PTO and older Pride surveys also address the school facilities utilization/safety thus the additional lighting, additional cameras, and upgrades to the school must be communicated to the stakeholders and opportunities made for them to be aware of and view the progress that is continuing to be made regarding these issues.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

In May, 2016, the Hollywood School Leadership Team, along with other faculty and stakeholders, met and reflected on strengths and weaknesses and accomplishments and areas that were still of concern. Three of the main areas reviewed were attendance rate, academics, and discipline. The attendance rate has maintained at least 95% at the point. We reviewed the academic programs offered as well as their ability to meet the standards required by the state. When school reconvened in August of 2016 and scores from the ACT Aspire were available, we reviewed available data from state assessments. We also looked at strands that students continue to score low on the assessments. We also reviewed STAR Reading/Math assessment results. There were many office referrals throughout the year and most were handled through revoking a privilege with some repeat instances handled through corporal punishment. There were two students that were suspended to the Alternative School due to discipline issues. Through our PST's and faculty input/meetings, we will interpret and analyze these sources of data to monitor programs and student growth. Student achievement data will be analyzed based on specific content area as well as an attempt to review the subgroups of our school. This information will be shared with staff, other stakeholders, and parents and friends of the school. Discipline issues to include those that appear most often in our school are reviewed and methods to decrease these issues are brainstormed. The Graduation Tracking System is utilized to determine potential issues within the school or specific students. The staff and parents will provide input on the following: which elements have been successfully mastered and need not be included in the next year's plan; the elements that have been mastered but still require continued monitoring or adjustments during the 2016-2017 school year; the elements that have not been mastered and must be included in the 2016-2017 A-CIP plan. Once the plan is compiled, a formal meeting will be called to share the plan with interested parties and stakeholders as well as the information placed on the website and condensed in a pamphlet/newsletter. The target date for this is at the September or October PTO meetings or other meetings dealing with school business. For example, Open House or Title I Meeting. Meetings will be held periodically to review the data and revise plan as needed to fit the needs of our school.

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

Survey results highlighted areas in need of improvement and areas of satisfaction. The areas that exhibited to need the most attention were family involvement mainly in the areas of engaging the family in meaningful ways in their child's education and keeping them informed, support services to meet the physical, social, and emotional needs of the student population including students feeling valued by other adults in the school, and the number of staff being sufficient to meet all roles and responsibilities. The areas of most notable satisfaction according to the surveys are that the students and school personnel use a range of media and information to support the school's educational programs. Hollywood is fortunate in that each classroom has a wide array of technology available to them to include most classrooms having an Elmo and overhead projector, access to Ipads, and small computer labs in each classroom. The majority of the classrooms possess a Promethean Board for interactive learning. Hollywood also has one computer lab to accommodate 30 students with an Apple TV setup, thus this is beneficial to all students especially in taking large group tests such as the STAR Reading and Math Tests. Another area that received high marks from staff and parents, "The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and support challenging, equitable educational programs and learning experiences for all students that include the achievement of thinking, learning, and life skills" reflects the team work atmosphere of the school. The ACT Aspire tests highlight deficiencies in text complexity in reading, foundations and expressions in math, and very significant weaknesses in writing. STAR Reading and Math tests support that the students have greater ability and are closer to grade level in math rather than reading, while ACT Aspire tests contradict this evaluation.

3. What conclusions were drawn from the results?

The surveys reflect that the safety and appearance of the school improved. The surveys also support that the various programs/resources available at the school must be made aware of by the stakeholders as well as the students. The ACT Aspire tests highlight deficiencies in text complexity in reading, foundations and expressions in math, and significant weaknesses in writing. STAR Reading and Math tests support that the students have greater ability and are closer to grade level in math rather than reading, while ACT Aspire tests contradict this Title I Schoolwide Diagnostic Hollywood Elementary School. ACT Aspire also highlights extremely significant weaknesses in writing in most grades which must be addressed in order for students to succeed in the future

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

Information that was concluded as a part of analyzing the data includes the perception that many programs are offered and resources are available at the school level, but awareness must be increased so that the parents, stakeholders, and community are aware of such programs and resources. The demographic data further reiterates the reasons for our low socioeconomic status due to the lack of businesses and industry in our area where our residents can find gainful employment. Many of our students are transient due to the socioeconomic conditions of our community.

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

The school goals are connected to the priority needs and needs assessment because they address and implement methods to correct these deficiencies. For example, English teachers will participate in professional development and implementation of close read strategies in the classroom in an attempt to improve comprehension of text complexity to ensure students are able to "dissect" a reading and truly understand its meaning. Mathematics deficiencies will be addressed by AMSTI training for instructional coaches and then turn around training and implementation at the school level as well as an introduction the robotics initiative. The school goals will also address that the school will be a safe, clean, and caring environment for students by completing upgrades including student bathrooms, storing or disposing of excess clutter in the classrooms, completed projects to improve the overall aesthetics of the school to include landscaping and clean up projects where students have been involved, increasing lighting and security cameras and security camera viewing within the school, increased presence of staff in the hallways during student transitioning, and PST identifying students who need additional positive reinforcement and assigning a mentor/school staff to take an interest in positively encouraging the student.

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

The goals portray a clear and detailed analysis of multiple types of data because surveys were implemented to different focus groups including staff, students, and stakeholders. Analysis of test data to include STAR testing, ACT Aspire assessments, as well as committee findings provide a range of data to make informed decisions from a variety of data types.

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

The goals address the entire school population as well as give special recognition to students who are disadvantaged because differentiated instruction is utilized and intervention to assist in filling in gaps where students may have missed essential information. Disadvantaged children are recognized by PST or other convening of staff and other notifications to ensure that students feel worthy and loved and that more than one adult at the school knows their name. Staff also ensure that students have equity in that they are not given assignments that utilize technology or other materials that they would not have readily available to them in their home.

Component 2: Schoolwide Reform Strategies

1. Identify the strategies in the schoolwide plan that focus on helping all students reach the State's standards.

Goal 1:

Provide a rigorous and effective instructional program to ensure the academic growth of all students.

Measurable Objective 1:

62% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in comprehension in Reading by 06/30/2020 as measured by ACT Aspire assessment.

Strategy1:

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - All ELA, social studies, and science teachers in grades K-8 will participate in a careful analysis of the portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. All ELA, social studies, and science teachers in grades 3-8 will participate in a careful analysis of the ELA portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.

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

Research Cited:

Activity - Professional Development on Data Analysis of Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks.	Professional Learning	09/23/2015	11/30/2016	\$0 - No Funding Required	Principals, Curriculum Coordinator, Teachers

Activity - Professional Development on Data Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks. Vertical articulation of the curriculum will be addressed through data meetings.	Professional Learning	10/03/2016	11/01/2017	\$0 - No Funding Required	Principals, Instructional Coaches, Teachers, Curriculum Coordinator

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Activity - Increase the Inclusiveness of Personnel in Reading Data Meetings for the ACT Aspire	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All schools with grades K-8 will expand the use of summative data meetings to include content teachers in the analysis of ACT Aspire data for reading.	Academic Support Program	10/03/2016	11/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Reading Specialists, Teachers

Strategy2:

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

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

Research Cited:

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate supervisors, and the district's school improvement specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Appropriate Supervisors, Principals

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and appropriate supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate Supervisors, Principals

Strategy3:

Professional Development on Close Reading for K-8 ELA Teachers - Professional Development which focuses on understanding, implementing, and evaluating close

reading strategies and questioning techniques that foster critical thinking skills will be provided. The processes involved in this approach to comprehension are highyield

instructional strategies that include active engagement and student collaboration. The strategies require students to compare and contrast, summarize, annotate, make inferences, predict and draw conclusions. It includes teacher modeling of high-order thinking skills and hold students accountable for evidence-based answers to probing questions.

Category:

Research Cited: Marazno

Activity - Teacher Collaboration and Self-Assessment on Effective Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA Teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge using an observation tool developed by the school district. Vertical grouping will serve the secondary purpose of vertical articulation.	Professional Learning	08/08/2014	06/01/2017	\$0 - No Funding Required	Principals, ELA Teachers, Curriculum Coordinator

Activity - Professional Development on Vocabulary Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development on vocabulary development will be provided through a book study for teachers of K-8. K-4 teachers will participate in a face-to-face book study with school reading specialists, and teachers of grades 5-8 will complete an online book study.	Professional Learning	10/03/2016	07/31/2017	\$0 - Title II Part D	Curriculum Coordinator, Principals, Reading Specialists, Teachers

Activity - Professional Development on Teaching Foundational Reading Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies. Third grade teachers will also have face-to-face strategies with the ARI specialist.	Professional Learning	10/03/2016	07/31/2017	\$0 - Title II Part A	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers

Activity - Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-8 English Language Arts Teachers and Content Area teachers will participate on close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies.	Professional Learning	10/03/2016	01/03/2017	\$0 - No Funding Required	Curriculum Coordinator

Measurable Objective 2:

70% of English Learners students will demonstrate a proficiency problem solving in Mathematics by 05/29/2020 as measured by ACT Aspire assessment.

Strategy1:

Curricular and Instructional Guidance - All schools will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

Category:

Research Cited: WIDA

Activity - WIDA ACCESS Assessment and IELPs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WIDA ACCESS will be administered annually as benchmark assessments and the basis for development of all IELPs.	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator, Teachers of EL students, EL Parapro,

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Activity - Face to Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development for teachers will be provided as needed. Teachers who attend SAMUEL and other EL trainings will complete turn around training at individual schools.	Academic Support Program Professional Learning	10/13/2015	05/29/2020	\$0 - No Funding Required	EL coordinator, Staff completing training, Staff, EL Parapro

Measurable Objective 3:

70% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in problem solving in Mathematics by 06/30/2020 as measured by ACT Aspire assessment..

Strategy1:

Professional Development for K-8 Teachers on Teaching Computational and Reasoning Strategies - Math teachers in grades K-8 will have an opportunity to participate in online, self-paced professional development on the strategies used in the standards-based Eureka Mathematics program. The professional development includes training videos and materials.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Independent, Online Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers in grades K-8 will participate in online, self-paced professional development of the strategies used in the standards-based Eureka Mathematics program for the purpose of implementing these strategies in their classroom.	Professional Learning	09/23/2016	06/30/2017	\$0 - Title II Part A	Curriculum Coordinator, Principals, Instructional Coaches

Activity - Professional Development on Using Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development on using number talks will be provided for new K-8 teachers and teachers who have not had an opportunity to participate in this type of professional development in the past.	Professional Learning	11/15/2016	05/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

Strategy2:

Implementation of Math Practice Standards - Teachers will use the math practice standards to support instruction that provides opportunities for multi-step problem solving and real-life applications of mathematics skills.

Category:

Research Cited:

Activity - Including Real-life Problem Solving and Math Application Skills in Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach critical thinking skills by using real-life, math application strategies through a variety of methods to reach all learners.	Direct Instruction	10/06/2014	05/31/2017	\$0 - No Funding Required	Principals, Teachers

Strategy3:

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

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

Research Cited:

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate supervisors, and the district's school improvement specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Appropriate Supervisors, Principals

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and appropriate supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate Supervisors, Principals

Strategy4:

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement in Mathematics - Increased emphasis will be placed on the use of formative and summative assessments to inform instruction.

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

Research Cited:

Activity - Increased Emphasis on Data Meetings Focused Formative Math Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. Regularly scheduled meetings will be held in all schools. Vertical articulation of the curriculum will be addressed through data meetings.	Academic Support Program	10/03/2016	08/31/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

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Activity - Increased Emphasis of Data Meetings Focused on Math Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks. Teachers in grades K-8 will participate in a careful analysis of the math portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers in grades 3-8 will participate in a careful analysis of the math portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.	Academic Support Program	10/03/2016	06/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

Measurable Objective 4:

62% of English Learners students will demonstrate a proficiency in reading comprehension in Reading by 05/29/2020 as measured by ACT Aspire assessment..

Strategy1:

Curricular and Instructional Guidance - All schools will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

Category:

Research Cited: WIDA

Activity - Face to Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development for teachers will be provided as needed. Teachers who attend SAMUEL and other EL trainings will complete turn around training at individual schools.	Academic Support Program Professional Learning	10/13/2015	05/29/2020	\$0 - No Funding Required	EL coordinator, Staff completing training, Staff, EL Parapro

Activity - WIDA ACCESS Assessment and IELPs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WIDA ACCESS will be administered annually as benchmark assessments and the basis for development of all IELPs.	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator, Teachers of EL students, EL Parapro,

Measurable Objective 5:

80% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking and problem solving in (STEM) Technology, Engineering, Mathematics, and in Science by 06/01/2020 as measured by project rubrics, lesson plans, and classroom observations, .

Strategy1:

STEM Professional Development - Science, Technology, and Mathematics teachers will participate in multi-discipline workshops which support STEM instruction.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Grade Level Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level workshops (which utilized local resources, AMSTI trainers, and Science in Motion) will address instructional strategies and the development of multi-discipline lessons which uses hands-on learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems.	Professional Learning	01/04/2016	06/01/2020	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

Activity - Moodle Site for Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will share lesson plans, grading rubrics, and project activities on a Moodle site with a collaboration space for each grade level.	Academic Support Program	10/03/2016	06/01/2020	\$0 - No Funding Required	Curriculum Coordinator, Principals, Staff

Strategy2:

Curriculum Development for Robotics - In order to ensure equity across the school district STEM teachers will collaborate to identify what students should know and be able to at each level of robotics instruction. Such collaboration will result in a robotics curriculum for the school district.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Defining and Organizing Robotics Concepts and Applications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STEM Teachers will collaborate to develop a robotics curriculum for Jackson County Schools which is generally leveled as elementary, middle, and high school content. The curriculum will define what students should know and be able to do at each level. The development of a core curriculum will provide guidance and support to teachers while setting a minimum base-line for equity across the school district as robotics becomes available to all students.	Policy and Process	12/01/2016	08/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Robotics Teachers

Goal 2:

Ensure that all students have optimal instruction time.

Measurable Objective 1:

collaborate to reduce the percentage of unexcused absences from the 2015-2016 baseline of 22% to 19% by 06/30/2017 as measured by

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daily attendance accumulated in the state attendance program. .

Strategy1:

Hollywood School Advocacy Program - The Hollywood School Advocacy Leader will participate in a district workshop pertaining to the development of an advocacy program for students in which the leader will provide turnaround training for the faculty and staff of Hollywood School.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Advocacy Leader Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Hollywood School advocacy leader will meet monthly with other district leaders to discuss research-based practices utilized in advocacy programs, monitor activities, and evaluate progress.	Professional Learning	09/29/2016	05/12/2017	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leaders, Teacher, Principals

Activity - Regularly Scheduled Advocacy Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hollywood School will schedule advocacy sessions throughout the school year with a minimum of once per month.	Academic Support Program	08/26/2016	05/30/2017	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leaders, Teachers and Staff, Principals

Activity - Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hollywood School will develop their own plan for their advocacy program and launch the program with a "Kick Off" Day.	Academic Support Program	08/26/2016	09/06/2016	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leaders, Teachers, Staff, and Principals

Strategy2:

Parent/Guardian Notification System - Hollywood School will conduct an evaluation system of the notification program utilized and brainstorm ways to improve the current program in use.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Planning and Implementing a Notification System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hollywood School will conduct an evaluation of the notification program utilized and brainstorm ways to improve the program.	Academic Support Program	09/15/2016	05/30/2017	\$0 - No Funding Required	Principals and selected school personnel

2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.

Goal 1:

Provide a rigorous and effective instructional program to ensure the academic growth of all students.

Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking and problem solving in (STEM) Technology, Engineering, Mathematics, and in Science by 06/01/2020 as measured by project rubrics, lesson plans, and classroom observations, .

Strategy1:

Curriculum Development for Robotics - In order to ensure equity across the school district STEM teachers will collaborate to identify what students should know and be able to at each level of robotics instruction. Such collaboration will result in a robotics curriculum for the school district.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Defining and Organizing Robotics Concepts and Applications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STEM Teachers will collaborate to develop a robotics curriculum for Jackson County Schools which is generally leveled as elementary, middle, and high school content. The curriculum will define what students should know and be able to do at each level. The development of a core curriculum will provide guidance and support to teachers while setting a minimum base-line for equity across the school district as robotics becomes available to all students.	Policy and Process	12/01/2016	08/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Robotics Teachers

Measurable Objective 2:

70% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in problem solving in Mathematics by 06/30/2020 as measured by ACT Aspire assessment..

Strategy1:

Implementation of Math Practice Standards - Teachers will use the math practice standards to support instruction that provides opportunities for multi-step problem solving and real-life applications of mathematics skills.

Category:

Research Cited:

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Activity - Including Real-life Problem Solving and Math Application Skills in Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach critical thinking skills by using real-life, math application strategies through a variety of methods to reach all learners.	Direct Instruction	10/06/2014	05/31/2017	\$0 - No Funding Required	Principals, Teachers

3. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.**Goal 1:**

Engage Parents and Community in the Educational Process

Measurable Objective 1:

collaborate to inform parents and the community of the academic achievement and other accomplishments of Jackson County students using a variety of delivery methods by 06/30/2017 as measured by parent and community surveys..

Strategy1:

Dynamic Website - With the assistance of the district, the school will redesign its website interface to be more dynamic and engaging through the use of graphic and video presentations. Multiple staff members will work on their particular area, ie sports, media center, guidance, PTO, etc to entice visitors to the website because of it will be dynamic and updated with information.

Category:

Research Cited:

Activity - Remind App	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents, students, and stakeholders have the opportunity to sign up for a Remind application on their computer or smartphone that will provide them with vital school information. Newsletters and print information will also be sent home to ensure equity.	Community Engagement	09/08/2015	05/26/2017	\$0 - No Funding Required	Principal, Staff

Activity - Website Redesign	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
With the assistance of the district, the school will implement an informative website to notify the community and showcase the accomplishments of our school as well as needed information.	Community Engagement	01/04/2016	06/30/2017	\$0 - No Funding Required	Tech Coach, Team/School section leaders for their individual areas

Strategy2:

School Initiatives for Stakeholder Involvement - The Leadership Team as well as employees from the Federal Programs section of the JCBOE examines its parent and community involvement efforts. Hollywood will develop and execute strategies for increasing its outreach to parents and the community.

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Category:

Research Cited:

Activity - Family Fun Night/Event	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will host a family night which involves a free (to the family and student) dinner, a kickball game between staff and the parents, and a movie for families.	Community Engagement	08/12/2015	06/30/2017	\$0 - No Funding Required	Principal, Teachers, Staff, & Volunteers

Activity - Programs Honoring Others	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will host and take part in offering events in an attempt to "give back" to our community. These events will include, but not be limited to, a Veteran's Day program, breakfast/luncheon honoring our community partners, and similar programs to promote the school.	Community Engagement	08/12/2015	06/01/2017	\$0 - No Funding Required	Principal, Teacher, Staff, Volunteers

Activity - PTO	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each class will take a part in presenting at PTO in an attempt to increase attendance at PTO meetings. A schedule will be decided upon at the first PTO meeting.	Community Engagement	08/12/2015	06/01/2017	\$0 - No Funding Required	Principal, Teachers, Volunteers

Goal 2:

Ensure that all students have optimal instruction time.

Measurable Objective 1:

collaborate to reduce the percentage of unexcused absences from the 2015-2016 baseline of 22% to 19% by 06/30/2017 as measured by daily attendance accumulated in the state attendance program. .

Strategy1:

Parent/Guardian Notification System - Hollywood School will conduct an evaluation system of the notification program utilized and brainstorm ways to improve the current program in use.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Planning and Implementing a Notification System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hollywood School will conduct an evaluation of the notification program utilized and brainstorm ways to improve the program.	Academic Support Program	09/15/2016	05/30/2017	\$0 - No Funding Required	Principals and selected school personnel

Strategy2:

Hollywood School Advocacy Program - The Hollywood School Advocacy Leader will participate in a district workshop pertaining to the development of an advocacy program for students in which the leader will provide turnaround training for the faculty and staff of Hollywood School.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Regularly Scheduled Advocacy Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hollywood School will schedule advocacy sessions throughout the school year with a minimum of once per month.	Academic Support Program	08/26/2016	05/30/2017	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leaders, Teachers and Staff, Principals

Activity - Advocacy Leader Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Hollywood School advocacy leader will meet monthly with other district leaders to discuss research-based practices utilized in advocacy programs, monitor activities, and evaluate progress.	Professional Learning	09/29/2016	05/12/2017	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leaders, Teacher, Principals

Activity - Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hollywood School will develop their own plan for their advocacy program and launch the program with a "Kick Off" Day.	Academic Support Program	08/26/2016	09/06/2016	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leaders, Teachers, Staff, and Principals

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

Goal 1:

Engage Parents and Community in the Educational Process

Measurable Objective 1:

collaborate to inform parents and the community of the academic achievement and other accomplishments of Jackson County students using a variety of delivery methods by 06/30/2017 as measured by parent and community surveys..

Strategy1:

Dynamic Website - With the assistance of the district, the school will redesign its website interface to be more dynamic and engaging through the use of graphic and video presentations. Multiple staff members will work on their particular area, ie sports, media center, guidance, PTO,

etc to entice visitors to the website because of it will be dynamic and updated with information.

Category:

Research Cited:

Activity - Website Redesign	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
With the assistance of the district, the school will implement an informative website to notify the community and showcase the accomplishments of our school as well as needed information.	Community Engagement	01/04/2016	06/30/2017	\$0 - No Funding Required	Tech Coach, Team/School section leaders for their individual areas

Activity - Remind App	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents, students, and stakeholders have the opportunity to sign up for a Remind application on their computer or smartphone that will provide them with vital school information. Newsletters and print information will also be sent home to ensure equity.	Community Engagement	09/08/2015	05/26/2017	\$0 - No Funding Required	Principal, Staff

Strategy2:

School Initiatives for Stakeholder Involvement - The Leadership Team as well as employees from the Federal Programs section of the JCBOE examines its parent and community involvement efforts. Hollywood will develop and execute strategies for increasing its outreach to parents and the community.

Category:

Research Cited:

Activity - PTO	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each class will take a part in presenting at PTO in an attempt to increase attendance at PTO meetings. A schedule will be decided upon at the first PTO meeting.	Community Engagement	08/12/2015	06/01/2017	\$0 - No Funding Required	Principal, Teachers, Volunteers

Activity - Programs Honoring Others	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will host and take part in offering events in an attempt to "give back" to our community. These events will include, but not be limited to, a Veteran's Day program, breakfast/luncheon honoring our community partners, and similar programs to promote the school.	Community Engagement	08/12/2015	06/01/2017	\$0 - No Funding Required	Principal, Teacher, Staff, Volunteers

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Activity - Family Fun Night/Event	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will host a family night which involves a free (to the family and student) dinner, a kickball game between staff and the parents, and a movie for families.	Community Engagement	08/12/2015	06/30/2017	\$0 - No Funding Required	Principal, Teachers, Staff, & Volunteers

Goal 2:

Ensure that all students have optimal instruction time.

Measurable Objective 1:

collaborate to reduce the percentage of unexcused absences from the 2015-2016 baseline of 22% to 19% by 06/30/2017 as measured by daily attendance accumulated in the state attendance program. .

Strategy1:

Hollywood School Advocacy Program - The Hollywood School Advocacy Leader will participate in a district workshop pertaining to the development of an advocacy program for students in which the leader will provide turnaround training for the faculty and staff of Hollywood School.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hollywood School will develop their own plan for their advocacy program and launch the program with a "Kick Off" Day.	Academic Support Program	08/26/2016	09/06/2016	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leaders, Teachers, Staff, and Principals

Activity - Regularly Scheduled Advocacy Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hollywood School will schedule advocacy sessions throughout the school year with a minimum of once per month.	Academic Support Program	08/26/2016	05/30/2017	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leaders, Teachers and Staff, Principals

Activity - Advocacy Leader Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Hollywood School advocacy leader will meet monthly with other district leaders to discuss research-based practices utilized in advocacy programs, monitor activities, and evaluate progress.	Professional Learning	09/29/2016	05/12/2017	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leaders, Teacher, Principals

Strategy2:

Parent/Guardian Notification System - Hollywood School will conduct an evaluation system of the notification program utilized and brainstorm

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ways to improve the current program in use.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Planning and Implementing a Notification System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hollywood School will conduct an evaluation of the notification program utilized and brainstorm ways to improve the program.	Academic Support Program	09/15/2016	05/30/2017	\$0 - No Funding Required	Principals and selected school personnel

5. Identify the strategies in the schoolwide plan that provide a level of interventions for students who need the most instructional support.**Goal 1:**

Provide a rigorous and effective instructional program to ensure the academic growth of all students.

Measurable Objective 1:

70% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in problem solving in Mathematics by 06/30/2020 as measured by ACT Aspire assessment..

Strategy1:

Professional Development for K-8 Teachers on Teaching Computational and Reasoning Strategies - Math teachers in grades K-8 will have an opportunity to participate in online, self-paced professional development on the strategies used in the standards-based Eureka Mathematics program. The professional development includes training videos and materials.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Professional Development on Using Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development on using number talks will be provided for new K-8 teachers and teachers who have not had an opportunity to participate in this type of professional development in the past.	Professional Learning	11/15/2016	05/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

Activity - Independent, Online Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers in grades K-8 will participate in online, self-paced professional development of the strategies used in the standards-based Eureka Mathematics program for the purpose of implementing these strategies in their classroom.	Professional Learning	09/23/2016	06/30/2017	\$0 - Title II Part A	Curriculum Coordinator, Principals, Instructional Coaches

Strategy2:

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement in Mathematics - Increased emphasis will be placed on the use of formative and summative assessments to inform instruction.

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

Research Cited:

Activity - Increased Emphasis of Data Meetings Focused on Math Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks. Teachers in grades K-8 will participate in a careful analysis of the math portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers in grades 3-8 will participate in a careful analysis of the math portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.	Academic Support Program	10/03/2016	06/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

Activity - Increased Emphasis on Data Meetings Focused Formative Math Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. Regularly scheduled meetings will be held in all schools. Vertical articulation of the curriculum will be addressed through data meetings.	Academic Support Program	10/03/2016	08/31/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

Strategy3:

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

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

Research Cited:

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate supervisors, and the district's school improvement specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Appropriate Supervisors, Principals

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and appropriate supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate Supervisors, Principals

Strategy4:

Implementation of Math Practice Standards - Teachers will use the math practice standards to support instruction that provides opportunities for multi-step problem solving and real-life applications of mathematics skills.

Category:

Research Cited:

Activity - Including Real-life Problem Solving and Math Application Skills in Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach critical thinking skills by using real-life, math application strategies through a variety of methods to reach all learners.	Direct Instruction	10/06/2014	05/31/2017	\$0 - No Funding Required	Principals, Teachers

Measurable Objective 2:

62% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in comprehension in Reading by 06/30/2020 as measured by ACT Aspire assessment.

Strategy1:

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - All ELA, social studies, and science teachers in grades K-8 will participate in a careful analysis of the portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. All ELA, social studies, and science teachers in grades 3-8 will participate in a careful analysis of the ELA portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.

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

Research Cited:

Activity - Increase the Inclusiveness of Personnel in Reading Data Meetings for the ACT Aspire	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All schools with grades K-8 will expand the use of summative data meetings to include content teachers in the analysis of ACT Aspire data for reading.	Academic Support Program	10/03/2016	11/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Reading Specialists, Teachers

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Activity - Professional Development on Data Analysis of Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks.	Professional Learning	09/23/2015	11/30/2016	\$0 - No Funding Required	Principals, Curriculum Coordinator, Teachers

Activity - Professional Development on Data Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks. Vertical articulation of the curriculum will be addressed through data meetings.	Professional Learning	10/03/2016	11/01/2017	\$0 - No Funding Required	Principals, Instructional Coaches, Teachers, Curriculum Coordinator

Strategy2:

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

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

Research Cited:

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and appropriate supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate Supervisors, Principals

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate supervisors, and the district's school improvement specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Appropriate Supervisors, Principals

Strategy3:

Professional Development on Close Reading for K-8 ELA Teachers - Professional Development which focuses on understanding, implementing, and evaluating close reading strategies and questioning techniques that foster critical thinking skills will be provided. The processes involved in this approach to comprehension are highyield instructional strategies that include active engagement and student collaboration. The strategies require students to compare and contrast, summarize, annotate, make inferences, predict and draw conclusions. It includes teacher modeling of high-order thinking skills and hold students accountable for evidence-based answers to probing questions.

Category:

Research Cited: Marazno

SY 2016-2017

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Activity - Teacher Collaboration and Self-Assessment on Effective Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA Teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge using an observation tool developed by the school district. Vertical grouping will serve the secondary purpose of vertical articulation.	Professional Learning	08/08/2014	06/01/2017	\$0 - No Funding Required	Principals, ELA Teachers, Curriculum Coordinator

Activity - Professional Development on Teaching Foundational Reading Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies. Third grade teachers will also have face-to-face strategies with the ARI specialist.	Professional Learning	10/03/2016	07/31/2017	\$0 - Title II Part A	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers

Activity - Professional Development on Vocabulary Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development on vocabulary development will be provided through a book study for teachers of K-8. K-4 teachers will participate in a face-to-face book study with school reading specialists, and teachers of grades 5-8 will complete an online book study.	Professional Learning	10/03/2016	07/31/2017	\$0 - Title II Part D	Curriculum Coordinator, Principals, Reading Specialists, Teachers

Activity - Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-8 English Language Arts Teachers and Content Area teachers will participate on close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies.	Professional Learning	10/03/2016	01/03/2017	\$0 - No Funding Required	Curriculum Coordinator

Measurable Objective 3:

70% of English Learners students will demonstrate a proficiency problem solving in Mathematics by 05/29/2020 as measured by ACT Aspire assessment.

Strategy1:

Curricular and Instructional Guidance - All schools will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

Category:

Research Cited: WIDA

SY 2016-2017

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Activity - WIDA ACCESS Assessment and IELPs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WIDA ACCESS will be administered annually as benchmark assessments and the basis for development of all IELPs.	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator, Teachers of EL students, EL Parapro,

Activity - Face to Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development for teachers will be provided as needed. Teachers who attend SAMUEL and other EL trainings will complete turn around training at individual schools.	Academic Support Program Professional Learning	10/13/2015	05/29/2020	\$0 - No Funding Required	EL coordinator, Staff completing training, Staff, EL Parapro

Measurable Objective 4:

80% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking and problem solving in (STEM) Technology, Engineering, Mathematics, and in Science by 06/01/2020 as measured by project rubrics, lesson plans, and classroom observations, .

Strategy1:

Curriculum Development for Robotics - In order to ensure equity across the school district STEM teachers will collaborate to identify what students should know and be able to at each level of robotics instruction. Such collaboration will result in a robotics curriculum for the school district.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Defining and Organizing Robotics Concepts and Applications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STEM Teachers will collaborate to develop a robotics curriculum for Jackson County Schools which is generally leveled as elementary, middle, and high school content. The curriculum will define what students should know and be able to do at each level. The development of a core curriculum will provide guidance and support to teachers while setting a minimum base-line for equity across the school district as robotics becomes available to all students.	Policy and Process	12/01/2016	08/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Robotics Teachers

Strategy2:

STEM Professional Development - Science, Technology, and Mathematics teachers will participate in multi-discipline workshops which support STEM instruction.

Category: Develop/Implement Professional Learning and Support

Research Cited:

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Activity - Grade Level Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level workshops (which utilized local resources, AMSTI trainers, and Science in Motion) will address instructional strategies and the development of multi-discipline lessons which uses hands-on learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems.	Professional Learning	01/04/2016	06/01/2020	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

Activity - Moodle Site for Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will share lesson plans, grading rubrics, and project activities on a Moodle site with a collaboration space for each grade level.	Academic Support Program	10/03/2016	06/01/2020	\$0 - No Funding Required	Curriculum Coordinator, Principals, Staff

Measurable Objective 5:

62% of English Learners students will demonstrate a proficiency in reading comprehension in Reading by 05/29/2020 as measured by ACT Aspire assessment..

Strategy1:

Curricular and Instructional Guidance - All schools will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

Category:

Research Cited: WIDA

Activity - WIDA ACCESS Assessment and IELPs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WIDA ACCESS will be administered annually as benchmark assessments and the basis for development of all IELPs.	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator, Teachers of EL students, EL Parapro,

Activity - Face to Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development for teachers will be provided as needed. Teachers who attend SAMUEL and other EL trainings will complete turn around training at individual schools.	Academic Support Program Professional Learning	10/13/2015	05/29/2020	\$0 - No Funding Required	EL coordinator, Staff completing training, Staff, EL Parapro

6. English Language Proficiency Goal (Should address identified weaknesses and gaps):**Goal 1:**

Provide a rigorous and effective instructional program to ensure the academic growth of all students.

Measurable Objective 1:

70% of English Learners students will demonstrate a proficiency problem solving in Mathematics by 05/29/2020 as measured by ACT Aspire assessment..

Strategy1:

Curricular and Instructional Guidance - All schools will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

Category:

Research Cited: WIDA

Activity - Face to Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development for teachers will be provided as needed. Teachers who attend SAMUEL and other EL trainings will complete turn around training at individual schools.	Academic Support Program Professional Learning	10/13/2015	05/29/2020	\$0 - No Funding Required	EL coordinator, Staff completing training, Staff, EL Parapro

Activity - WIDA ACCESS Assessment and IELPs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WIDA ACCESS will be administered annually as benchmark assessments and the basis for development of all IELPs.	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator, Teachers of EL students, EL Parapro,

Measurable Objective 2:

62% of English Learners students will demonstrate a proficiency in reading comprehension in Reading by 05/29/2020 as measured by ACT Aspire assessment..

Strategy1:

Curricular and Instructional Guidance - All schools will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

Category:

Research Cited: WIDA

Activity - WIDA ACCESS Assessment and IELPs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WIDA ACCESS will be administered annually as benchmark assessments and the basis for development of all IELPs.	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator, Teachers of EL students, EL Parapro,

Measurable Objective 3:

62% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in comprehension in Reading by 06/30/2020 as measured by ACT Aspire assessment.

Strategy1:

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

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

Research Cited:

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate supervisors, and the district's school improvement specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Appropriate Supervisors, Principals

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and appropriate supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate Supervisors, Principals

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

Goal 1:

Provide a rigorous and effective instructional program to ensure the academic growth of all students.

Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking and problem solving in (STEM) Technology, Engineering, Mathematics, and in Science by 06/01/2020 as measured by project rubrics, lesson plans, and classroom observations, .

Strategy1:

Curriculum Development for Robotics - In order to ensure equity across the school district STEM teachers will collaborate to identify what students should know and be able to at each level of robotics instruction. Such collaboration will result in a robotics curriculum for the school district.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Defining and Organizing Robotics Concepts and Applications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STEM Teachers will collaborate to develop a robotics curriculum for Jackson County Schools which is generally leveled as elementary, middle, and high school content. The curriculum will define what students should know and be able to do at each level. The development of a core curriculum will provide guidance and support to teachers while setting a minimum base-line for equity across the school district as robotics becomes available to all students.	Policy and Process	12/01/2016	08/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Robotics Teachers

Component 3: Instruction by Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes	All instructional paraprofessionals meet the NCLB requirements for highly qualified. Only one new paraprofessional has been employed at Hollywood School for the 2016-2017 school year. She is a certified teacher.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes	All of the teachers at Hollywood School are highly qualified in their designated assignment field. Many of the teachers at Hollywood have more than one certification in order to be more versatile and teach in more than one area	

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

All classes are taught by highly qualified, well trained teachers. Teachers are placed in the grade placement/subject area where the administration has deemed them to most appropriately meet the needs of the school and student in their certified field. Resource and instructional support teachers provide intervention to those students identified as needing additional intervention in math or reading. Teachers participate in professional development as often as possible to keep them abreast of changes and new methods in their particular fields and provide up to date methods and materials on the standards they are to convey in their teaching.

Component 4: Strategies to Attract Qualified Teachers

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

There is one brand new teacher at Hollywood this school year. This particular employee has served as a parapro for three years and has possessed a teaching certificate since the onset of her teaching career.

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

Hollywood School uses many opportunities to attract highly qualified teachers. Being located near several higher learning institutions, there is a significant number of graduates in the field of education. Our school has participated in student-teacher internship programs as well as allowed students to observe at our school. Through this involvement, candidates for future teacher placement are aware of what our school has to offer. Currently, all certified staff are highly qualified. The small school environment often attracts teachers. Hollywood is a safe, drugfree atmosphere.

3. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate?

Hollywood School uses many opportunities to attract highly qualified teachers. Being located near several higher learning institutions, there is a significant number of graduates in the field of education. Our school has participated in student-teacher internship programs as well as allowed students to observe at our school. Through this involvement, candidates for future teacher placement are aware of what our school has to offer. Currently, all certified staff are highly qualified. The small school environment often attracts teachers. Hollywood is a safe, drugfree atmosphere.

Component 5: High Quality and Ongoing Professional Development

1. Identify the professional development activities included in the schoolwide plan that are high quality, effective, and research-based?

Topic: Using an Online, Course-Management System for Blended Classes,

Delivery Method: Face-to-face

Time:

Attendees: Teachers

Presenters: Instructional Technology Specialist

Topic: Using an Interactive Board as an Instructional Tool,

Delivery Method: Face-to-face

Time:

Attendees: Teachers

Presenters: Technology Coach

Topic: Video Sharing/Posting on School and Teacher Website, and

Delivery Method: Face-to-face

Time:

Attendees: Tech Coaches

Presenters: Instructional Technology Specialist

Topic: Managing Digital Devices in the Classroom.

Delivery Method: Face-to-face

Time:

Attendees: Teachers

Presenters: Technology Coaches

Topic: Fostering Active, Student-Engagement Using Technology,

Delivery Method: Face-to-face

Attendees: All teachers

Presenters: Technology in Motion

Topic: Website Content Management (New Design)

Delivery Method: Face-to-face

Attendees: All teachers

Presenters:

Topic: Understanding Data Security as It Relates to the Family Educational Rights and Privacy Act.

SY 2016-2017

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Delivery Method: Face-to-face

Attendees: All teachers

Presenters:

Topic: SuccessMaker

Delivery: Face-to-face & Turnaround training

Attendees: All teachers

Topic: SAMUEL Training for ELs

Delivery: Face-to-face & Turnaround training

Attendees: Teachers and administrators

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

Topic: Using an Online, Course-Management System for Blended Classes,

Delivery Method: Face-to-face

Time:

Attendees: Teachers

Presenters: Instructional Technology Specialist

Topic: Using an Interactive Board as an Instructional Tool,

Delivery Method: Face-to-face

Time:

Attendees: Teachers

Presenters: Technology Coach

Topic: Video Sharing/Posting on School and Teacher Website, and

Delivery Method: Face-to-face

Time:

Attendees: Tech Coaches

Presenters: Instructional Technology Specialist

Topic: Managing Digital Devices in the Classroom.

Delivery Method: Face-to-face

Time:

Attendees: Teachers

Presenters: Technology Coaches

Topic: Fostering Active, Student-Engagement Using Technology,

Delivery Method: Face-to-face

Attendees: All teachers

Presenters: Technology in Motion

Topic: Website Content Management (New Design)

Delivery Method: Face-to-face

Attendees: All teachers

Presenters:

Topic: Understanding Data Security as It Relates to the Family Educational Rights and Privacy Act.

Delivery Method: Face-to-face

Attendees: All teachers

Presenters:

Topic: SuccessMaker

Delivery: Face-to-face & Turnaround training

Attendees: All teachers

Topic: SAMUEL Training for ELs

Delivery: Face-to-face & Turnaround training

Attendees: Teachers and administrators

3. Identify the teacher mentoring activities included in the schoolwide plan. For example, new or inexperienced teachers are given support from an assigned master teacher.

There is one new teacher to Hollywood this year. The new teacher has been a prior paraprofessional at the school. New teacher professional development is offered as well. In the past, new teachers are assigned a mentor and at least two teachers have attended mentor training. Master teachers support their teachers by assisting them with lesson plans, working with them on lessons, and providing constructive criticism and positive feedback. Teachers work together in teams usually two adjacent grades to support each other and collaborate on projects. The instructional coach also supports teachers in classroom activities

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

Professional development is sustained and ongoing because once the professional development is received, it is to be implemented in the classroom. Also, PD sessions will be ongoing and participants will work together toward the common goal of all students receiving the same type of instruction no matter where they attend school. Professional development is embedded into school activities, documented and reviewed, and then collaboration is taking place as to what areas worked and what did not with participants receiving feedback from each other.

Component 6: Transition Strategies

1. Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school.

Hollywood Elementary School realizes that students need support emotionally and academically during periods of transition from their current setting to the next school. The following are transition activities offered:

-Kindergarten pre-registration is offered in the spring at which time students and parents may meet teachers and possibly discuss any special needs that the student may have. Also, Hollywood offers a parent/visitor night in May for parents to come and visit the school and a program is presented by the kindergarten teachers, counselor, and others to showcase our programs at Hollywood School. Extensive advertising including posters, news releases, mailings, and other media outlets are utilized to advertise this night.

-During summer, before school begins, students have the opportunity to visit the school to meet their teacher, participate in activities, and allowed to tour the school.

-Kindergarten packets are given to parents of upcoming kindergartners in order to assist them in preparing their child for school.

-Introduction letters and packets providing information including a supply list is given to students at the end of school in order to prepare them for transition into the next grade

. -An open house for all grades will be held a few weeks after the beginning of the new school year at which time students and parents may meet teachers and visit classrooms.

-Eighth grade students will visit North Jackson High School at a parent night during the fall where they will meet with various agencies including Impact, Career Center, NACEE, and other resources to assist them in their future planning. Also, during the spring before they enter the ninth grade, they tour the school which includes visiting ninth grade classes, meeting ninth grade teachers and learning about the courses offered.

-Career/Academic plans are reviewed by the counselor, PST team, and upcoming counselors and/or teachers if students appear to be potential dropouts. For example, students entering the ninth grade that are nearing their sixteenth birthday may be encouraged to pursue their options to find a suitable plan for this student. This has proven so far successful with at least one student has been tracked.

-Eighth grade students will visit the EPCOT (Earnest Pruet Center of Technology) to be given a preview of career/technical education courses offered to them. The team works to ensure that 8th grade students are introduced to avenues that will assist them in staying in school.

-Students new to Hollywood School meet with the counselor on or near their first day of school to be given an overview of the school and to attempt to alleviate any issues that may arise.

Component 7: Teacher Participation in Making Assessment Decisions

1. What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?

When decisions are made regarding statewide academic assessments, teachers are asked to serve on various committees that review statewide assessments. Teachers are provided with their data on statewide tests at a meeting and test results are disaggregated for teachers to utilize making decisions on standards that need to be emphasized or standards that students were competent in exhibiting proficiency. Teachers are provided with professional development to ensure that they have the knowledge to teach skills for statewide assessments. The data is also utilized in vertical teaming meetings where teachers participate in professional conversations regarding what the data supports in regards to their current and individual students.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Teachers collaborate frequently in faculty meetings, support team meetings to discuss individual student's needs as well as the needs of the overall instructional program. Teachers review non-mastery reports to drive instruction, especially areas of high percentages of non-mastery. The STAR Reading and Math program is utilized to determine which tier of instruction that is applicable and assists to meet them at their level. For students in need of intervention, the instructional specialist and problem solving team work together to determine an intervention plan that is implemented. Progress monitoring is administered to students after invention has been implemented.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Timely additional assistance is provided to students who are exhibiting difficulty in mastering standards by providing differentiated researched based intervention as quickly as possibly by someone other than the student's regular teacher (tier 3). Students are provided with lower level concepts to assist them in rising to the level expected with the teacher monitoring to determine missing information. Students are also provided with peer, one on one, or small group assistance as well as utilizing collaborative teachers and researched based computer/technology based programs for intervention. Each grading period teachers identify and document on the timely assistance forms, strategies to support students with a grade of 69 or below. Students with a grade of 59 or below, in addition to the classroom strategies, will have their parent contacted (two documented attempts), to discuss with the teacher additional support they can provide at home.

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

Students needs are being addressed through differentiated instructions by teachers realizing that now all students learn the same way. Teachers will work with students and allow them to work with other students to determine the best way a student can learn. This process has changed to where the straight and narrow rows are removed, but returned with with student-centered activities with the teacher acting as the facilitator in many activities. Tiered based instruction is also utilized in meeting student's individual needs.

4. Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY.

The school has applied for reissuance of the 21st Century After School Program; however, applicants have not yet been informed of their status. Parents are given opportunities to participate in trainings on methods to assist their student as well as provided with collaboration and resources of Parent Center. Food for Thought is a program offered by a local group of church volunteers that provide students with homework tutoring, reinforcement, and remediation. The student is then sent home with a bag of food that they may prepare themselves.

Backpack Buddies is also a program offered to students where a bag of food is sent home with them on Fridays with food that they are able to prepare with little or no assistance.

5. Describe procedures used to address challenges for EACH group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.

All students at Hollywood School , including those identified as migrant, limited-English proficient, homeless, economically disadvantaged, and neglected/delinquent, have access to all services and programs available, including free/reduced lunch, ELL services, Special Education services, and counseling services. Hollywood School uses the Department of Human Resources and various community resources to provide students with necessary school supplies, food, clothing and shelter. The

Salvation Army has been utilized in the past for families that have been exposed to tragedy or families in need. All homeless, migratory, and limited-English proficient students must have equal access to the same free appropriate public education. All homeless, migratory, and limited-English proficient students are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated. Limited-English proficient students are identified upon enrollment. Each new student receives a Home Language Survey used to determine eligibility for limited-English proficient testing. Students qualify for testing if the survey indicates that a language other than English is used by the student or at the student's home. The counselor and office staff identifies migrant students upon enrollment. Migrant students automatically qualify for free breakfast and lunch. Migrant students have access to all services and programs available to the rest of the students. Hollywood School provides special education services and uses appropriate procedures in accordance with federal and Alabama State laws and regulations. The PST team refers and the resource teacher tracks referrals and notices to parents concerning eligibility meetings. The evaluation is conducted to determine if the student is eligible for special education services. An Individualized Education Plan (IEP) team convenes to determine the eligibility for special education services. The IEP team develops the Individualized Education Plan based on the results of the evaluations, the concerns of the parents, and the academic, developmental, and functional needs of the child. To the maximum extent appropriate, special education students are educated with children who are not disabled. Hollywood School ensures that children with disabilities have access to a variety of educational programs and services available to non-disabled children. In addition, special education students are provided with an equal opportunity to participate in all extracurricular activities available to non-disabled students. Hollywood houses the main MD classroom for the system and students are contained in this classroom, but many are given opportunities in their IEPs to complete some activities with their grade level peers.

6. Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for EACH group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.

N/A Elementary School

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals?

All schools in Jackson County are school-wide program schools, thus Hollywood School is one of these seventeen schools. All available resources are utilized to achieve school, LEA, and state goals. Federal funds, along with funding from state and local sources, will be coordinated and integrated to provide a total program designed to foster educational improvement and high academic achievement of all students. In order to further the effort, a consolidated plan is developed and revised yearly, by Jackson County Schools, to utilize federal funds to provide maximum benefit to all students. The purpose of the plan is to insure that all students are served by the best possible fashion, enabling them to meet challenging content and performance standards. This plan is developed in consultation with the Federal Programs Planning Committee who provides input about allocation of funds, set-asides, administrative costs, and overall implementation of the program. Faculty and stakeholders of Hollywood School serve on this committee. Federal programs goals are congruent with state legislation requirements. The plan will remain in effect for one year. A thorough review of each program will then be conducted and analyzed for effectiveness and necessary changes made. The Federal Programs Planning Committee will then again be solicited for input on fund allocation, ideas to improve program design, implementation and evaluation. Necessary revisions will be made to the plan as indicated by the review. Hollywood School works closely with the Federal Programs Supervisor, School Improvement Specialist, Federal Programs/Parental Involvement Consulting Teacher, and the Title III Program Specialist to ensure that federal programs are coordinated with other programs to promote the highest level of student achievement within an environment conducive to learning. Hollywood School has a committee comprised of teachers, parents, community leaders, staff, and students to design school programs and develop school budgets and direction.

2. List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

All schools in Jackson County are school-wide program schools, thus Hollywood School is one of these seventeen schools. All available resources are utilized to achieve school, LEA, and state goals. Federal funds, along with funding from state and local sources, will be coordinated and integrated to provide a total program designed to foster educational improvement and high academic achievement of all students. In order to further the effort, a consolidated plan is developed and revised yearly, by Jackson County Schools, to utilize federal funds to provide maximum benefit to all students. The purpose of the plan is to insure that all students are served by the best possible fashion, enabling them to meet challenging content and performance standards. This plan is developed in consultation with the Federal Educational services will be coordinated and integrated to target improved student achievement most effectively. Ongoing collaboration across programs and alignment of state, local, and federal efforts will increase effectiveness, eliminate duplication, and combine services. At Hollywood School, funds from a variety of sources will be utilized to implement the overall school improvement plan. Title funds will provide academic programs to assist students to meet state standards and coordinate with other educational services to ensure that the needs of students are met. Special education students are eligible for Title services on the same basis as other students. Through collaborative planning at the school level, services for children with limited-English proficiency are coordinated. Hollywood School has an EL parapro to work with and assist EL students on implementation of their individual EL plans, assist students utilizing Rosetta Stone software and Finish Line curriculum. Policies are in place to ensure that immigrant, migratory and/or homeless children will receive proper services in the event of their enrollment in Hollywood School. Research based programs such as Finish Line, Rosetta Stone, and Accelerated Reading will be utilized at the school. Hollywood School has also made application to resume after school services through 21st Century Programs; however, applicants have not yet been informed of their application status. Professional development activities will assist teachers in

encouraging students to further advance in upper levels. Effective professional development will be funded by utilizing monies from Title I, Title II, state, and local funds. The countywide School Improvement Specialist will also provide professional development to teachers on strategic teaching and other identified areas of need. Student performance on state assessments will ultimately serve as the overall evaluation of the effectiveness of professional development. Teacher surveys and voiced opinions will also be utilized to evaluate the effectiveness of such activities.

3. How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Hollywood School utilizes and incorporates federal, state, and local funds to increase programs to increase schoolwide goals by utilizing TGFD programs in the counseling sector as well as utilizing the Federal Programs Parental Involvement Consulting Teacher and School Improvement Specialist in various activities and programs. Rosetta Stone is also utilized with other programs in the school for teachers who wish to provide enrichment in another language to higher level students as long as licenses are available. Hollywood has available information to provide parents with adult education and vocational training upon request in a language they can best understand. Parents are also informed of assistance and sign up times for programs such as Christmas Charities. Hollywood School has information also regarding Head Start programs for the Hollywood area. Students attend Skyline, Scottsboro, or Stevenson as Hollywood no longer possesses a local program.

Component 10: Evaluation

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

Hollywood School evaluates the implementation of the schoolwide program by walk-throughs and the feedback provided from walk-throughs. A tool that is utilized for walk throughs is the ELEOT (Effective Learning Environments Observation Tool). Also evaluation is made by reviewing data for improvements that reduce the achievement gap as well as increased positive feedback on faculty, students, and stakeholder feedback surveys.

2. How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

Hollywood School evaluates the results achieved by using data from the state's annual assessments and other indicators of academic achievement to reduce achievement gap as well as review to ensure that all areas are experiencing growth. This data will ultimately assist in reviewing trends and identifying weaknesses in the overall school academic climate.

3. How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

All programs are evaluated through classroom observations by administration and LEA staff. The school identifies the achievement of students utilizing STAR Reading & Math as well their prior year's ACT Aspire scores if available and tiers students into groups to increase their achievement by utilizing data to drive instruction.

4. What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

All programs are evaluated through classroom observations by administration and LEA staff. The school identifies the achievement of students utilizing STAR Reading & Math as well their prior year's ACT Aspire scores if available and tiers students into groups to increase their achievement by utilizing data to drive instruction.

5. Are there any goals you are keeping from the previous year? If so, describe the progress in meeting these goals.

The plan is reviewed continuously throughout the school year and revised as necessary based on faculty, staff, and stakeholder input. Assessment data is collected at three points within the school year. At midyear, we will review all available data to inform and guide our next steps. We intentionally look at the specific demographic groups within the school in order to ensure needs are being met. At the end of the school year, the team participates in a projection/reflection meeting and decides if the activities and strategies have been met, need to be continued, or need to be dismissed from the plan for being ineffective.

6. What goals did you change from your previous year's CIP? Why did you delete or change these goals?

The goals are a continuum. While progress has been made such as improved stakeholder satisfaction with the cleanliness/safety of the school as well as community involvement, these goals are still not perfected as there are still some areas within these goals that are considered weak based on the surveys. The school will be committed to reaching College and Career Readiness goals until 2020 thus the goals are written in an attempt to reach the goal and graduating College and Career ready students

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	8.71	8.71	575,711.90
Administrator Units	1.00	1.00	104,339.98
Assistant Principal	0.00	0.0	0.00
Counselor	0.50	.5	36,546.99
Librarian	0.50	.5	36,045.13
Career and Technical Education Administrator	0.00	0.0	0.00
Career and Technical Education Counselor	0.00	0.0	0.00
Technology	0.00	0.0	1,814.00
Professional Development	0.00	0.0	683.00
State ELL Funds	0.00	0.0	0.00
Instructional Supplies	0.00	0.0	4,342.00
Library Enhancement	0.00	0.0	228.00
Totals			759,711.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	45157.0

Provide a brief explanation and breakdown of expenses.

These funds are utilized for .73 of a certified instructor for a total of \$44446. Materials and supplies for instructional purposes is \$711, Parental involvement funds are not included in the school allocation but are utilized to enhance Parental Involvement at the school by the Parental Involvement Consulting Teacher.

PPA-Per Pupil Allotment --318.08

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

Provide a brief explanation and a breakdown of expenses.

Our school did not receive these funds.

Title II

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

Provide a brief explanation and a breakdown of expenses.

These funds of \$105,884 are utilized as a county allocation.

Title III

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

Provide a brief explanation and a breakdown of expenses.

Funds of \$15,538 were utilized as a county allocation.

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.

These funds are utilized throughout the county. The amount of funding for this is \$15,538.

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.

The Jackson County allotment for Professional Development for rural and low-income schools of \$7978. This amount is utilized at the district level to provide professional development for each school in the county. Hollywood School does not receive these funds.

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.

Hollywood School does not receive these funds.

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

Provide a brief explanation and breakdown of expenses.

Hollywood School does not receive these funds.

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.

Hollywood School has not received any of these grants.

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses

Hollywood School does not receive any local funds.

Strategies to Increase Parental Involvement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent Involvement Diagnostic, the Coordination of Resource/Comprehensive Budget Diagnostic, and EITHER the Title I Targeted Assistance Diagnostic OR the Title I Schoolwide Diagnostic. Parent Survey must be done annually, but it can be done electronically or by paper.

Strategies to Increase Parental Involvement

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

Parents are notified of the annual meeting by the marquee located outside the school where families and community members check for important information, the information is placed on the website and Notify Me and other types of notifications are sent by individual teachers, as well as flyers and print materials at the school. If the meeting is prior to school beginning, teachers include this information in their correspondence home if they send welcome or information packets to the students. As school returns to session in the fall, Hollywood School holds their annual Title I meeting and the Federal Programs Parental Involvement Consulting Teacher presents parents and stakeholders of a synopsis of Title I and the importance of Title I in our schools. During this meeting, parents and stakeholders are provided with an explanation of the definition of School wide Title I, 1% set asides, and the parents' right to be involved.

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

Materials are disseminated in an understandable and uniform format, and to the extent possible, in a language that parents can understand. Interpreters are also available when necessary. All documents related to Federal Programs are made available in both English and Spanish. Interpreters are available at schools with high Spanish speaking populations to further assist in any other explanations necessary. Information regarding curriculum, classroom standards, homework policies and assessments are provided in the Jackson County Schools Student Handbook. All students receive a handbook on the first day of school and must return the Parental Acknowledgement form which is filed in their cumulative records. Parents are provided with additional information throughout the school year, i.e., progress reports, report cards, assessment reports. Progress reports are sent home every 4.5 weeks and report cards are sent home every 9 weeks. Teachers make at least one parent contact per semester/year. Parents may request a conference to voice any concerns or suggestions related to the education of their child.

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

Contact information for both the Jackson County Board of Education and the Alabama State Department of Education is provided and is made available on the Jackson County School District Website. Here is a copy of the statement provided. "If you have any comments or concerns, you may call the Jackson County Board of Education at (256) 259-9500. If you desire to talk to someone at the Alabama State Department of Education you should call the Federal Programs Section at (334) 242-8199." Local contact person is Mr. Mark Guffey, Federal Programs Supervisor and/ or Mr. John Williamson, Special Education Supervisor

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

Title I is covered at the Fall Title I meeting and again in the spring because these are certified with the state. At PTO meetings or other sessions of families convening, information is given to parents regarding standards, test scores, how to review their child's progress, how to utilize technology, or other topics deemed important to families. The Federal Programs Parental Involvement Consulting Teacher will conduct parent meetings and offer training sessions covering many topics designed to aid parents in becoming more involved in their child's education. If a principal has a specific need at his/her school the Consulting Teacher will ensure that topic is discussed. The Consulting Teacher conducts one parent meeting per semester at times convenient for all parents to attend. Flyers of upcoming meetings and training sessions will be distributed on a timely basis to ensure parents are afforded the opportunities for participation. Newsletters for parents of elementary, middle, and high school students containing valuable and age appropriate strategies for better parenting are distributed monthly. Parents can also access the school website to stay informed and involved with the school. Also, where there are high numbers of Spanish speaking families, an interpreter will also be provided to assist parents.

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

The Federal Programs Parental Involvement Consulting Teacher operates the Jackson County Schools Parent Center which contains videos, games, books, and other educational resource tools for both parents and teachers to check-out. When parents are unable to come to the center, the Consulting Teacher will deliver requested materials to the school for the parent to pick up. Hollywood parents/families have been given both consumable and materials to be returned by the parental involvement consulting teacher. Hollywood families have also worked with the Federal Programs Parental Involvement Consulting Teacher on finding additional resources in the community such as tutoring services through other agencies, for example, Impact Learning Center.

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

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

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

Title I is covered at the Fall Title I meeting and again in the spring because these are certified with the state. At PTO meetings or other sessions of families convening, information is given to parents regarding standards, test scores, how to review their child's progress, how to utilize technology, or other topics deemed important to families. The Federal Programs Parental Involvement Consulting Teacher will conduct parent meetings and offer training sessions covering many topics designed to aid parents in becoming more involved in their child's education. If a principal has a specific need at his/her school the Consulting Teacher will ensure that topic is discussed. The Consulting Teacher conducts one parent meeting per semester at times convenient for all parents to attend. Flyers of upcoming meetings and training sessions will be distributed on a timely basis to ensure parents are afforded the opportunities for participation. Newsletters for parents of

elementary, middle, and high school students containing valuable and age appropriate strategies for better parenting are distributed monthly. Parents can also access the school website to stay informed and involved with the school. Also, where there are high numbers of Spanish speaking families, an interpreter will also be provided to assist parents.

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

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

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

The Federal Programs Parental Involvement Consulting Teacher operates the Jackson County Schools Parent Center which contains videos, games, books, and other educational resource tools for both parents and teachers to check-out. When parents are unable to come to the center, the Consulting Teacher will deliver requested materials to the school for the parent to pick up. Hollywood parents/families have been given both consumable and materials to be returned by the parental involvement consulting teacher. Hollywood families have also worked with the Federal Programs Parental Involvement Consulting Teacher on finding additional resources in the community such as tutoring services through other agencies, for example, Impact Learning Center.

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

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

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

Teachers must be educated on how parents should be encouraged to be an equal partner in their student's education. Faculty and staff will discuss at a faculty meeting regarding the importance of parents as equal partners. The Parental Involvement/Federal Programs Consulting Teacher or School Improvement Specialist will be invited to collaborate with teachers on this topic. Teachers should be aware of the many avenues that we are taking at Hollywood School to ensure this process occurs. The rationale and activities are discussed in the following sentences. Parents, stakeholders, and community leaders often view the school as a negative place based on their own experience as a student. We want to improve parents attitudes/perception of the total school experience. During times when families convene such as PTO meetings or other gathering such as a special lunch or program, parents are presented with information regarding training to parents to make them more comfortable with the school experience. Possible topics include the librarian or instructional coach reading a book, ie a simple book for time sake and allow parents to take or take as a group a STAR test. Parents are also invited to come read with their child during a family reading night or have their child read to them. Other topics include demonstrating and assisting parents in visiting the school website, parent portal, or signing up for Notify Me. Information may also be provided to parents regarding adult education and places where such training takes place. The EL parapro may be available to explain to parents with a language barrier. During team meetings, members will brainstorm and seek input from stakeholders regarding information to be presented to parents to increase their partnership with their child's educations. Last school year, the school and community took part in a family involvement night with a kickball game and a movie which was

considered successful in building school/family relations and a similar event is scheduled for this fall.

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

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

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

A letter is disseminated in English and Spanish at the beginning of the school year making parents/guardians aware of the Parent Center and materials available. The Parent Center is discussed at each school Title I meeting explaining materials available and providing sample materials to the parents. Parents are also informed that they may request materials and pick up at the parent center or request materials be brought to the school for delivery to the parent/family. The Parental Involvement Consulting Teacher and School Improvement Specialist have been present and taken part in events such as the "Family Fun Night". The Parental Involvement Consulting Teacher assists the principal in providing information to the parents about programs and resources available to encourage and support parents in participating in the education of their child.

6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

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

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

Materials are disseminated in an understandable and uniform format and, to the extent possible, in a language that parents can understand. Interpreters are also available when necessary. The Jackson County Board of Education provides each student with a Student Handbook at the beginning of each school year. The handbook provides clear detailed descriptions of rules, regulations, and expectations that are set by the Jackson County Board of Education. At the beginning of each school year a parent meeting is held at every school in which the Title I program is explained to parents. During this meeting the need for parental involvement is explained with the desire to foster positive family and community relationships. Parents are given the opportunity to voice concerns and ask questions. A letter explaining the materials is available at the Parent Center is sent home at the beginning of the school year inviting parents to use the facility. Newsletters with age appropriate activities are sent to the parents each month. These letters, available in English and Spanish, can also be found on the Jackson County website.

6f. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

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

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

The Parent Center is located inside the Jackson County Board of Education. Parents are made aware of the Parent Center by flyers sent out and materials distributed monthly. Information related to school programs, meetings, and other activities is communicated through class and school newsletters, emails, school website, SchoolCast, and Remind 101. The Parent Center, located at the Jackson County Board of Education, provides materials to assist parents with academic and social issues. Parents are also given increased awareness by receiving presentation at the school by the Federal Programs/Parental Involvement Specialist including transition activities as well parent meetings at the school level. For example the Federal Programs/Parental Involvement Consulting Teacher provides information to the parents at the beginning of the year meeting for parents and stakeholders. Parents can call the Parent Center and request materials to be used to work with their children. Materials can be delivered to the school to go home with the child or parents are invited and welcomed to come to the Parent Center to view and check out available materials. The Parent Center and the Federal Programs Parental Involvement Teacher provide additional resources for parents to assist in the child's learning. Hollywood School will inform parents in newsletters and other information documents information regarding the Parent Center and the assistance of the Federal Programs Parental Involvement Teacher.

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

Materials are disseminated in an understandable and uniform format to the extent possible, in a language that parents can understand. Interpreters are also available when necessary. Every effort will be made to accommodate parents with disabilities so they are able to play a participatory role in the education of their child.