



ACIP

Holly Pond Elementary School

Cullman 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?

Holly Pond is located in the eastern section of Cullman County in Alabama. It is near U.S. Highway 278. It has a population of 645. The community has several businesses that have boosted the economy.

Holly Pond Elementary School is a public, rural school serving grades kindergarten through grade 5. The school was first established in 1929 as an elementary/high school combination. In 1952, the building burned. It was rebuilt in 1953. The main building still exists as it was at that time. The main elementary building consists of eighteen classrooms. Additional rooms that have been added include two reading rooms, two first grade rooms, and three kindergarten rooms. In 1999, the elementary was separated from the high school. An elementary principal was hired at this time. Several buildings continue to serve the high school as well as the elementary students. These include a lunchroom, a music room, and a band room. Our building is handicapped accessible. The building faces a busy road with the kindergarten rooms opening to the outside without a hallway. This makes it difficult to secure the students from the public during transition times.

The student body at Holly Pond Elementary consisted of 381 students at the first of the 2015 school year. The ethnic background of the students reflects that of the community which is 97 percent white, 1 percent American Indian, .2 percent Asian, .2 percent Two or More Races or Not Specified. The percentage of free and reduced lunches for the 2014-2015 school year is 63 percent. Our Resource Program serves students in grades K-5.

Special education services are currently provided to 13 percent of the total school population. Of the special education population, 11 are Specific Learning Disabled, 2 are Intellectually Disabled, 10 are Developmentally Delayed, 4 are Other Health Impaired, 4 are Autistic, 17 are Speech Language Impaired and 1 is Orthopedic Impaired. One student is eligible for 504 services.

Our teacher ratio is less than it has been in recent years. There are less than 22 students per teacher in grades K-5.

Holly Pond Elementary School receives funding from federal, state, and local revenues. The PTO sponsors several fundraisers each year which assist the school in funding special projects.

Holly Pond Elementary faculty consists of a principal, twenty-two self contained classroom teachers, a full-time counselor, a librarian, 2 special needs aides, a physical education teacher, a Write-to-Read Computer Lab aide, a secretary, and two special education teachers. We share 5 instructional coaches, music teacher, bookkeeper, resource officer, and two custodians. Our students are served by a speech teacher and gifted teacher. All teachers are certified in the area in which they teach.

The faculty at Holly Pond Elementary is committed to continuous professional growth. Professional Development helps to enhance the quality of instruction that we provide. Time is set aside once bi-weekly for grade-level meetings in which teachers discuss and coordinate curriculum goals and related activities.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The Mission of Holly Pond Elementary School is Helping Prepare Every Student to be a lifelong learner and leader.

The vision of Holly Pond Elementary is to provide a safe and positive learning environment where everyone is valued as part of the school community. Teachers, parents, students, and community members work together to provide meaningful and relevant learning opportunities. Data drives instruction and high standards have been set.

Beliefs

1. Teachers, parents, and the community should share responsibility for the support of school's mission.
2. All students can learn, achieve, and succeed at some level.
3. Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
4. Students' needs are met through a variety of learning opportunities and instructional approaches in a safe and challenging learning environment.
5. Students with different needs benefit from special services and educational resources.
6. The school must continually update technological equipment and facilities to Provide a foundation for education in the twenty-first century.
7. The commitment to continue improvement is imperative if our school is going to enable students to become self-confident, self-directed, lifelong learners.

Holly Pond Elementary embodies its purpose through providing a rigorous curriculum for all students. All faculty and staff members have high expectations for their students and themselves. Everyone works as a team and strives to do their best and make a difference every day.

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.

*All teachers have been issued MacBooks and have received training on their use. Bright Links as well as ipads have been purchased for many rooms.

*During the past three years, technology has been added to individual classroom including new computers, ELMOs, projectors, and several smart boards. Technology training has been provided by Athens State to improve the quality of instruction provided.

*AMSTI math and science PLTs have been established to improve teacher content knowledge as well as student achievement.

*Safety improvements have been made including a key pad and buzzer system for the front door, a security system, fencing, and additional locks.

* We will continue to look at ways we can ensure the safety of our students.

* We plan to continue to improve our technology capabilities, including wireless access for our campus and providing professional development to help our teachers increase their knowledge of how to implement technology in their classrooms.

Additional Information

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

We will be starting our own elementary PTO this year. In the past this organization has included middle school and high school parents and teachers.

Our Adopt-A-School Sponsor is Jet-Pep Inc. They provide funding for special projects and programs as well as provide encouragement for each of the teachers.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The Leadership Team met to start the process of revising our School Improvement Plan. Committees were created and chairpersons identified for each section of the plan. The Leadership Team consists of teachers and parents of lower and upper grade levels. A representative from a local business was also nominated and elected to serve on the team. All team members were invited to an initial meeting where they were informed of their roles and set scheduled meeting dates.

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

Grades K-2 and 3-5 each had a representative on the Leadership Team. The parent and community representatives were nominated and selected to serve on the team. Team members served as chairpersons for each of the school improvement committees.

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

The Leadership Team was created to oversee the revision of the School Improvement Plan. Each committee met to revise their section of the plan. As revisions of the plan were completed, they were reviewed by the faculty and the stakeholders. All stakeholders were notified when the plan was finalized. Stakeholders were notified that the final plan can be viewed in the office at Holly Pond Elementary and also on the website.

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		2015 Assessment Comparison Chart

Evaluative Criteria and Rubrics

Overall Rating: 2.75

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

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	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?

According to our STAR Math data, 86% of the students scored at or above the 40th percentile at the end of the 2014-2015 school year.

According to our STAR Reading data, 76% of the students performed at or above the 40th percentile at the end of the 2014-2015 school year.

The 2014-15 Aspire results indicate:

49% of our 3rd grade students are proficient (Level 3 or 4) in Reading.

75% of our 3rd grade students are proficient (Level 3 or 4) in Math.

34% of our 4th grade students are proficient (Level 3 or 4) in Reading.

51% of our 4th grade students are proficient (Level 3 or 4) in Math.

34% of our 5th grade students are proficient (Level 3 or 4) in Reading.

43% of our 5th grade students are proficient (Level 3 or 4) in Math.

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

The STAR Math results show that the percentage of students scoring above the district proficiency level of 40th percentile increased from 80% in 2012-2013 to 84% in the 2013-2014 school year. At the end of the 2014-2015 school year, it went up to 86%. This was an increase of 10% from the beginning of the 2014-2015 school year.

On the 2014-2015 Aspire, 48% of the 3rd grade students scored at the proficiency level in Reading compared to 42% in 2013-2014. This was an increase of 6%. On the 2014-15 Aspire, 75% of the 3rd grade students scored at the proficiency level in Math compared to 67% in 2013-14. This was an increase of 8%.

Which area(s) indicate the overall highest performance?

The 3rd grade students had the overall highest performance. 2014-15 ASPIRE results showed that 75% of the students scored at the proficiency rate (Level 3 or 4).

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

The subgroup of females in third grade shows a trend toward increasing performance. In 2015, 83% of the females scored at the proficiency level in Math compared to 58% in 2014. In 2015 59% of the the females scored at the proficiency level in Reading compared to 46% in 2014. In 2015, 59% of the fourth grade females scored at the proficiency level in Math compared to 51% in 2014. In 2015, 49% of the fifth grade
SY 2015-2016

females scored at the proficiency level in Math compared to 42% in 2014.

Between which subgroups is the achievement gap closing?

The achievement gap is closing between male and female students in fifth grade in Reading. In 2015, 28% of the females scored at the proficiency level compared to 31% of the males.

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

In looking at both STAR results and ASPIRE results for the 2014-2015 school year the third grade students outperformed the fourth and fifth grade students.

Areas in Need of Improvement

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

STAR Reading data revealed the following areas below the expected levels of performance:

Only 32% of the 2nd grade students reached the proficiency goal of scoring at or above the 70th percentile.

Only 17% of the 3rd grade students reached the proficiency goal of scoring at or above the 70th percentile.

Only 26% of the 4th grade students reached the proficiency goal of scoring at or above the 70th percentile.

Only 17% of the 5th grade students reached the proficiency goal of scoring at or above the 70th percentile.

The STAR Math data revealed the following:

Only 32% of the 1st grade students reached the proficiency goal of scoring at or above the 70th percentile.

Only 26% of the 2nd grade students reached the proficiency goal of scoring at or above the 70th percentile.

Only 24% of the 5th grade students reached the proficiency goal of scoring at or above the 70th percentile.

ASPIRE Reading data revealed the following:

Only 34% of the 4th grade students reached the proficiency goal of Level 3 or 4.

Only 29% of the 5th grade students reached the proficiency goal of Level 3 or 4.

ASPIRE Math data revealed the following:

Only 43% of the 5th grade students reached the proficiency goal of Level 3 or 4.

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

The percentage of 4th and 5th grade students scoring at the proficiency level on ASPIRE Reading has declined from the 2013-14 to 2014-15 school year.

Which area(s) indicate the overall lowest performance?

The lowest scores were recorded on the ASPIRE 5th grade reading. Only 29% of the students scored at the proficiency level of 3 or 4.

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

The subgroup of males shows a trend toward decreasing performance. The percentage of males scoring at the proficiency level in Math declined in grades 3-5 from 2014-2015. The percentage of males scoring at the proficiency level in Reading declined in grades 3-4 from 2014-2015.

Between which subgroups is the achievement gap becoming greater?

The achievement gap between 3rd grade boys and girls in Reading is becoming greater. In 2015, the difference in the percentage of those
SY 2015-2016

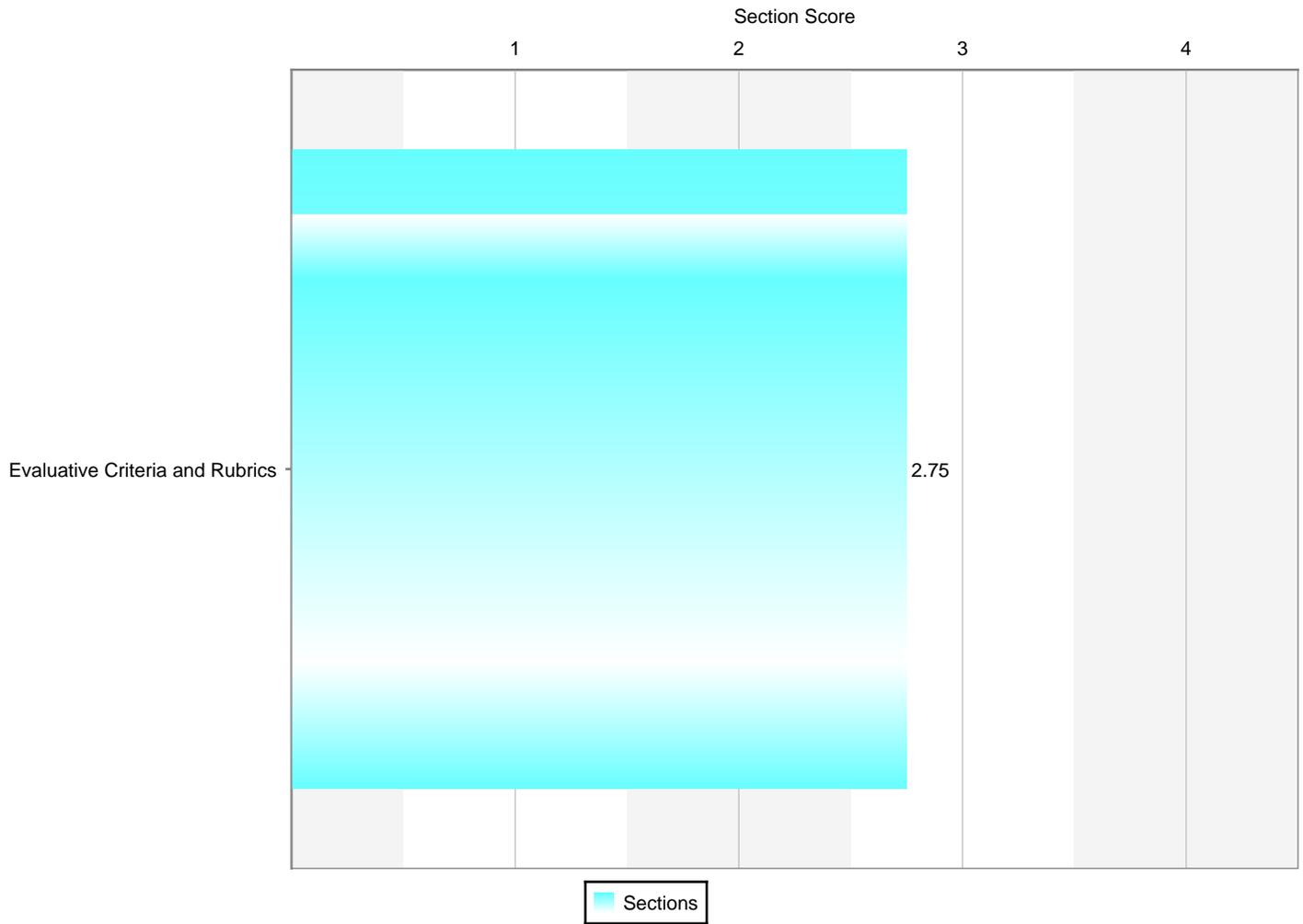
scoring at the proficiency level increased from 7% to 22%.

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

The third grade students scored higher than the other grades in math on STAR and ASPIRE.

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		Leadership Team

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	HPE 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 HPE 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.	Assurances

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	HPE has designated the principal, Karen Sparks, to coordinate efforts to comply with and carry out non-discrimination responsibilities. Karen Sparks Principal 120 New Hope Road Holly Pond, AL 35083 256-796-0046	Non-disc.

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		Parental Inv. Plan

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

2015-2016 Continuous Improvement Plan

Overview

Plan Name

2015-2016 Continuous Improvement Plan

Plan Description

2015-2016 CIP

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	All students at Holly Pond Elementary will become proficient in math.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$5600
2	All students at Holly Pond Elementary will read at the state determined proficiency level.	Objectives: 1 Strategies: 3 Activities: 8	Academic	\$0
3	Adequate Progress in Language Acquisition	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$0
4	Holly Pond Elementary School will implement a Teacher Advisor Program to connect students with an adult mentor, provide one-on-one guidance, and provide support along the student's learning path.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0

Goal 1: All students at Holly Pond Elementary will become proficient in math.

Measurable Objective 1:

56% of All Students will demonstrate a proficiency in numbers and operations in Mathematics by 05/26/2016 as measured by ASPIRE..

Strategy 1:

Number Talks through Number Sense Routines - Teachers will participate in PLTs to increase their professional learning of Number Sense strategies. Teachers will use Number Talks and Number Sense routines during math instruction. The use of strategies will be monitored through lesson plans and walk-throughs.

Category:

Research Cited: Parrish, Sherry. (2010)Number Talks. Sausalito, California: Mass Solutions

Shumway, Jessica (2011) Number Sense Routines: Building Numerical Literacy Everyday in K-3. Portland, Maine:Stenhouse

Conklin, Melissa (2010) It Makes Sense! Using Ten Frames to Build Number Sense. Sausalito, CA: Math Solutions

Kanold, Timothy & Larson, Mathew (2012) Common Core Mathematics and a PLC at Work. Bloomington, IN: Solution Tree Press NCTM

Activity - Professional Learning Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Facilitate professional learning for K-5 math teachers through PLT meetings focusing on Number Talks and Number Sense Routines. Monitor the use of Math Talks and Number Sense Routines through lesson plans and walk throughs.	Professional Learning	09/01/2014	05/26/2016	\$0	No Funding Required	Math teachers, Instructional Coach, AMSTI specialists, administration

Strategy 2:

Fact Fluency - Teachers will research strategies to improve students' fact fluency during PLT meetings.

Category:

Research Cited: Principles and Standards for School Mathematics. Natl Council of Teachers of Mathematics, Reston, VA, 2000

Activity - Monitor Fact Fluency	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement strategies to increase students' fact fluency in math instruction. Teachers will monitor students' fact fluency through formative and summative assessments. Teachers will use Math Facts in a Flash computer program in the lab.	Academic Support Program, Professional Learning	09/30/2014	05/26/2016	\$5600	Other	Teachers, Instructional Coach, AMSTI specialists, Principal

Strategy 3:

Digital Curriculum - Teachers will use the digital curriculum to enhance math lessons.

Category:

Research Cited: ASCD, ACT

Activity - Technology PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on Early Release Days to improve their use of the digital curriculum.	Professional Learning	09/01/2015	05/26/2016	\$0	No Funding Required	Classroom teachers, administration, technology integration specialists

Goal 2: All students at Holly Pond Elementary will read at the state determined proficiency level.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency in comprehension in Reading by 05/26/2016 as measured by ASPIRE. .

Strategy 1:

Strategic Teaching - Teachers will use strategic teaching strategies in daily classroom instruction.

Category:

Research Cited: The Strategic Teacher resource reference

Activity - Daily Outcomes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will state daily outcomes based on state standards and monitor student mastery of the outcomes through progress monitoring and unit assessments.	Direct Instruction	08/18/2014	05/26/2016	\$0	No Funding Required	Classroom teachers, Instructional Coach, Principal

Activity - Chunking of text	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will chunk texts and lesson content into small manageable pieces to be read and give students an opportunity to discuss concepts with peers.	Direct Instruction	08/18/2014	05/26/2016	\$0	No Funding Required	Classroom teachers, resource teachers

Activity - Before, during, and after reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Holly Pond Elementary School

The teachers will plan purposeful before, during, and after strategies.	Direct Instruction	08/18/2014	05/26/2016	\$0	No Funding Required	Classroom teachers, resource teachers
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Activity - 4 Step explicit instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the 4 step explicit instruction model (I do, We do, Y'all do, You do)	Direct Instruction	08/18/2014	05/26/2016	\$0	No Funding Required	Classroom teachers, resource teachers

Activity - TWIRL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide instruction using student engagement strategies. (talk, write, investigate, read, and listen)	Direct Instruction	08/18/2014	05/26/2016	\$0	No Funding Required	Classroom teachers, resource teachers

Strategy 2:

Differentiated Instruction - Students will receive differentiated instruction based on their academic need. Teachers will use STAR data to determine Rtl students and develop a plan for differentiating instruction. Rtl students will be progress monitored using STAR every four weeks.

Category:

Research Cited: Association for Supervision and Curriculum Development

Activity - Small group instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide small group instruction using level appropriate materials and monitoring the students' mastery of skills.	Direct Instruction	09/01/2014	05/26/2016	\$0	No Funding Required	Classroom teachers, resource teachers, Principal

Activity - Reading Logs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In order to encourage outside reading, students will keep a reading log that will be checked by the classroom teacher.	Academic Support Program	09/01/2015	05/26/2016	\$0	No Funding Required	Classroom teachers

Strategy 3:

Digital Curriculum - Teachers will use the new digital curriculum to deliver classroom instruction.

Category:

Research Cited: ACT, ASCD

Activity - Technology PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on implementing the digital curriculum on Early Release Days on a monthly basis.	Professional Learning	09/01/2015	05/26/2016	\$0	No Funding Required	Classroom teachers, technology specialists, administration

Goal 3: Adequate Progress in Language Acquisition

Measurable Objective 1:

55% of English Learners students will demonstrate a proficiency in achieving Adequate Progress in Language Acquisition (APLA). TO MEET AMOA-B: The number of ELL students school wide attaining English Proficiency will be at least 21% in English Language Arts by 05/26/2016 as measured by ACCESS for ELLs.

Strategy 1:

Examine School Wide ELL Data for Student Goals - EL teacher will engage in student goal setting for ELLs who did not achieve AMAO-A and/or AMAO-B during the 2014 - 2015 school year.

Category:

Research Cited: ACCESS for ELLs score reports

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the beginning of school, the EL teacher will review and analyze comprehensive data for identified Limited English Proficient (LEP) students who have not achieved AMAO-A and/or AMAO-B and will collaborate these findings with the EL committee.	Academic Support Program	08/12/2015	10/01/2015	\$0	No Funding Required	EL Teacher and Classroom Teachers with ELL students

Strategy 2:

Collaborative Instructional Planning - EL and classroom teachers will collaborate to determine an instructional plan for ELL students.

Category:

Research Cited: ACCESS for ELL Score Reports

Activity - Teacher Collaboration for Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL teacher and classroom teacher will determine accommodations for LEP students, monitor progress for LEP students, and adjust I-ELP as needed throughout the year. EL Teacher will document I-ELP using Ellevation.	Other	08/12/2015	05/26/2016	\$0	No Funding Required	EL Classroom Teachers and EL Teacher

Strategy 3:

Implement SDAIE - Core EL Program - EL and Classroom teachers will collaborate to implement instructional strategies using core EL program, SDAIE - Specially Designed Academic Instruction in English to assure achievement of AMAO-C Reading and Math goals.

Category:

Research Cited: Specially Designed Academic Instruction in English

Activity - EL Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL teacher will meet with EL teachers and classroom teachers to support implementation of SDAIE strategies to increase EL student achievement.	Professional Learning	08/12/2015	05/26/2016	\$0	No Funding Required	EL teacher, classroom teacher, and administration

Activity - SDAIE Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL Teachers will distribute green EL folders to all faculty members and provide information about the Core EL Program - SDAIE.	Professional Learning	08/06/2015	05/26/2016	\$0	No Funding Required	EL teacher, Classroom Teacher, Administration

Goal 4: Holly Pond Elementary School will implement a Teacher Advisor Program to connect students with an adult mentor, provide one-on-one guidance, and provide support along the student's learning path.

Measurable Objective 1:

demonstrate a proficiency by implementing the Teacher Advisory Program at Holly Pond Elementary School to increase the number of students who feel they are supported by an adult by 3% from 80.18 to 83.18 by 05/25/2016 as measured by surveys.

Strategy 1:

Teacher Advisory Program - HPE will implement the Teacher Advisory Program using the guidelines in the manual created by the District Leadership/Steering Committee.

Category:

Research Cited: Comprehensive Counseling and Guidance Model for Alabama Public Schools

Activity - Needs Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Holly Pond Elementary School

Conduct a needs assessment to guide implementation for following the Comprehensive Counseling and Guidance Model for Alabama public schools	Behavioral Support Program, Academic Support Program	08/17/2015	09/01/2015	\$0	No Funding Required	Counselor, classroom teachers
Activity - Assignments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Leadership Team will use the Teacher Advisor Manual as a guide for implementation, assign students to an advisor, and schedule meetings twice every nine weeks.	Behavioral Support Program, Academic Support Program	08/10/2015	05/25/2016	\$0	No Funding Required	Leadership team,
Activity - Advisory Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Leadership Team will create an action plan for implementing, monitoring, and evaluating the Teacher Advisory Program.	Behavioral Support Program, Academic Support Program	08/10/2015	05/25/2016	\$0	No Funding Required	Leadership Team, teachers

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
Assignments	The Leadership Team will use the Teacher Advisor Manual as a guide for implementation, assign students to an advisor, and schedule meetings twice every nine weeks.	Behavioral Support Program, Academic Support Program	08/10/2015	05/25/2016	\$0	Leadership team,
Data Analysis	At the beginning of school, the EL teacher will review and analyze comprehensive data for identified Limited English Proficient (LEP) students who have not achieved AMAO-A and/or AMAO-B and will collaborate these findings with the EL committee.	Academic Support Program	08/12/2015	10/01/2015	\$0	EL Teacher and Classroom Teachers with ELL students
Chunking of text	Teachers will chunk texts and lesson content into small manageable pieces to be read and give students an opportunity to discuss concepts with peers.	Direct Instruction	08/18/2014	05/26/2016	\$0	Classroom teachers, resource teachers
Daily Outcomes	Teachers will state daily outcomes based on state standards and monitor student mastery of the outcomes through progress monitoring and unit assessments.	Direct Instruction	08/18/2014	05/26/2016	\$0	Classroom teachers, Instructional Coach, Principal
Reading Logs	In order to encourage outside reading, students will keep a reading log that will be checked by the classroom teacher.	Academic Support Program	09/01/2015	05/26/2016	\$0	Classroom teachers
SDAIE Strategies	EL Teachers will distribute green EL folders to all faculty members and provide information about the Core EL Program - SDAIE.	Professional Learning	08/06/2015	05/26/2016	\$0	EL teacher, Classroom Teacher, Administration
Teacher Collaboration for Goal Setting	EL teacher and classroom teacher will determine accommodations for LEP students, monitor progress for LEP students, and adjust I-ELP as needed throughout the year. EL Teacher will document I-ELP using Ellevation.	Other	08/12/2015	05/26/2016	\$0	EL Classroom Teachers and EL Teacher
Technology PD	Teachers will receive training on implementing the digital curriculum on Early Release Days on a monthly basis.	Professional Learning	09/01/2015	05/26/2016	\$0	Classroom teachers, technology specialists, administration

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Technology PD	Teachers will receive training on Early Release Days to improve their use of the digital curriculum.	Professional Learning	09/01/2015	05/26/2016	\$0	Classroom teachers, administration, technology integration specialists
4 Step explicit instruction	Teachers will use the 4 step explicit instruction model (I do, We do, Y'all do, You do)	Direct Instruction	08/18/2014	05/26/2016	\$0	Classroom teachers, resource teachers
Professional Learning Teams	Facilitate professional learning for K-5 math teachers through PLT meetings focusing on Number Talks and Number Sense Routines. Monitor the use of Math Talks and Number Sense Routines through lesson plans and walk throughs.	Professional Learning	09/01/2014	05/26/2016	\$0	Math teachers, Instructional Coach, AMSTI specialists, administration
Before, during, and after reading	The teachers will plan purposeful before, during, and after strategies.	Direct Instruction	08/18/2014	05/26/2016	\$0	Classroom teachers, resource teachers
TWIRL	Teachers will provide instruction using student engagement strategies. (talk, write, investigate, read, and listen)	Direct Instruction	08/18/2014	05/26/2016	\$0	Classroom teachers, resource teachers
Advisory Plan	The Leadership Team will create an action plan for implementing, monitoring, and evaluating the Teacher Advisory Program.	Behavioral Support Program, Academic Support Program	08/10/2015	05/25/2016	\$0	Leadership Team, teachers
Small group instruction	Teachers will provide small group instruction using level appropriate materials and monitoring the students' mastery of skills.	Direct Instruction	09/01/2014	05/26/2016	\$0	Classroom teachers, resource teachers, Principal
Needs Assessment	Conduct a needs assessment to guide implementation for following the Comprehensive Counseling and Guidance Model for Alabama public schools	Behavioral Support Program, Academic Support Program	08/17/2015	09/01/2015	\$0	Counselor, classroom teachers
EL Coach	EL teacher will meet with EL teachers and classroom teachers to support implementation of SDAIE strategies to increase EL student achievement.	Professional Learning	08/12/2015	05/26/2016	\$0	EL teacher, classroom teacher, and administration
Total					\$0	

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Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Fact Fluency	Teachers will implement strategies to increase students' fact fluency in math instruction. Teachers will monitor students' fact fluency through formative and summative assessments. Teachers will use Math Facts in a Flash computer program in the lab.	Academic Support Program, Professional Learning	09/30/2014	05/26/2016	\$5600	Teachers, Instructional Coach, AMSTI specialists, Principal
Total					\$5600	

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	See attached Stakeholder Feedback Worksheet	Stakeholder Feedback

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

Areas of Notable Achievement

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

Standard 1.1 School reviews, revises and communicates a school purpose received the highest level of satisfaction from three out of four groups surveyed. The staff and both groups of students gave this standard high rankings. Standard 4.3 Safe, clean, and healthy environment also received the highest scores from three out of four groups. The parents, early elementary students, and staff all gave this area high rankings.

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

The area of Purpose and Direction received the overall highest level of satisfaction on the parent, student, and staff surveys. This area also received the highest level of satisfaction on surveys administered during the 2012-13 and 2014-15 school year.

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

The student, parent, and staff surveys showed that the majority of the stakeholders agreed that the school communicates its purpose and direction.

The area of School Purpose of Direction received the highest level of satisfaction or approval on all three types of surveys administered: early elementary students, elementary students and staff.

Areas in Need of Improvement

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

The overall lowest level of satisfaction or approval was 3.8 Engage families in meaningful ways. Both groups of students gave this area a low satisfaction rate.

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

There were no trends noted toward decreasing stakeholder satisfaction or approval.

What are the implications for these stakeholder perceptions?

Since both groups of students gave very low ratings to 3.8 Engage families in meaningful ways, it is evident that this area needs to be of target area for this school year. The staff needs to communicate with parents and students to ensure that they know ways that they can be involved. Our school must continue to work to foster parent involvement through improved communication and a welcoming, inviting environment.

Staff surveys indicted low rating for 4.6-a need to support physical, social, and emotional needs of students. Our new counselor will work with the staff to ensure that parents and students have access to the resources need to ensure that these needs are met.

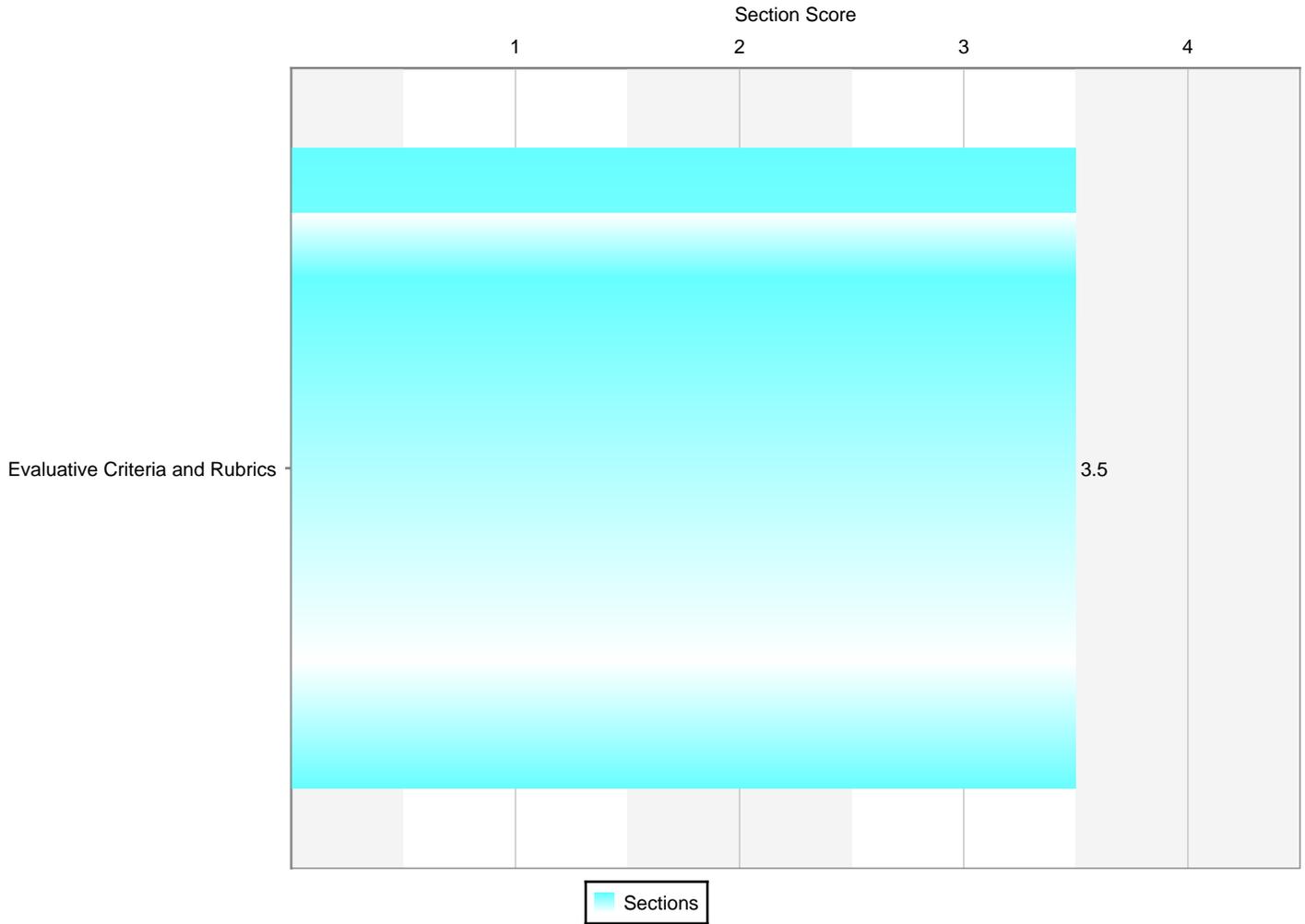
Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Our school's strength in the area of Purpose and Direction was supported by data from all three types of surveys administered: parent, staff, SY 2015-2016

and student.

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?

The planning committee met in August to start the process of creating the Continuous Improvement Plan. Committees were formed for sections of the plan. The Needs Assessment committee conducted an analysis and summary of academic needs by grade level and student subgroups using STAR data, state and local assessments, and surveys.

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

The STAR Reading data showed the following results:

77% of the first grade students reached the proficiency goal of at/or above the 40th percentile.

80 % of the second grade students reached the proficiency goal of at/or above the 40th percentile.

81% of the third grade students reached the proficiency goal of at/or above the 40th percentile.

77% of the fourth grade students reached the proficiency goal of at/or above the 40th percentile.

73% of the fifth grade students reached the proficiency goal of at/or above the 40th percentile.

The STAR Math data showed the following results:

95% of the first grade students reached the proficiency goal of at/or above the 40th percentile.

93 % of the second grade students reached the proficiency goal of at/or above the 40th percentile.

87% of the third grade students reached the proficiency goal of at/or above the 40th percentile.

85% of the fourth grade students reached the proficiency goal of at/or above the 40th percentile.

84% of the fifth grade students reached the proficiency goal of at/or above the 40th percentile.

The area of Resources and Support Systems received the lowest level of satisfaction or approval on two of the three types of surveys administered: staff and parent.

3. What conclusions were drawn from the results?

It was concluded from the results that HPE has a need for professional development in technology implementation. There is also a need to focus on differentiated instruction.

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

The data showed that overall teachers, parents, and students have positive perceptions about the school.

Respondents from all groups surveys gave the highest scores to Standard 1- Purpose and Direction. According to the results of the surveys, the school needs to inform parents about programs that are offered. The area of Resources and Support Systems received the lowest level of satisfaction or approval on two of the three types of surveys administered: staff and parent.

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

The school goals address the areas of need that were identified in the Comprehensive Needs Assessment.

Professional development will focus on areas of need that were revealed by the needs assessment.

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. Data from ASPIRE, STAR Math, STAR Reading, parent surveys, teacher surveys and student surveys was used to identify the areas in need of improvement. The goals were set to address the areas in need of improvement.

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 needs of the whole school population including the children who are disadvantaged.

All homeless, migratory, and limited-English proficient students have equal access to the same free appropriate public education provided to other children and youth. All homeless, migratory, limited-English proficient students, and disadvantaged students are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held accountable.

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:

All students at Holly Pond Elementary will become proficient in math.

Measurable Objective 1:

56% of All Students will demonstrate a proficiency in numbers and operations in Mathematics by 05/26/2016 as measured by ASPIRE..

Strategy1:

Fact Fluency - Teachers will research strategies to improve students' fact fluency during PLT meetings.

Category:

Research Cited: Principles and Standards for School Mathematics. Natl Council of Teachers of Mathematics, Reston, VA, 2000

Activity - Monitor Fact Fluency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement strategies to increase students' fact fluency in math instruction. Teachers will monitor students' fact fluency through formative and summative assessments. Teachers will use Math Facts in a Flash computer program in the lab.	Professional Learning Academic Support Program	09/30/2014	05/26/2016	\$5600 - Other	Teachers, Instructional Coach, AMSTI specialists, Principal

Strategy2:

Number Talks through Number Sense Routines - Teachers will participate in PLTs to increase their professional learning of Number Sense strategies. Teachers will use Number Talks and Number Sense routines during math instruction. The use of strategies will be monitored through lesson plans and walk-throughs.

Category:

Research Cited: Parrish, Sherry. (2010)Number Talks. Sausalito, California: Mass Solutions

Shumway, Jessica (2011) Number Sense Routines: Building Numerical Literacy Everyday in K-3. Portland, Maine:Stenhouse

Conklin, Melissa (2010) It Makes Sense! Using Ten Frames to Build Number Sense. Sausalito, CA: Math Solutions

Kanold, Timothy & Larson, Mathew (2012) Common Core Mathematics and a PLC at Work. Bloomington, IN: Solution Tree Press NCTM

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Activity - Professional Learning Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Facilitate professional learning for K-5 math teachers through PLT meetings focusing on Number Talks and Number Sense Routines. Monitor the use of Math Talks and Number Sense Routines through lesson plans and walk throughs.	Professional Learning	09/01/2014	05/26/2016	\$0 - No Funding Required	Math teachers, Instructional Coach, AMSTI specialists, administration

Strategy3:

Digital Curriculum - Teachers will use the digital curriculum to enhance math lessons.

Category:

Research Cited: ASCD, ACT

Activity - Technology PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on Early Release Days to improve their use of the digital curriculum.	Professional Learning	09/01/2015	05/26/2016	\$0 - No Funding Required	Classroom teachers, administration, technology integration specialists

Goal 2:

All students at Holly Pond Elementary will read at the state determined proficiency level.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency in comprehension in Reading by 05/26/2016 as measured by ASPIRE. .

Strategy1:

Digital Curriculum - Teachers will use the new digital curriculum to deliver classroom instruction.

Category:

Research Cited: ACT, ASCD

Activity - Technology PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on implementing the digital curriculum on Early Release Days on a monthly basis.	Professional Learning	09/01/2015	05/26/2016	\$0 - No Funding Required	Classroom teachers, technology specialists, administration

Strategy2:

Differentiated Instruction - Students will receive differentiated instruction based on their academic need. Teachers will use STAR data to determine Rtl students and develop a plan for differentiating instruction. Rtl students will be progress monitored using STAR every four weeks.

Category:

Research Cited: Association for Supervision and Curriculum Development

ACIP

Holly Pond Elementary School

Activity - Reading Logs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In order to encourage outside reading, students will keep a reading log that will be checked by the classroom teacher.	Academic Support Program	09/01/2015	05/26/2016	\$0 - No Funding Required	Classroom teachers

Activity - Small group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group instruction using level appropriate materials and monitoring the students' mastery of skills.	Direct Instruction	09/01/2014	05/26/2016	\$0 - No Funding Required	Classroom teachers, resource teachers, Principal

Strategy3:

Strategic Teaching - Teachers will use strategic teaching strategies in daily classroom instruction.

Category:

Research Cited: The Strategic Teacher resource reference

Activity - Chunking of text	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will chunk texts and lesson content into small manageable pieces to be read and give students an opportunity to discuss concepts with peers.	Direct Instruction	08/18/2014	05/26/2016	\$0 - No Funding Required	Classroom teachers, resource teachers

Activity - Daily Outcomes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will state daily outcomes based on state standards and monitor student mastery of the outcomes through progress monitoring and unit assessments.	Direct Instruction	08/18/2014	05/26/2016	\$0 - No Funding Required	Classroom teachers, Instructional Coach, Principal

Activity - 4 Step explicit instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the 4 step explicit instruction model (I do, We do, Y'all do, You do)	Direct Instruction	08/18/2014	05/26/2016	\$0 - No Funding Required	Classroom teachers, resource teachers

Activity - TWIRL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide instruction using student engagement strategies. (talk, write, investigate, read, and listen)	Direct Instruction	08/18/2014	05/26/2016	\$0 - No Funding Required	Classroom teachers, resource teachers

Activity - Before, during, and after reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teachers will plan purposeful before, during, and after strategies.	Direct Instruction	08/18/2014	05/26/2016	\$0 - No Funding Required	Classroom teachers, resource teachers

Goal 3:

Adequate Progress in Language Acquisition

Measurable Objective 1:

55% of English Learners students will demonstrate a proficiency in achieving Adequate Progress in Language Acquisition (APLA). TO MEET AMOA-B: The number of ELL students school wide attaining English Proficiency will be at least 21% in English Language Arts by 05/26/2016 as measured by ACCESS for ELLs.

Strategy1:

Collaborative Instructional Planning - EL and classroom teachers will collaborate to determine an instructional plan for ELL students.

Category:

Research Cited: ACCESS for ELL Score Reports

Activity - Teacher Collaboration for Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL teacher and classroom teacher will determine accommodations for LEP students, monitor progress for LEP students, and adjust I-ELP as needed throughout the year. EL Teacher will document I-ELP using Ellevation.	Other	08/12/2015	05/26/2016	\$0 - No Funding Required	EL Classroom Teachers and EL Teacher

Strategy2:

Implement SDAIE - Core EL Program - EL and Classroom teachers will collaborate to implement instructional strategies using core EL program, SDAIE - Specially Designed Academic Instruction in English to assure achievement of AMAO-C Reading and Math goals.

Category:

Research Cited: Specially Designed Academic Instruction in English

Activity - SDAIE Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL Teachers will distribute green EL folders to all faculty members and provide information about the Core EL Program - SDAIE.	Professional Learning	08/06/2015	05/26/2016	\$0 - No Funding Required	EL teacher, Classroom Teacher, Administration

Activity - EL Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL teacher will meet with EL teachers and classroom teachers to support implementation of SDAIE strategies to increase EL student achievement.	Professional Learning	08/12/2015	05/26/2016	\$0 - No Funding Required	EL teacher, classroom teacher, and administration

Strategy3:

Examine School Wide ELL Data for Student Goals - EL teacher will engage in student goal setting for ELLs who did not achieve AMAO-A and/or AMAO-B during the 2014 - 2015 school year.

Category:

Research Cited: ACCESS for ELLs score reports

ACIP

Holly Pond Elementary School

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the beginning of school, the EL teacher will review and analyze comprehensive data for identified Limited English Proficient (LEP) students who have not achieved AMAO-A and/or AMAO-B and will collaborate these findings with the EL committee.	Academic Support Program	08/12/2015	10/01/2015	\$0 - No Funding Required	EL Teacher and Classroom Teachers with ELL students

2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.**Goal 1:**

All students at Holly Pond Elementary will become proficient in math.

Measurable Objective 1:

56% of All Students will demonstrate a proficiency in numbers and operations in Mathematics by 05/26/2016 as measured by ASPIRE..

Strategy1:

Digital Curriculum - Teachers will use the digital curriculum to enhance math lessons.

Category:

Research Cited: ASCD, ACT

Activity - Technology PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on Early Release Days to improve their use of the digital curriculum.	Professional Learning	09/01/2015	05/26/2016	\$0 - No Funding Required	Classroom teachers, administration, technology integration specialists

Goal 2:

All students at Holly Pond Elementary will read at the state determined proficiency level.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency in comprehension in Reading by 05/26/2016 as measured by ASPIRE. .

Strategy1:

Differentiated Instruction - Students will receive differentiated instruction based on their academic need. Teachers will use STAR data to determine Rtl students and develop a plan for differentiating instruction. Rtl students will be progress monitored using STAR every four weeks.

Category:

Research Cited: Association for Supervision and Curriculum Development

ACIP

Holly Pond Elementary School

Activity - Reading Logs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In order to encourage outside reading, students will keep a reading log that will be checked by the classroom teacher.	Academic Support Program	09/01/2015	05/26/2016	\$0 - No Funding Required	Classroom teachers

Activity - Small group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group instruction using level appropriate materials and monitoring the students' mastery of skills.	Direct Instruction	09/01/2014	05/26/2016	\$0 - No Funding Required	Classroom teachers, resource teachers, Principal

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

All students at Holly Pond Elementary will become proficient in math.

Measurable Objective 1:

56% of All Students will demonstrate a proficiency in numbers and operations in Mathematics by 05/26/2016 as measured by ASPIRE..

Strategy1:

Number Talks through Number Sense Routines - Teachers will participate in PLTs to increase their professional learning of Number Sense strategies. Teachers will use Number Talks and Number Sense routines during math instruction. The use of strategies will be monitored through lesson plans and walk-throughs.

Category:

Research Cited: Parrish, Sherry. (2010)Number Talks. Sausalito, California: Mass Solutions

Shumway, Jessica (2011) Number Sense Routines: Building Numerical Literacy Everyday in K-3. Portland, Maine:Stenhouse

Conklin, Melissa (2010) It Makes Sense! Using Ten Frames to Build Number Sense. Sausalito, CA: Math Solutions

Kanold, Timothy & Larson, Mathew (2012) Common Core Mathematics and a PLC at Work. Bloomington, IN: Solution Tree Press NCTM

Activity - Professional Learning Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Facilitate professional learning for K-5 math teachers through PLT meetings focusing on Number Talks and Number Sense Routines. Monitor the use of Math Talks and Number Sense Routines through lesson plans and walk-throughs.	Professional Learning	09/01/2014	05/26/2016	\$0 - No Funding Required	Math teachers, Instructional Coach, AMSTI specialists, administration

Goal 2:

All students at Holly Pond Elementary will read at the state determined proficiency level.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency in comprehension in Reading by 05/26/2016 as measured by ASPIRE. .

Strategy1:

Differentiated Instruction - Students will receive differentiated instruction based on their academic need. Teachers will use STAR data to determine Rtl students and develop a plan for differentiating instruction. Rtl students will be progress monitored using STAR every four weeks.

Category:

Research Cited: Association for Supervision and Curriculum Development

Activity - Reading Logs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In order to encourage outside reading, students will keep a reading log that will be checked by the classroom teacher.	Academic Support Program	09/01/2015	05/26/2016	\$0 - No Funding Required	Classroom teachers

Activity - Small group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group instruction using level appropriate materials and monitoring the students' mastery of skills.	Direct Instruction	09/01/2014	05/26/2016	\$0 - No Funding Required	Classroom teachers, resource teachers, Principal

Strategy2:

Strategic Teaching - Teachers will use strategic teaching strategies in daily classroom instruction.

Category:

Research Cited: The Strategic Teacher resource reference

Activity - Chunking of text	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will chunk texts and lesson content into small manageable pieces to be read and give students an opportunity to discuss concepts with peers.	Direct Instruction	08/18/2014	05/26/2016	\$0 - No Funding Required	Classroom teachers, resource teachers

Activity - Before, during, and after reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teachers will plan purposeful before, during, and after strategies.	Direct Instruction	08/18/2014	05/26/2016	\$0 - No Funding Required	Classroom teachers, resource teachers

Activity - Daily Outcomes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will state daily outcomes based on state standards and monitor student mastery of the outcomes through progress monitoring and unit assessments.	Direct Instruction	08/18/2014	05/26/2016	\$0 - No Funding Required	Classroom teachers, Instructional Coach, Principal

ACIP

Holly Pond Elementary School

Activity - 4 Step explicit instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the 4 step explicit instruction model (I do, We do, Y'all do, You do)	Direct Instruction	08/18/2014	05/26/2016	\$0 - No Funding Required	Classroom teachers, resource teachers

Activity - TWIRL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide instruction using student engagement strategies. (talk, write, investigate, read, and listen)	Direct Instruction	08/18/2014	05/26/2016	\$0 - No Funding Required	Classroom teachers, resource teachers

Goal 3:

Holly Pond Elementary School will implement a Teacher Advisor Program to connect students with an adult mentor, provide one-on-one guidance, and provide support along the student's learning path.

Measurable Objective 1:

achieve college and career readiness by implementing the Teacher Advisory Program at Holly Pond Elementary School to increase the number of students who feel they are supported by an adult by 10% by 05/25/2016 as measured by surveys.

Strategy1:

Teacher Advisory Program - HPE will implement the Teacher Advisory Program using the guidelines in the manual created by the District Leadership/Steering Committee.

Category:

Research Cited: Comprehensive Counseling and Guidance Model for Alabama Public Schools

Activity - Assignments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Leadership Team will use the Teacher Advisor Manual as a guide for implementation, assign students to an advisor, and schedule meetings twice every nine weeks.	Academic Support Program Behavioral Support Program	08/10/2015	05/25/2016	\$0 - No Funding Required	Leadership team,

Activity - Advisory Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Leadership Team will create an action plan for implementing, monitoring, and evaluating the Teacher Advisory Program.	Academic Support Program Behavioral Support Program	08/10/2015	05/25/2016	\$0 - No Funding Required	Leadership Team, teachers

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

Goal 1:

All students at Holly Pond Elementary will become proficient in math.

Measurable Objective 1:

56% of All Students will demonstrate a proficiency in numbers and operations in Mathematics by 05/26/2016 as measured by ASPIRE..

Strategy1:

Number Talks through Number Sense Routines - Teachers will participate in PLTs to increase their professional learning of Number Sense strategies. Teachers will use Number Talks and Number Sense routines during math instruction. The use of strategies will be monitored through lesson plans and walk-throughs.

Category:

Research Cited: Parrish, Sherry. (2010)Number Talks. Sausalito, California: Mass Solutions

Shumway, Jessica (2011) Number Sense Routines: Building Numerical Literacy Everyday in K-3. Portland, Maine:Stenhouse

Conklin, Melissa (2010) It Makes Sense! Using Ten Frames to Build Number Sense. Sausalito, CA: Math Solutions

Kanold, Timothy & Larson, Mathew (2012) Common Core Mathematics and a PLC at Work. Bloomington, IN: Solution Tree Press NCTM

Activity - Professional Learning Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Facilitate professional learning for K-5 math teachers through PLT meetings focusing on Number Talks and Number Sense Routines. Monitor the use of Math Talks and Number Sense Routines through lesson plans and walk-throughs.	Professional Learning	09/01/2014	05/26/2016	\$0 - No Funding Required	Math teachers, Instructional Coach, AMSTI specialists, administration

Strategy2:

Fact Fluency - Teachers will research strategies to improve students' fact fluency during PLT meetings.

Category:

Research Cited: Principles and Standards for School Mathematics. Natl Council of Teachers of Mathematics, Reston, VA, 2000

Activity - Monitor Fact Fluency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement strategies to increase students' fact fluency in math instruction. Teachers will monitor students' fact fluency through formative and summative assessments. Teachers will use Math Facts in a Flash computer program in the lab.	Professional Learning Academic Support Program	09/30/2014	05/26/2016	\$5600 - Other	Teachers, Instructional Coach, AMSTI specialists, Principal

Goal 2:

All students at Holly Pond Elementary will read at the state determined proficiency level.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency in comprehension in Reading by 05/26/2016 as measured by ASPIRE. .

Strategy1:

Differentiated Instruction - Students will receive differentiated instruction based on their academic need. Teachers will use STAR data to determine Rtl students and develop a plan for differentiating instruction. Rtl students will be progress monitored using STAR every four weeks.

Category:

Research Cited: Association for Supervision and Curriculum Development

Activity - Small group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group instruction using level appropriate materials and monitoring the students' mastery of skills.	Direct Instruction	09/01/2014	05/26/2016	\$0 - No Funding Required	Classroom teachers, resource teachers, Principal

Strategy2:

Strategic Teaching - Teachers will use strategic teaching strategies in daily classroom instruction.

Category:

Research Cited: The Strategic Teacher resource reference

Activity - Chunking of text	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will chunk texts and lesson content into small manageable pieces to be read and give students an opportunity to discuss concepts with peers.	Direct Instruction	08/18/2014	05/26/2016	\$0 - No Funding Required	Classroom teachers, resource teachers

Activity - Before, during, and after reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teachers will plan purposeful before, during, and after strategies.	Direct Instruction	08/18/2014	05/26/2016	\$0 - No Funding Required	Classroom teachers, resource teachers

Activity - TWIRL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide instruction using student engagement strategies. (talk, write, investigate, read, and listen)	Direct Instruction	08/18/2014	05/26/2016	\$0 - No Funding Required	Classroom teachers, resource teachers

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Activity - 4 Step explicit instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the 4 step explicit instruction model (I do, We do, Y'all do, You do)	Direct Instruction	08/18/2014	05/26/2016	\$0 - No Funding Required	Classroom teachers, resource teachers

Activity - Daily Outcomes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will state daily outcomes based on state standards and monitor student mastery of the outcomes through progress monitoring and unit assessments.	Direct Instruction	08/18/2014	05/26/2016	\$0 - No Funding Required	Classroom teachers, Instructional Coach, Principal

Goal 3:

Adequate Progress in Language Acquisition

Measurable Objective 1:

55% of English Learners students will demonstrate a proficiency in achieving Adequate Progress in Language Acquisition (APLA). TO MEET AMOA-B: The number of ELL students school wide attaining English Proficiency will be at least 21% in English Language Arts by 05/26/2016 as measured by ACCESS for ELLs.

Strategy1:

Implement SDAIE - Core EL Program - EL and Classroom teachers will collaborate to implement instructional strategies using core EL program, SDAIE - Specially Designed Academic Instruction in English to assure achievement of AMAO-C Reading and Math goals.

Category:

Research Cited: Specially Designed Academic Instruction in English

Activity - EL Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL teacher will meet with EL teachers and classroom teachers to support implementation of SDAIE strategies to increase EL student achievement.	Professional Learning	08/12/2015	05/26/2016	\$0 - No Funding Required	EL teacher, classroom teacher, and administration

Activity - SDAIE Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL Teachers will distribute green EL folders to all faculty members and provide information about the Core EL Program - SDAIE.	Professional Learning	08/06/2015	05/26/2016	\$0 - No Funding Required	EL teacher, Classroom Teacher, Administration

Strategy2:

Examine School Wide ELL Data for Student Goals - EL teacher will engage in student goal setting for ELLs who did not achieve AMAO-A and/or AMAO-B during the 2014 - 2015 school year.

Category:

Research Cited: ACCESS for ELLs score reports

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the beginning of school, the EL teacher will review and analyze comprehensive data for identified Limited English Proficient (LEP) students who have not achieved AMAO-A and/or AMAO-B and will collaborate these findings with the EL committee.	Academic Support Program	08/12/2015	10/01/2015	\$0 - No Funding Required	EL Teacher and Classroom Teachers with ELL students

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

Goal 1:

All students at Holly Pond Elementary will become proficient in math.

Measurable Objective 1:

56% of All Students will demonstrate a proficiency in numbers and operations in Mathematics by 05/26/2016 as measured by ASPIRE..

Strategy1:

Fact Fluency - Teachers will research strategies to improve students' fact fluency during PLT meetings.

Category:

Research Cited: Principles and Standards for School Mathematics. Natl Council of Teachers of Mathematics, Reston, VA, 2000

Activity - Monitor Fact Fluency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement strategies to increase students' fact fluency in math instruction. Teachers will monitor students' fact fluency through formative and summative assessments. Teachers will use Math Facts in a Flash computer program in the lab.	Academic Support Program Professional Learning	09/30/2014	05/26/2016	\$5600 - Other	Teachers, Instructional Coach, AMSTI specialists, Principal

Goal 2:

All students at Holly Pond Elementary will read at the state determined proficiency level.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency in comprehension in Reading by 05/26/2016 as measured by ASPIRE. .

Strategy1:

Differentiated Instruction - Students will receive differentiated instruction based on their academic need. Teachers will use STAR data to determine Rtl students and develop a plan for differentiating instruction. Rtl students will be progress monitored using STAR every four

weeks.

Category:

Research Cited: Association for Supervision and Curriculum Development

Activity - Reading Logs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In order to encourage outside reading, students will keep a reading log that will be checked by the classroom teacher.	Academic Support Program	09/01/2015	05/26/2016	\$0 - No Funding Required	Classroom teachers

Activity - Small group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group instruction using level appropriate materials and monitoring the students' mastery of skills.	Direct Instruction	09/01/2014	05/26/2016	\$0 - No Funding Required	Classroom teachers, resource teachers, Principal

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

Goal 1:

Adequate Progress in Language Acquisition

Measurable Objective 1:

55% of English Learners students will demonstrate a proficiency in achieving Adequate Progress in Language Acquisition (APLA). TO MEET AMOA-B: The number of ELL students school wide attaining English Proficiency will be at least 21% in English Language Arts by 05/26/2016 as measured by ACCESS for ELLs.

Strategy1:

Implement SDAIE - Core EL Program - EL and Classroom teachers will collaborate to implement instructional strategies using core EL program, SDAIE - Specially Designed Academic Instruction in English to assure achievement of AMAO-C Reading and Math goals.

Category:

Research Cited: Specially Designed Academic Instruction in English

Activity - SDAIE Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL Teachers will distribute green EL folders to all faculty members and provide information about the Core EL Program - SDAIE.	Professional Learning	08/06/2015	05/26/2016	\$0 - No Funding Required	EL teacher, Classroom Teacher, Administration

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Activity - EL Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL teacher will meet with EL teachers and classroom teachers to support implementation of SDAIE strategies to increase EL student achievement.	Professional Learning	08/12/2015	05/26/2016	\$0 - No Funding Required	EL teacher, classroom teacher, and administration

Strategy2:

Examine School Wide ELL Data for Student Goals - EL teacher will engage in student goal setting for ELLs who did not achieve AMAO-A and/or AMAO-B during the 2014 - 2015 school year.

Category:

Research Cited: ACCESS for ELLs score reports

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the beginning of school, the EL teacher will review and analyze comprehensive data for identified Limited English Proficient (LEP) students who have not achieved AMAO-A and/or AMAO-B and will collaborate these findings with the EL committee.	Academic Support Program	08/12/2015	10/01/2015	\$0 - No Funding Required	EL Teacher and Classroom Teachers with ELL students

Strategy3:

Collaborative Instructional Planning - EL and classroom teachers will collaborate to determine an instructional plan for ELL students.

Category:

Research Cited: ACCESS for ELL Score Reports

Activity - Teacher Collaboration for Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL teacher and classroom teacher will determine accommodations for LEP students, monitor progress for LEP students, and adjust I-ELP as needed throughout the year. EL Teacher will document I-ELP using Ellevation.	Other	08/12/2015	05/26/2016	\$0 - No Funding Required	EL Classroom Teachers and EL Teacher

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:

All students at Holly Pond Elementary will become proficient in math.

Measurable Objective 1:

56% of All Students will demonstrate a proficiency in numbers and operations in Mathematics by 05/26/2016 as measured by ASPIRE..

Strategy1:

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Fact Fluency - Teachers will research strategies to improve students' fact fluency during PLT meetings.

Category:

Research Cited: Principles and Standards for School Mathematics. Natl Council of Teachers of Mathematics, Reston, VA, 2000

Activity - Monitor Fact Fluency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement strategies to increase students' fact fluency in math instruction. Teachers will monitor students' fact fluency through formative and summative assessments. Teachers will use Math Facts in a Flash computer program in the lab.	Professional Learning Academic Support Program	09/30/2014	05/26/2016	\$5600 - Other	Teachers, Instructional Coach, AMSTI specialists, Principal

Strategy2:

Digital Curriculum - Teachers will use the digital curriculum to enhance math lessons.

Category:

Research Cited: ASCD, ACT

Activity - Technology PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on Early Release Days to improve their use of the digital curriculum.	Professional Learning	09/01/2015	05/26/2016	\$0 - No Funding Required	Classroom teachers, administration, technology integration specialists

Goal 2:

All students at Holly Pond Elementary will read at the state determined proficiency level.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency in comprehension in Reading by 05/26/2016 as measured by ASPIRE. .

Strategy1:

Digital Curriculum - Teachers will use the new digital curriculum to deliver classroom instruction.

Category:

Research Cited: ACT, ASCD

Activity - Technology PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on implementing the digital curriculum on Early Release Days on a monthly basis.	Professional Learning	09/01/2015	05/26/2016	\$0 - No Funding Required	Classroom teachers, technology specialists, administration

Strategy2:

Differentiated Instruction - Students will receive differentiated instruction based on their academic need. Teachers will use STAR data to determine Rtl students and develop a plan for differentiating instruction. Rtl students will be progress monitored using STAR every four

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weeks.

Category:

Research Cited: Association for Supervision and Curriculum Development

Activity - Small group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group instruction using level appropriate materials and monitoring the students' mastery of skills.	Direct Instruction	09/01/2014	05/26/2016	\$0 - No Funding Required	Classroom teachers, resource teachers, Principal

Activity - Reading Logs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In order to encourage outside reading, students will keep a reading log that will be checked by the classroom teacher.	Academic Support Program	09/01/2015	05/26/2016	\$0 - No Funding Required	Classroom teachers

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	Yes	See Principal Attestation	Principal Attestation

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	Yes	See Principal Attestation	Principal Attestation

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

Staffing decisions are made to ensure that instruction is provided by highly qualified teachers to address the prioritized academic needs of students. All teachers are certified in the subject areas that they teach. Teachers are hired following the Cullman County School Board Policies. All teachers have met the requirements to be highly qualified under the NCLB guidelines.

Component 4: Strategies to Attract Highly Qualified Teachers

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

All classroom teachers were employed at the school last year. We have a new speech teacher and a new counselor this school year.

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

Twenty-four teachers have a master's level degree. All teachers have a minimum of seven years of experience. Five teachers have over twenty-five years of experience.

3. What are specific initiatives the school has implemented to attract and retain high quality teachers regardless of the turnover rate?

The Human Resources Coordinator verifies teacher certificates and the credentials to ensure that teachers have met the requirements to be Highly Qualified. Administration determines personnel needs that require the use of Title I funds. Applications are accepted state-wide when job openings are available in order to choose only those teachers who are highly qualified. The decision of hiring qualified staff is made by the local school. Principals are required to have the knowledge of each teacher's highly qualified status and the area the teacher is highly qualified to teach. All scheduling and assignment decisions are made using this information. New teachers are assigned mentors within the school for the first year and are monitored by the administration and Central Office staff the first three years.

4. What are specific initiatives the district has implemented to attract and retain highly qualified teachers regardless of the turnover rate?

The Human Resources Coordinator verifies teacher certificates and the credentials to ensure that teachers have met the requirements to be Highly Qualified. Administration determines personnel needs that require the use of Title I funds. Applications are accepted state-wide when job openings are available in order to choose only those teachers who are highly qualified. The decision of hiring qualified staff is made by the local school. Principals are required to have the knowledge of each teacher's highly qualified status and the area the teacher is highly qualified to teach. All scheduling and assignment decisions are made using this information. New teachers are assigned mentors within the school for the first year and are monitored by the administration and Central Office staff the first three years.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

There is not a high turnover rate. There have been no new classroom teachers for the past eight years.

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?

Technology training will be provided to address the technology needs of the teachers.

Early Release days will be held once a month and teachers will participate in professional development that is high quality, effective, and research-based.

The SimpleK-12 program will also be used to meet the professional development needs of the teachers.

PLT meetings will be held in order for groups of teachers to collaborate and use research to improve their practice. AMSTI specialists as well as county instructional coaches will serve as a resource for these meetings.

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

All classroom teachers will participate in grade-level meetings.

Technology training will be provided to address the technology needs of the teachers.

Early Release days will be held once a month and teachers will participate in professional development.

The SimpleK-12 program will be used to meet the professional development needs of the teachers.

PLT meetings will be held in order for groups of teachers to collaborate and use research to improve their practice.

Paraprofessionals will also have the opportunity to participate in these professional development activities as needed.

Parents will be given the opportunity to participate in the Parents on Board program that is being offered to improve their parenting skills.

Adult Education classes are provided through Wallace State Community College.

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.

Cullman County has a program for mentoring new teachers. New teachers are partnered with an assigned master teacher who has a similar teaching assignment. The teachers will meet throughout the school year to discuss solutions to problems and to learn from each other.

Grade level teachers will work as a team to support each other.

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

The professional development offered at HPES is sustained and ongoing. The administration supports all professional development activities. Professional development opportunities are provided throughout the school year. Grade level meetings will be held every other week. PLT teams will meet quarterly. Early Release days are held each month.

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.

Kindergarten Pre-registration will be held in the spring of each year to inform parents of the Kindergarten program and to allow students to meet the teachers and see the school.

Student rotation and orientation will be held at the end of the year for students to meet the next year's teachers and receive information about the new grade level.

New students will participate in orientation when enrolling from another school.

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?

The faculty collaboratively reviews the data and results of state assessments during data meetings and grade-level meetings. Teachers also participate in Rtl meetings to evaluate the data collected on at-risk students in order to determine what support the students need. The Leadership Team reviews data to determine areas of need.

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 analyze and review all data and then refer students who are experiencing difficulty mastering the standards to the RtI committee. Monthly, the RtI committee reviews all data on each child and makes recommendations for strategies to improve the academic success of each child.

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?

Students are referred to the RtI committee. The committee looks at the data in order to plan instruction and provide strategies that will support the students' mastery of the state's academic achievement assessment standards. These students are progress monitored every four weeks to determine if progress is being made.

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

Students who are having difficulty mastering the standards needs are addressed through differentiated instruction in the classroom. Teachers provide Tier 1 and Tier 2 instruction for those having difficulty. Tier 3 is provided by either the classroom teacher or a resource teacher in small group settings.

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.

HPE provides a voluntary extended day program for students of all academic achievement levels. If a student is identified as academically in need, a recommendation to attend the extended day program is suggested to the parents. Extended day students complete homework assignments, read the weekly basal stories, review weekly basal skills, work with certified teachers on remediation skills, and work on research-based computer programs daily. Extended day fees are adjusted for students who qualify for free or reduced lunches.

HPE also offers a summer program which meets for 4 weeks in June. Students work in small groups on reading, writing, and mathematical skills through the use of research-based computer programs, iPads, and interactive boards. Students who have been retained or experienced academic difficulties are given priority in the summer program enrollment. The cost of the summer program is greatly reduced for RtI students and retainees.

McGraw-Hill is the publisher of our currently adopted basal reading series, Wonders. This program is fully web-based which allows students to access all materials in the program from any internet-connective device, such as a phone, iPad, Kindle, or computer. Students have

specific usernames and passwords that allow them complete access to the Wonders site. A detailed letter with step-by-step directions is sent home with every student at the beginning of school. Access to this program at home provides students at HPE with more opportunities for support and reinforcement of academic skills at each grade level.

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 homeless, migratory, and limited-English proficient students must have equal access to the same free appropriate public education provided to other children and youth. 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 accountable. Newly enrolled students will receive a Home Language Survey that will be used to determine if the student should be screened for ELL Services. 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. All eligible students are tested with the to determine if a student is eligible to receive services through the English Language Learner (ELL) program. Parents or guardians have the right to waive ELL services. If the parents or guardians agree for the students to receive services, an English Language Learner (ELL) committee convenes to determine appropriate services and placement for each individual student. The ELL committee consists of the ELL teacher, classroom teachers, the school counselor, and the principal. A variety of services to all ELL students is provided, such as content area tutoring, pull-out for ELL, pull-out for individual support, and content-based ELL. Parents are provided the opportunity to receive all updates and important school documents in English and Spanish. The ELL committee reviews each student's progress annually. If the student scores proficient is performing on grade level (determined by grades, teacher recommendations and results of reading standardized tests), the student becomes eligible to exit the ELL program and will be monitored for two years to ensure success. The ELL program consists of individual or small group instruction with the ELL teacher. ELL students and families have English tutoring and help with homework, if needed. Parents or guardians of each student receive an Agricultural Survey. The ALSDE Migrant Recruiter reviews the surveys to determine potential migrant families. Migrant students automatically qualify for free breakfast and lunch. Migrant students share access to all services

and programs available to all students. Holly Pond Elementary School provides special education services and uses appropriate procedures in accordance with federal and Alabama state laws and regulations. The Referral Coordinator tracks referrals and the notices to parents concerning eligibility meetings. The evaluation is conducted to determine if the student is eligible for special education services. Multi-Disciplinary Eligibility Determination Committee (MEDC) 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. Special education classes are provided when the severity of the disabilities and needs are determined. All students with disabilities have access to a variety of educational programs and services that are available to non-disabled children. In addition, special education students are provided with an equal opportunity to participate in all extracurricular activities.

The LEA attendance officer is responsible for identifying homeless students upon enrollment and providing them with support. The school uses the Alabama State Department of Education's and federal regulations and definitions to identify homeless students. Holly Pond Elementary School uses the residency form to screen for homeless students. The counseling office and school administrator identify possible services. If further intervention is needed, the local school will contact the district office for possible funding or other needs. Homeless students have access to all services and programs available to all students, including free lunch, Title I, ELL, special education, and at-risk. Holly Pond Elementary School used Federal Funds and supplementary community resources to provide homeless students with necessary school supplies, clothes, and other items of necessity. Economically disadvantaged students are identified through the applications of free and reduced lunches. Students with low family income

will be identified as economically disadvantaged students and will be eligible to receive free or reduced breakfast and lunch during the school day. Such students will have equal access to all programs and services available. Identified economically disadvantaged students also

participate in a program funded through the Alabama Credit Union. This program provides food for the weekend that is sent home on Fridays in a backpack. Students return the backpack on Monday to be refilled and sent home again the next Friday. All students have equal access to the same free appropriate public education including those identified as migrant, limited-English proficient, homeless, economically disadvantaged, and neglected. These students have access to all services and programs available.

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

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 federal, state and local programs are coordinated and integrated toward the achievement of the schoolwide goals. All faculty and staff members are knowledgeable of the school's improvement goals and work toward achieving those goals. Federal, state and local resources are used to fund teacher units, purchase instructional materials, and provide support and remediation programs for at-risk students.

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.

The state of Alabama School Foundation Program funds the basic programming in terms of teacher units based on student enrollment. Title I, Part A is used to supplement regular funded programs. Title I funds are used for additional teacher units, technology development, and instructional materials and supplies based on the percentage of students eligible for free and reduced lunches. Federal Funds are used to fund 1 full time teacher's salary and part of another teacher's salary.

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.

HPE strives to coordinate and integrate federal, state, and local services to support achievement of the schoolwide goals. The resource officer teaches our DARE program, the Child Nutrition Program provides daily meals for students, and our county Mental Health Authority is available as needed.

Component 10: Evaluation

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

HPE faculty, staff, and stakeholders will evaluate annually the implementation of the Continuous Improvement Plan. Data from all state assessments will be used to determine the effectiveness of the plan along with the retention rate and all other indicators of academic achievement.

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?

An annual evaluation and comprehensive needs assessment is completed using data from the state's annual assessments and other indicators of academic achievement. Data meetings are held to analyze and review STAR data and other state assessments to indicate if the goals of the school's continuous improvement plan were achieved.

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?

Students who are furthest from achieving the standards are identified at the beginning of the year using data from the STAR and state assessments. These students' scores are compared to their scores from the previous year to determine if they have had made improvement.

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?

After the annual evaluation, stakeholders meet to revise the plan to ensure continuous improvement of students in the schoolwide program. Areas of strengths and areas of concern are identified and used to determine goals, strategies, and action steps for the current year. The plan is revised as needed throughout the school year.

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

Yes, we are keeping our reading and math goals from the previous year. We will continue to provide professional development in order to improve teacher practice. We will also work to provide more individualized instruction within the regular classroom environment. Our new counselor will ensure that the needs of the students are met and that parents have access to the resources available for their children.

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

We kept the goals from last year's CIP and added an additional technology goal.

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	24.98	24.98	1,274,870.00
Administrator Units	1.00	1.0	84,194.00
Assistant Principal	0.00	0	0.00
Counselor	0.50	.5	26,948.00
Librarian	1.00	1.0	52,656.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	1,753.00	0	1,778.00
Professional Development	1,753.00	0	1,778.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	10,272.00	0	10,458.00
Library Enhancement	584.00	0	595.00
Totals			1,453,277.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	72128.34

Provide a brief explanation and breakdown of expenses.

FTE = 1.15

A) Teacher Units/Subs/Benefits = 69651.50

Instructional Materials and Supplies: = 1201.95

(Computer upgrades and/or purchases to more effectively run instructional software and other researched-based materials)

B) Parental Involvement 1% set-aside = 1274.89

(Student planners and/or communication folders, colored paper for monthly newsletters, and ink cartridges)

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.	51412.71

Provide a brief explanation and a breakdown of expenses.

FTE/Salaries/Benefits = .85

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	24288.0

Provide a brief explanation and breakdown of expenses

1.27 - FTE/Salaries/Benefits

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.

Holly Pond Elementary will convene an annual meeting that will encourage and facilitate parent attendance at the beginning of the school year. Parents are notified of the meeting through announcements, on the School Messenger call out system, on the school sign, and on the website. At this time, parents will be informed regarding: 1) Title I participation, its services, and parents' rights 2) The Continuous Improvement Plan 3) The Parental Involvement Plan 4) School/ Parent Compacts 5) Curriculum and the state's content standards 6) Student Assessment 7) Title I requirements, including the 1% set-aside.

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.

1. A flexible number and format of parent meetings will be offered. To assist in providing the opportunity for all parents to attend, the meetings are held at different times. There will also be a variety of formats used for the meetings.
2. The Parent Involvement Committee will coordinate efforts with the school to offer a flexible number of opportunities for parents to attend parental involvement activities. All parents will be informed of on-going initiatives to help them work with teachers to improve their children's reading skills. Announcements will be made at each monthly assembly program regarding parental involvement activities. Parent leaders serve on the Title I planning team as representatives on decision making committees and as contact persons for all parents. They keep parents informed regarding the review and improvement of the Title I program.
3. Holly Pond Elementary uses its parent involvement funds to pay for a subscription to Parent Connection, materials for parent workshops, materials for monthly parent newsletters, and parent/communication folders and planners.

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.

Parents are provided information about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used during the annual Title I parent meetings, monthly assembly programs, and through parent correspondence. Parents are provided opportunities to meet with their child's teacher and participate in decisions related to the education of their children by scheduling parent/teacher conferences as requested. An annual parent/teacher conference day is held in October to allow parents to meet with the child's teacher.

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).

The Holly Pond Elementary School/Parent Compacts have been developed as a communication tool for the administration, teachers, parents, and students. The compacts are to inform all parties of their responsibilities for the upcoming school year. The principal, teachers, parents, and students must sign the agreement for the responsibilities stated within the compact. The compacts will be signed by the parents at the beginning of the year. This will provide guidance for the development of a partnership among administrators, teachers, parents, and students that will help all students achieve or exceed proficiency on the state's academic content standards. The compacts were revised by the Parent Involvement Committee in August of this school year. The compact will be retained at the school for use by teachers in working with the parents and students. The teachers will be given the responsibility to explain the compact to the students and obtain student and parent signatures.

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

Parents who have questions, concerns, or are dissatisfied with any aspect of the Continuous Improvement Plan may contact Brandon Payne, the Federal Programs Coordinator or Dr. Craig Ross, the Superintendent for Cullman County Schools, in person, by phone, by mail, or by email. The physical address of Cullman County schools is 402 Arnold Street. The mailing address is P. O. Box 1590, Cullman, Alabama 35056. The telephone number is (256) 734-2933. If satisfaction is still not attained, parents may contact the State Department of Education Federal Programs Coordinator.

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)

HPE shall provide assistance to parents of children served in the program to understand the state's academic content standards and state student academic achievement standards, requirements, and how to work toward improving their child's achievement. Handbooks will be distributed at the beginning of the year to inform parents about the standards at each grade level. Parents are required to read and discuss the handbooks with their children. Parents are required to sign a statement indicating that they have received the handbook. Parent/Teacher conferences are held in October to ensure that parents understand the standards for their child's grade level. Teachers provide information on how parents can help their children. Copies of the Reading Connection will be sent home to give parents information on how to improve their child's achievement. Parents on Board workshops will be held to inform parents and train them on strategies to help their children. Information about the INOW home portal will be given to all parents. Parents can schedule conferences as needed.

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)

HPE shall provide materials along with literacy and technology training to help parents be more active in their child's education. Information about INOW Home Portal as well as accessing Wonders website from home will be sent home during the first month of school. Resources will be available for check-out to assist parents when working with their children. Copies of monthly Reading Connection will be sent home to inform parents on ways to improve their child's education. Family Connection flyers are sent home with students weekly to ensure parents know weekly skills covered in the classroom. A Family Literacy Night will be held in the fall for parents and students. Adult Education classes will be available at various county sites for parents.

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)

HPE shall educate teachers, administrators, and other staff, with the help of parents on how to communicate with and form a partnership with parents. Holly Pond Elementary School will educate its teachers, administrators, and other staff on reaching out to and communicating with parents through distribution of the Reading Connection. Holly Pond Elementary administration will continue to work with its teachers through faculty meetings and grade level meetings in understanding the importance of parental involvement. This will build a working partnership between the school and the parents. Parental involvement activities are discussed at faculty and grade level meetings. Monthly calendars are provided by the school for parents to be aware of activities. Teachers provide updated classroom information on their websites.

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)

HPE shall coordinate and integrate parent involvement programs with local community agencies that encourage and support parents in becoming an active part of their child's education. The Parents of Board program will be used to train parents to become active in their children's education. The parent involvement committee and Parents of Board representatives will work with local community agencies to inform parents about opportunities to become active in their child's education. Flyers regarding meetings and training will be sent home by

the school. The district website will also serve as a resource for parents. Jet-Pep is the school's Adopt-A-School sponsor and works with the faculty and staff on various projects throughout the year. HPE also has Foster Grandparents that work with at-risk students.

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)

HPE shall ensure the parents of participating children are informed about programs, meetings, and other activities in a language that is understandable. Parents will be informed through the school and district websites. The School Messenger program may be used to inform parents when necessary. Connie Underwood, the county parent liaison creates school documents, if needed, for parents who do not speak English in their home language. The student handbooks, as well as other important documents, are available in Spanish for parents who do not speak English.

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)

HPE shall provide such other reasonable support for parental involvement activities that parents may request. The Parent Involvement Committee will work with parents to meet any parent involvement needs that may arise.

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.

To the greatest extent possible, Holly Pond Elementary will work with the Cullman County Board of Education to provide full opportunities for the participation of all parents, including parents with limited English proficiency, with disabilities, and parents of migratory children. Important information and school profiles/reports will be provided in a language and form that the parents can understand. In addition, a parent liaison is employed at the Cullman Board of Education Office that is available whenever services are needed. This person works with each school to help parents and students who have limited English proficiency. All buildings are handicap accessible for students, parents, and other visitors. Accommodations are made to assist individuals with special needs and/or handicaps in activities such as assembly programs and other school functions.