



ACIP

Holly Hill Elementary School

Enterprise City Board of Education

Mrs. Christie T Mitten, Principal
201 Pineview Drive
Enterprise, AL 36330

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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?

Holly Hill Elementary School is a 1st-6th grade school serving 754 students, 34 teachers, 2 administrators, 2 secretaries, 1 counselor, 1 media specialist, 1 instructional partner, 2 interventionists, 3 instructional aides, 2 special education teachers, 1 gifted teacher, 1 music teacher, 2 physical education teachers, 2 physical education aides, 1 speech teacher, 1 EL aide and 1 nurse. The students' composition is from a variety of backgrounds. The nationalities of our students are 62% Caucasian, 18% African-American, 6% Multi-races, 4% Asian, 8% Hispanic, 1% American Indian, and 1% Pacific Islander. Many of our students come from military families due to our proximity to Ft. Rucker. This often causes challenges with the frequent transitioning of students from different schools. Our school was part of a rezoning this year which increased our student population. Due to new construction in the area, our enrollment is climbing again. Since Holly Hill is not a Title 1 school, we often face challenges with funding for items such as technology. Although we have a strong PTO at Holly Hill and much parental support for fundraising we still struggle to keep technology up-to-date and sufficient for the number of students that we have enrolled.

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.

Our mission statement at Holly Hill is "Make Success Happen". It echoes the mission of the Enterprise City School System which is "Preparing student graduates to be successful in realizing their personal, educational, and professional ambitions."

Our philosophy encompasses the development of the "whole" child. We, the faculty and staff at Holly Hill Elementary, strive to achieve this purpose by guiding each child personally, physically, socially, and intellectually. We provide a stable, nurturing environment in which children feel safe and respected as they develop a sense of pride and self-worth.

We realize that children are more successful when there is a cooperative, productive relationship among parents, teachers, administrators, and members of the community. We believe in a continuous process of communication and evaluation through reporting regularly to parents. Therefore, parental and community involvement is an integral part of our program.

Each child is a unique individual who brings a variety of experiences, values, skills, needs, and learning styles to our school. As educators we cannot guarantee success, but we must provide the opportunity for each child to become successful. To accommodate these various differences we offer a well-balanced and flexible program. It is our belief that special needs must be met before maximum intellectual growth can be achieved. We provide many specialized teachers, and staff members who offer a variety of educational experiences to facilitate learning.

We strive to instill in each child a healthy respect for self and others. It is our desire that each child will develop social skills which will enable him or her to become a responsible, productive, and contributing member of our ever-changing society.

The objectives of Holly Hill Elementary School are as follows:

1. To provide the proper environment that is conducive to learning.
2. To help each student acquire the basic skills needed to advance in educational opportunities.
3. To provide experiences which allow each student to develop to his fullest potential personally, physically, socially, and intellectually.
4. To provide experiences so that each child achieves some success daily.
5. To help develop positive self-esteem and help students understand the worth and dignity of others.
6. To provide students with experiences that they would not ordinarily have, such as: Grandparents' Day, Field Day, Awards Day, Writer's Luncheons, Echoes, Language Stars, Art Club, and field trips.
7. To encourage parental participation in all phases of the child's education.
8. To establish a relationship between school and community that allows us to utilize available resources.
9. To evaluate each student's progress regularly and communicate results to parents through daily/weekly work, progress reports, report cards, and conferences.
10. To provide for individual differences in children through a wide range of special needs programs.
11. To promote a sense of respect for authority and for those with whom we work and live.
12. To develop an excitement and desire for learning that fosters a sense of satisfaction and pride.

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.

Over the past three years, Holly Hill has consistently scored high on the ARMT+, ASPIRE, and DIBELS tests. With the incorporation of STAR testing we now have more data to use for identifying areas of weakness. The STAR data is collected 3-5 times each year so the data is more current for each student. We have also added to our technology by adding the BYOD (Bring your own device) initiative. Teachers are incorporating more technology into their day-to-day lessons to better equip the 21st Century learner.

It is a continuous goal for the faculty and staff of Holly Hill Elementary to ensure that all students excel academically as well as socially. The faculty and staff will continue to search for ways to increase knowledge through technology, curriculum, and other resources.

We will continue to strive for improvement in the area of technology. The increase in the use of Bring Your Own Device (BYOD) will aid in providing technology resources for the students.

Additional Information

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

No additional information at this time.

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.

All faculty members were assigned roles for completing the school improvement plan. Grade level teachers worked on various parts of the plan during faculty meetings. The school leadership team met to compile data to complete the data entry portion of the plan. Meetings were held during faculty meetings, in the mornings, and immediately after school as needed to accommodate schedules.

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

Faculty members, administrators, and parents all worked together to develop the improvement plan. All faculty members worked on specific portions of the plan. Parents were added with the leadership team to take information from the groups and compile the final plan. Data was entered into the computer then faculty members and parents reviewed the plan and made any corrections needed.

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

A copy of the final improvement plan is given to each teacher. Also, a copy of the final improvement plan will be posted on the school website so that parents and community members can review the document. In data meetings once a month the plan is reviewed and discussed with each grade level. Any updates to the plan will be shared with all teachers.

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		

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	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 demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

88% of third grade students scored Ready or Exceeding in Math on the ACT Aspire.

All grade levels were at/above the state percentage for students scoring ready or exceeding in Math.

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

4th grade math increased by 3% from last year.

6th grade math increased by 17% from last year.

Overall Holly Hill Math increased by 0.5% from last year.

6th grade Reading increased by 5% over last year.

Which area(s) indicate the overall highest performance?

The highest overall performance was in sixth grade math on the ACT Aspire.

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

There were no subgroups for the ACT Aspire.

Between which subgroups is the achievement gap closing?

There were no subgroups for the ACT Aspire.

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

The 2014-2015 ACT Aspire results were lower than the fall 2015-2016 STAR benchmark results for both Reading and Math across all grade levels.

Areas in Need of Improvement

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

All grade levels had lower than expected performance in Reading on the ACT Aspire. 4th-6th grades had lower than expected performance on the Math portion of the ACT Aspire.

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

For Fall 2015 STAR benchmark assessment, 3rd grade reading shows 24% scoring below benchmark.

For Fall 2015, only 65% of 1st grade students were ready to begin STAR testing. 35% were still testing in Early Literacy.

Which area(s) indicate the overall lowest performance?

The lowest overall performance on the ACT Aspire was in 5th grade reading with only 55% ready or exceeding. On DIBELS testing there was 26% of 2nd graders who were well below benchmark on Oral Reading Fluency. These students fell in the intervention or urgent intervention range.

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

There were no subgroups for the ACT Aspire

Between which subgroups is the achievement gap becoming greater?

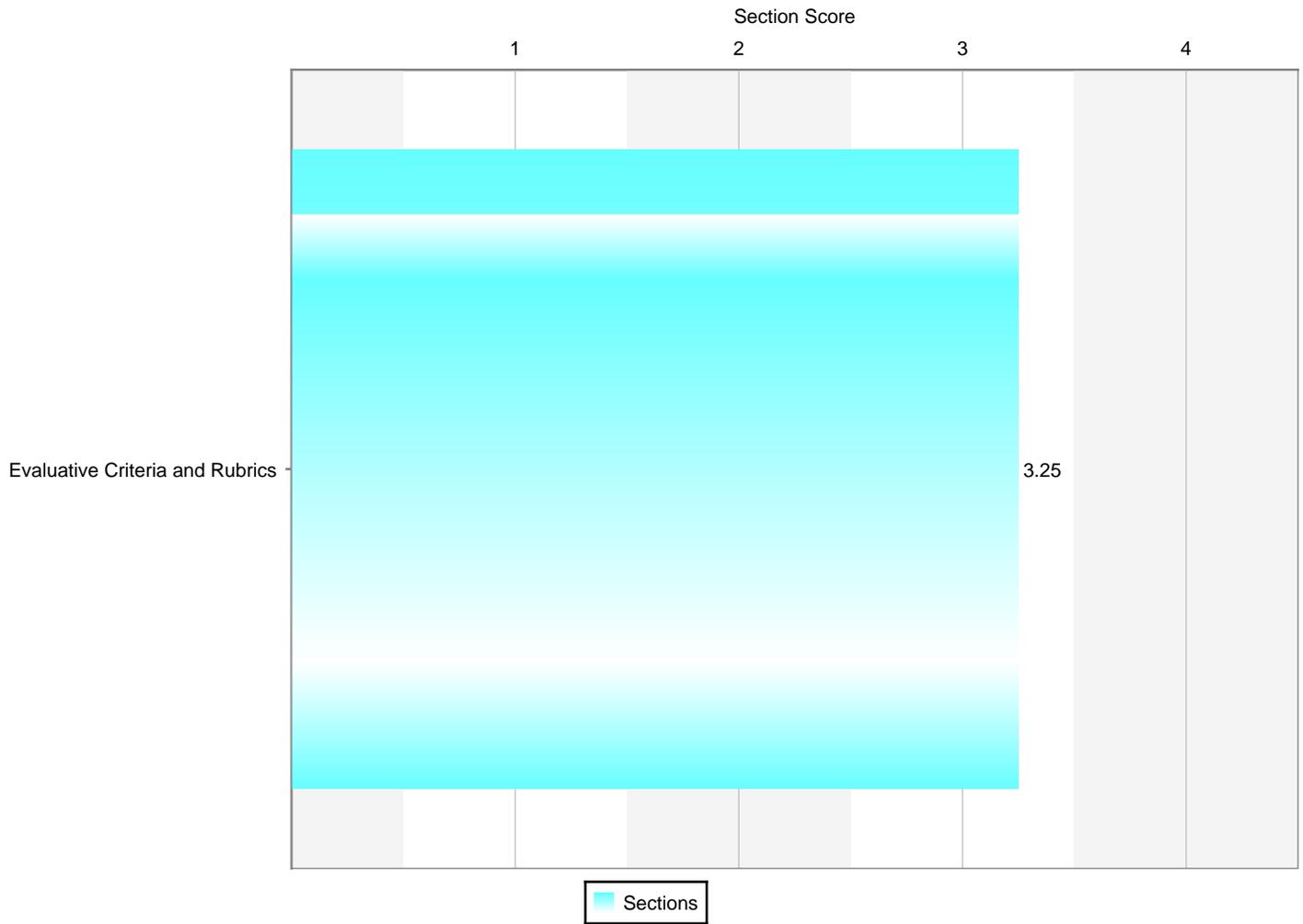
There were no subgroups for the ACT Aspire.

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

Findings between DIBELS and STAR are consistent for 1st and 2nd grade.

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		Assurance

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		

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	Dr. Patrick Cain Director of Human Resources 220 Hutchison Street Enterprise, AL 36330 334-347-9531 Ms. Oveta Pearce Federal Programs Director 220 Hutchison Street Enterprise, AL 36330 334-347-9531	Non-discriminatory

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		

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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.	No	School is not Title I therefore, we do not have to have a school-parent compact.	

Holly Hill A-Cip 2015-2016

Overview

Plan Name

Holly Hill A-Cip 2015-2016

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	To increase the percentage of students in EL programs who score proficient levels in language domains in language acquisition and writing of ACCESS. To increase the number of students who move to the next cohort on the ACCESS.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	A 3% increase of all students will demonstrate a proficiency in the Content Standards in Reading by 05/20/2016 as measured by STAR Reading Assessment and ASPIRE Reading Assessment	Objectives: 1 Strategies: 2 Activities: 7	Academic	\$0
3	A 2% increase of all students will demonstrate a proficiency in the Content Standards for Mathematics by 5/20/2016 as measured by STAR Math Assessment and ASPIRE Math Assessment.	Objectives: 1 Strategies: 2 Activities: 8	Academic	\$0
4	95% of Holly Hill students will be involved in activities that foster the development of the whole child.	Objectives: 1 Strategies: 3 Activities: 3	Organizational	\$0

Goal 1: To increase the percentage of students in EL programs who score proficient levels in language domains in language acquisition and writing of ACCESS. To increase the number of students who move to the next cohort on the ACCESS.

Measurable Objective 1:

75% of English Learners students will demonstrate a proficiency increase in Reading by 05/20/2016 as measured by ACCESS for EL scores.

Strategy 1:

English Learners Training - Teachers will receive training in EL information, strategies and skills to improve student learning and ACCESS scores.

Category: Develop/Implement Learning Supports

Activity - EL Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL committee will turn around strategies and skills for teachers of EL student to improve student learning and ACCESS scores.	Professional Learning	08/10/2015	05/20/2016	\$0	No Funding Required	EL Committee Classroom Teachers with EL students

Goal 2: A 3% increase of all students will demonstrate a proficiency in the Content Standards in Reading by 05/20/2016 as measured by STAR Reading Assessment and ASPIRE Reading Assessment

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency in the Content Standards in Reading by 05/20/2016 as measured by STAR Reading Assessment and ASPIRE Reading Assessment.

Strategy 1:

To build teacher capacity for professional growth through preparation and support - Teachers will be provided with professional development opportunities.

Category:

Research Cited: U.S. Department of Education Publications: <http://www2.ed.gov/policy/elsec/leg/blueprint/faq/college-career.pdf>

Activity - Teacher Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Professional development will be provided during faculty meetings and data meetings by the instructional partner or other staff members.	Professional Learning	08/10/2015	05/20/2016	\$0	No Funding Required	Instructional Partner, administrators, other staff members
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Activity - Walkthroughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Periodic walkthroughs will be conducted by administrators, the instructional partner, and other staff. Feedback from these observations will be used to modify instruction.	Professional Learning	08/10/2015	05/20/2016	\$0	No Funding Required	School and System Administrators, Instructional Partner, Other Faculty Members

Activity - Collaborative Days	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and staff members will be provided with collaborative days throughout the year. These days will be used to collaborate with teachers from other schools within the same grade level or across grade levels.	Professional Learning	08/10/2015	05/20/2016	\$0	No Funding Required	Instructional Partner, Central Office Administration

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Central office personnel, administrators, instructional partner, and classroom teachers will do instructional rounds. Teams visit the classrooms and give feedback to teachers on positive things that are happening in the room.	Professional Learning	09/16/2015	05/20/2016	\$0	No Funding Required	Central Office Personnel, Administrators, Instructional Partner, Classroom teachers

Strategy 2:

To provide access to digital tools for teachers and students through a comprehensive infrastructure - Teachers will be provided professional development in technology integration. Students will be exposed to digital tools through BYOD lessons and the computer lab.

Category:

Research Cited: <http://www.edutopia.org/technology-integration-research-learning-outcomes>

Activity - BYOD Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate BYOD lessons into their classroom instruction.	Technology	08/10/2015	05/20/2016	\$0	No Funding Required	Teachers

Activity - Computer Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Computer lab is available on a daily basis for teachers to sign up to use for classroom lessons.	Technology	08/10/2015	05/20/2016	\$0	No Funding Required	Teachers
Activity - Teacher Technology Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided professional development on technology topics.	Professional Learning	08/10/2015	05/20/2016	\$0	District Funding	Central office staff, school administrators

Goal 3: A 2% increase of all students will demonstrate a proficiency in the Content Standards for Mathematics by 5/20/2016 as measured by STAR Math Assessment and ASPIRE Math Assessment.

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in the Content Standards in Mathematics by 05/22/2015 as measured by STAR Math Assessment and ASPIRE Math Assessment.

Strategy 1:

To build teacher capacity for professional growth through preparation and support - Teachers will be provided with professional development activities that relate to student proficiency in Math.

Category:

Research Cited: U.S. Department of Education Publication: <http://www2.ed.gov/policy/elsec/blueprint/faq/college-career.pdf>

Activity - Teacher Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with a variety of professional development activities that support math instruction.	Professional Learning	08/20/2015	05/20/2016	\$0	District Funding	Central office personnel, instructional partners, school administrators
Activity - Collaborative Days	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will be provided with collaborative days throughout the year to plan with teachers across grade levels and within the same grade level but across schools.	Professional Learning	08/10/2015	05/20/2016	\$0	District Funding	Central Office personnel, school administrators , instructional partners
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Activity - Teacher Mentoring Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New teachers are provided with a mentor on their grade level or in their area of teaching.	Professional Learning	08/10/2015	05/20/2016	\$0	No Funding Required	School administrators , faculty members

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators, Central Office Personnel, and teachers will participate in instructional rounds and give feedback to teachers of positive activities in the classroom.	Professional Learning	09/16/2015	05/20/2016	\$0	No Funding Required	Administrators, Instructional Partners, Central Office Staff

Strategy 2:

To provide access to digital tools for teachers and students through a comprehensive infrastructure - Teachers will be provided professional development on technology integration.

Category:

Research Cited: <http://www.edutopia.org/technology-integration-research-learning-outcomes>

Activity - BYOD Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate BYOD lessons into their classroom instruction.	Technology	08/10/2015	05/20/2016	\$0	No Funding Required	Teachers

Activity - Computer Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Computer Lab is available for teachers to sign up to use for classroom lessons.	Technology	08/10/2015	05/20/2016	\$0	No Funding Required	Teachers

Activity - Teacher Technology Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will be provided with technology training on integrating technology in the classroom.	Technology	08/10/2015	05/20/2016	\$0	District Funding	Central office personnel, school administrators, instructional partners
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Activity - Math Journaling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will begin Math Journaling. They will move toward journaling using the See Saw App	Technology	08/10/2015	05/20/2016	\$0	No Funding Required	System Math Coach, Math Teachers

Goal 4: 95% of Holly Hill students will be involved in activities that foster the development of the whole child.

Measurable Objective 1:

demonstrate a behavior of a sense of community through participation in mentoring programs and club sponsored activities by 05/20/2016 as measured by club lists, mentoring assignments, sign-in sheets.

Strategy 1:

Student Mentoring - All students will be assigned a faculty/staff mentor.

Category:

Activity - Student Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and faculty/staff mentors will meet at least once a semester.	Behavioral Support Program	10/19/2015	05/20/2016	\$0	No Funding Required	Teachers and staff members

Strategy 2:

Student Clubs and Organizations - Many students will be involved in various clubs and organizations.

Category:

Activity - Club Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beta Club, Echoes, Student Government Association, and Art Club are all clubs and organizations that will be available to students.	Extra Curricular	08/10/2015	05/20/2016	\$0	No Funding Required	Teachers and Club Sponsors

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Strategy 3:

New Student Acclimation - New students who enroll in Holly Hill after the school year has started will be assigned a peer helper in their class to help the student become acclimated with the school.

Category:

Activity - Peer Mentor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incoming military students will be assigned a peer mentor in their class to answer questions or help them get adjusted to the school.	Extra Curricular	08/10/2015	05/20/2016	\$0	No Funding Required	Counselor, Classroom Teachers, Club Sponsors

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
EL Training	EL committee will turn around strategies and skills for teachers of EL student to improve student learning and ACCESS scores.	Professional Learning	08/10/2015	05/20/2016	\$0	EL Committee Classroom Teachers with EL students
Student Mentoring	Students and faculty/staff mentors will meet at least once a semester.	Behavioral Support Program	10/19/2015	05/20/2016	\$0	Teachers and staff members
Computer Lab	Computer Lab is available for teachers to sign up to use for classroom lessons.	Technology	08/10/2015	05/20/2016	\$0	Teachers
Teacher Mentoring Program	New teachers are provided with a mentor on their grade level or in their area of teaching.	Professional Learning	08/10/2015	05/20/2016	\$0	School administrators , faculty members
BYOD Lessons	Teachers will incorporate BYOD lessons into their classroom instruction.	Technology	08/10/2015	05/20/2016	\$0	Teachers
Teacher Professional Development	Professional development will be provided during faculty meetings and data meetings by the instructional partner or other staff members.	Professional Learning	08/10/2015	05/20/2016	\$0	Instructional Partner, administrators , other staff members
Instructional Rounds	Administrators, Central Office Personnel, and teachers will participate in instructional rounds and give feedback to teachers of positive activities in the classroom.	Professional Learning	09/16/2015	05/20/2016	\$0	Administrators, Instructional Partners, Central Office Staff
Instructional Rounds	Central office personnel, administrators, instructional partner, and classroom teachers will do instructional rounds. Teams visit the classrooms and give feedback to teachers on positive things that are happening in the room.	Professional Learning	09/16/2015	05/20/2016	\$0	Central Office Personnel, Administrator s, Instructional Partner, Classroom teachers

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Collaborative Days	Teachers and staff members will be provided with collaborative days throughout the year. These days will be used to collaborate with teachers from other schools within the same grade level or across grade levels.	Professional Learning	08/10/2015	05/20/2016	\$0	Instructional Partner, Central Office Administration
Peer Mentor	Incoming military students will be assigned a peer mentor in their class to answer questions or help them get adjusted to the school.	Extra Curricular	08/10/2015	05/20/2016	\$0	Counselor, Classroom Teachers, Club Sponsors
Club Involvement	Beta Club, Echoes, Student Government Association, and Art Club are all clubs and organizations that will be available to students.	Extra Curricular	08/10/2015	05/20/2016	\$0	Teachers and Club Sponsors
Math Journaling	Students will begin Math Journaling. They will move toward journaling using the See Saw App	Technology	08/10/2015	05/20/2016	\$0	System Math Coach, Math Teachers
Computer Lab	Computer lab is available on a daily basis for teachers to sign up to use for classroom lessons.	Technology	08/10/2015	05/20/2016	\$0	Teachers
Walkthroughs	Periodic walkthroughs will be conducted by administrators, the instructional partner, and other staff. Feedback from these observations will be used to modify instruction.	Professional Learning	08/10/2015	05/20/2016	\$0	School and System Administrators, Instructional Partner, Other Faculty Members
BYOD Lessons	Teachers will incorporate BYOD lessons into their classroom instruction.	Technology	08/10/2015	05/20/2016	\$0	Teachers
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Technology Professional Development	Teachers will be provided professional development on technology topics.	Professional Learning	08/10/2015	05/20/2016	\$0	Central office staff, school administrators
Teacher Technology Professional Development	Teachers will be provided with technology training on integrating technology in the classroom.	Technology	08/10/2015	05/20/2016	\$0	Central office personnel, school administrators, instructional partners

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Teacher Professional Development	Teachers will be provided with a variety of professional development activities that support math instruction.	Professional Learning	08/20/2015	05/20/2016	\$0	Central office personnel, instructional partners, school administrators
Collaborative Days	Teachers will be provided with collaborative days throughout the year to plan with teachers across grade levels and within the same grade level but across schools.	Professional Learning	08/10/2015	05/20/2016	\$0	Central Office personnel, school administrators, instructional partners
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	A relatively low number of parents responded to the survey even after sending paper copies to every parent instead of only those who requested it. Reminders were put on the website, facebook, and all-calls were made.	

Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

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

Areas of Notable Achievement

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

Our parent surveys indicate the highest satisfaction in the area of school safety. The next highest area was our school provides qualified staff members to support student learning. Also high was our school has high expectations for students in all classes.

Our student surveys indicate that 97.51% of the students surveyed agree that in my school, my principals and teachers want every student to learn.

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

The trend toward increasing stakeholder satisfaction for parents is school safety. For the past two years parents have ranked school safety as the highest in the stakeholder satisfaction survey.

The trend toward increasing stakeholder satisfaction for students is believing that all staff and administrators want them to do their best and learn. On the student survey all questions relating to this idea had the highest ratings.

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

Results are consistent with feedback provided to office staff and faculty while parents are visiting our school.

Areas in Need of Improvement

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

The lowest area of satisfaction in the parent survey was our school's governing body does not interfere with the operation or leadership of our school.

The lowest area of the student surveys was students feeling like teachers and administrators value their opinion about the school. More than half of students surveyed did not agree or were not sure about this statement.

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

The trend toward decreasing stakeholder satisfaction for parents is once again communication between teachers and parents about a child's progress and school goals.

What are the implications for these stakeholder perceptions?

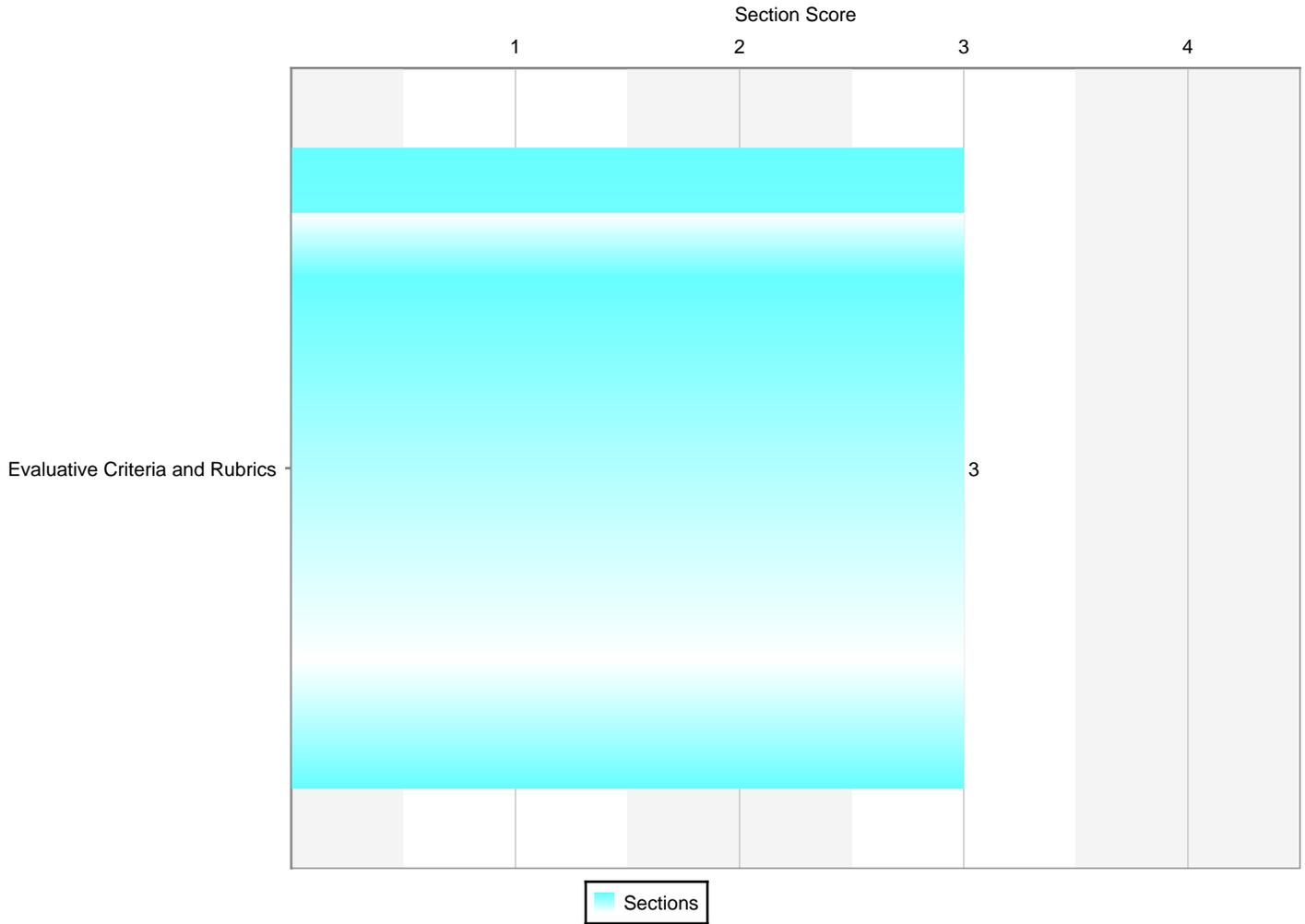
In our school, daily and weekly folders are sent home each week and all important information is relayed to parents through the Holly Hill Website and facebook account. Remind 101 (text-messaging system) has been implemented and NotifyMe (email communication) system will also be used this year. To increase individualized education for students collaboration is being promoted. Also the gifted education teacher along with the special education teachers, will be collaborating with classroom teachers to provide enhanced instruction to challenge those students. Two full-time interventionists will be working with all Tier III students this year as well as instructional aides assisting with instruction in the classrooms. We are also implementing System 44 for identified Tier III reading students.

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

AdvancEd survey results are consistent with last year's surveys and with feedback provided by parents who visit our school.

Report Summary

Scores By Section



Coordination of Resources - Comprehensive Budget

Introduction

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

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	42.15	42.9	1,687,739.00
Administrator Units	1.00	1	0.00
Assistant Principal	0.50	1	0.00
Counselor	1.00	1	0.00
Librarian	1.00	1	0.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	63.79	42.15	2,371.00
Professional Development	63.79	42.15	2,371.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	373.79	42.15	13,894.00
Library Enhancement	21.26	42.15	790.00
Totals			1,707,165.00

Title I

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

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title II

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title VI

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

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

Other

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

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses

N/A

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.

Although our school is not Title I, our parents are informed through Open House, PTO meetings, Math night, and Reading Night.

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.

Open House is scheduled during the day as well as times at night to accommodate all parents. Conferences with parents are also scheduled before school, during teachers' planning times, and after school to accommodate all parents. We do not receive Title I funding.

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.

Students have a weekly folder that goes home each Wednesday with all students. This folder contains student grades, any test information that is available, and information about activities that are going on in our school. Parent conferences are scheduled with all parents. The counselor is also available for conferences with parents as needed. Language Line will be used to communicate with parents of our EL students.

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).

Parents are welcomed into our school to collaborate with teachers to help improve student achievement. Students are encouraged to take ownership of their learning.

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

A copy of the CIP will be posted on the Holly Hill Website. Parents who are dissatisfied with the CIP can submit their comments in writing to the administration. All comments will be looked at by the School Leadership Team.

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)

During Open House, PTO Meetings, Math and Reading Nights, parents will be informed of procedures in the classroom and given additional information for how to assist their children at home. Parents are informed of local assessments through the Holly Hill Website, Wednesday folders, and Holly Hill Updates. Parents are encouraged to volunteer during the school day. Many parents sign up to work with individual students on reading and math.

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)

During Open House, Conferences, PTO Meetings, Math and Reading Nights, parents are taught about websites that are used in the classroom as well as additional websites that students can use at home. The links to all websites are accessible on the Holly Hill website so that parents can easily find them.

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)

Parents who have expertise in various fields inform the teacher or office staff who in turn compiles a list of these parents to use as resources in classrooms and to improve student learning.

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)

Parental involvement activities such as "Breakfast with the Principal" are being conducted to keep parents informed of activities going on in the school and to address any concerns parents may have. This is an informal meeting where parents are encouraged to ask questions regarding their child's education. Parents are encouraged to volunteer in the classrooms. EL information nights are provided by the school system to equip the parents with information to assist their children with homework and other activities.

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)

All information is communicated through Wednesday folders, the Holly Hill Website, or all-calls to parents. Information sent home in Wednesday folders can be translated as needed by the EL teacher and her colleagues.

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)

Any parent requests for parental involvement activities will be considered and addressed by the administration.

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.

Any information can be translated by EL teacher if needed. The school system also holds parent night's for parents with limited English proficiency so they can distribute information as needed. The EL teacher is also available when parents call the school to provide the information needed in their language.

