



ACIP

Holly Pond Middle School

Cullman County Board of Education

Dr. Chuck Gambrill
91 Buckner Rd
Holly Pond, AL 35083-6489

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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?

Located in Holly Pond, AL, Holly Pond Middle School is a medium sized school in a small community. Student enrollment ranges from 250 to 300 each year with 59.46% of students qualifying for Free and Reduced Lunches. The staff are very connected to the community and a majority of the parents and students live in the surrounding area. The school is unique in the fact that we are so connected and involved in our community.

School's Purpose

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

Holly Pond Middle School seeks to create a challenging learning environment that encourages high expectations and success through rigorous instruction regardless of individual differences and learning styles. Committed to the highest standards of academic excellence, we dedicate ourselves to provide the best possible education for our students by developing the knowledge, attitudes, and skills essential for life-long learning. Our vision is to provide an excellent education every day for every student. Holly Pond Middle School offers curriculum based on state common core standards taught by enthusiastic, highly-qualified teachers that prepare exciting lessons structured around content standards.

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.

In the past three years, Holly Pond Middle School has consistently raised scores, implemented tiered instruction based on individual assessment, and participated in leadership training for an improved school atmosphere. In the next three years, we hope to identify struggling students earlier through the use of RTI, build our curriculum to master all common core standards, and focus lesson planning on strategic teaching, critical thinking, and integrated technology.

Additional Information

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

Holly Pond Middle School is a place where we encourage education, but more importantly, great character. The atmosphere allows students to feel comfortable and safe, which in turns gives them the opportunity to focus, be involved, and be creative.

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.

Holly Pond Middle School chose to engage a variety of stakeholders for the development of the continuous improvement plan. These members include community leaders, parents, teachers, counselors, and principals. Each member was contacted via phone, email, or letter, asking them to participate and schedule times to provide feedback. All roles and responsibilities were accepted and each participant input valuable information.

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

Community leaders- gave insight on population, community needs, community atmosphere, and financial involvement.

General education parents- School based technology programs, parental involvement needs, and testing concerns.

Special education parents- meeting goals, technology being used, communication between parents and teachers.

Teachers- testing data, individual goals, classroom needs, professional evaluations.

Counselor- behavioral concerns, communication with parents, tiered instruction, meeting needs.

Principal- School goals, district level data and information, Reports such as SIR, attendance, etc.

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

Each stakeholder was asked to schedule a time to come into the school, review the plan, and was given a copy of the plan. Monthly updates were sent by newsletter, email, or phone call to report progress.

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	ASPIRE Data attached	Data 2 Data 3 Data 1 Data 6 Data Comparison

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

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

According to ACT ASPIRE data, 48% (6th), 41% (7th), and 46% (8th) scored proficient on the reading portion. Also 62% (6th), 44% (7th), and 35% (8th) showed proficiency in the math portion of ASPIRE.

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

6th, 7th, and 8th Grade Reading scores have shown a positive trend in performance. Also math scores show increase. Also 6th and 7th grade science scores were 53% and 49% respectively.

Which area(s) indicate the overall highest performance?

6th Grade Reading and 6th Grade math scores.

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

According to ASPIRE data, subgroup populations show:

61% of 6th grade females scored at or above proficient in Math and 48% in Reading
63% of 6th grade males scored at or above proficient in Math and 48% in Reading
67% of the Hispanic subgroup scored at or above proficient in both Reading and Math
52% of 7th grade females scored at or above proficient in Math and 55% in in Reading
39% of 7th grade males scored at or above proficient in Math and 33% in Reading
4 or less diverse students were tested in 7th grade
30% of 8th grade females scored at or above proficient in Math and 48% in in Reading
41% of 8th grade males scored at or above proficient in Math and 43% in Reading
4 or less diverse students were tested in 8th grade

Between which subgroups is the achievement gap closing?

61% (2016)- 53% (2015) of 6th grade females scored at or above proficient in Math
63% (2016)- 55% (2015) of 6th grade males scored at or above proficient in Math and 48% (2016)- 40% (2015) in Reading
52% (2016)- 20% (2015) of 7th grade females scored at or above proficient in Math and 55% (2016)- 34% (2015) in in Reading
39% (2016)- 28% (2015) of 7th grade males scored at or above proficient in Math
30% (2016)- 24% (2015) of 8th grade females scored at or above proficient in Math
41% (2016)- 22% (2015) of 8th grade males scored at or above proficient in Math and 43% (2016)- 36% (2015) in Reading

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

Findings are consistent with data from end of year STAR assessments and the new Scantron series test data.

Areas in Need of Improvement

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

7th grade ASPIRE math percentages show a 10% decrease in level of proficiency.

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

Special education populations show a negative trend in performance. 94.5% are performing below a "ready" level in Mathematics and Science according to ASPIRE data. 97.3% are performing below "ready" level in Reading according to ASPIRE data.

Which area(s) indicate the overall lowest performance?

The special education subgroup indicate the lowest level of performance.

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

The Hispanic subgroup shows a decrease in performance in Science from 53% in 2015, to 50% in 2016.

Between which subgroups is the achievement gap becoming greater?

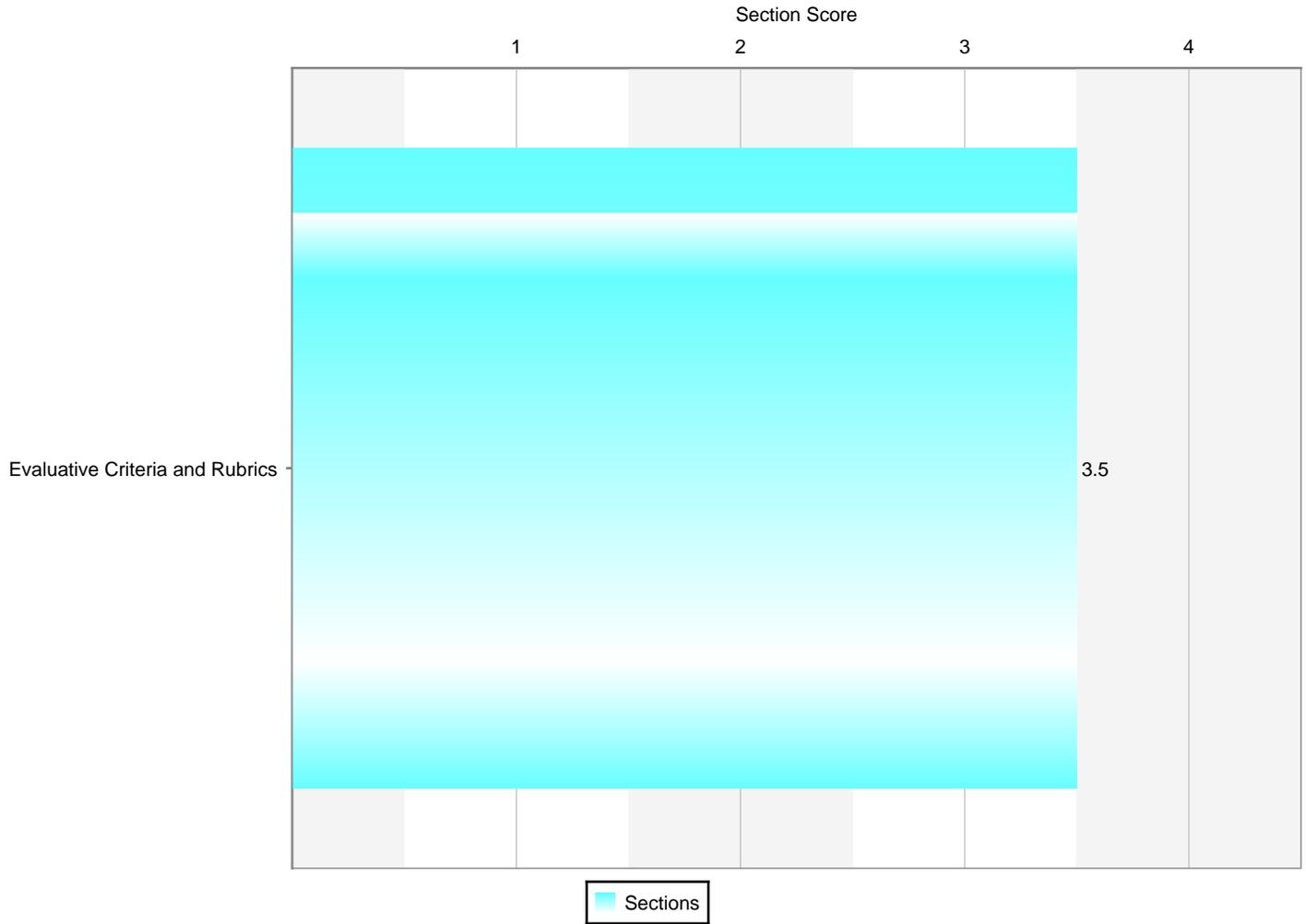
6th grade Hispanic subgroup

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

Findings are consistent with data from end of year STAR assessments and Scantron series testing.

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		Instructional Leadership

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		Regulation Compliance

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		Principal Signature Non Discrimination

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		Principal Signature Parental Involvement Plan 16-17

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		Parent Compact Front Parent Compact Back

ACIP 2016/2017

Overview

Plan Name

ACIP 2016/2017

Plan Description

2016/2017 ACIP

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 Middle will become proficient in reading.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0
2	All students at Holly Pond Middle School will become proficient in Mathematics.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$0
3	Students will be successful in transitioning from Elementary and Feeder schools to Middle School.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
4	Progression of EL students toward language acquisition	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
5	Learning Supports- Identify barriers to teaching and learning and align support systems to address barriers.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$0

Goal 1: All students at Holly Pond Middle will become proficient in reading.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency which indicates a 5% increase from 45% in Reading by 05/25/2017 as measured by ASPIRE Assessment.

Strategy 1:

Reading Strategy - Teachers will implement strategic teaching through the use of graphic organizers, graphs, models, and critical thinking questioning. Also students will have access to the digital library through the use of personal or school provided devices. Implementation of "Drop Everything and Read" program during the 5th period remediation time will allow students 20 minutes daily to read and take AR tests.

Category: Develop/Implement Learning Supports

Research Cited: Mentoring Minds, The Critical Thinking Source.

Activity - Tiered Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement an individualized instruction schedule for students targeted for intervention based on STAR Assessment, Progress Reports, and Standardized test scores. Students will be placed in classes during 5th period according to specific needs to receive individualized instruction.	Direct Instruction	08/10/2016	05/25/2017	\$0	No Funding Required	Every general education teacher.
Activity - ELibrary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have continuous access to the digital library and reading assistance provided by the 1/2 day librarian. Students will be given incentives for earning Accelerated Reading points.	Technology, Academic Support Program	08/10/2016	05/25/2017	\$0	District Funding	All Reading/English teachers should have access to the AR program and reports.
Activity - Digital Curriculum Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
HollyPond Middle School will become a more performance based school by increasing rigorous classroom instruction and student engagement by implementing digital resources in weekly lessons. This process will be evaluated through Instructional Lesson Plan documentation and ELEOT walk throughs. Teachers will utilize the I21 Zone training to incorporate technology into lessons.	Academic Support Program	08/10/2016	05/25/2017	\$0	No Funding Required	All HPMS staff

Goal 2: All students at Holly Pond Middle School will become proficient in Mathematics.

Measurable Objective 1:

52% of All Students will demonstrate a proficiency which shows a 5% increase from 47% in Mathematics by 05/25/2017 as measured by ASPIRE Assessment.

Strategy 1:

Mathematics Strategy - Teachers will implement strategic teaching, vocabulary word walls, "Math Boot Camp", Tables and graphs emphasized in every classroom, and provide tiered instruction for all students.

Category: Develop/Implement Learning Supports

Research Cited: Mentoring Minds, The Critical Thinking Source.

Activity - Tiered Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide struggling students with individualized instruction based on needs presented by STAR reports, standardized testing scores, and progress reports. Students will be placed in 5th period remediation classes according to specific needs.	Direct Instruction	08/10/2016	05/25/2017	\$0	No Funding Required	All general education teachers.

Activity - Critical Thinking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement questioning based on Mentoring Minds critical thinking guide and document in weekly lesson plans.	Direct Instruction	08/10/2016	05/25/2017	\$0	No Funding Required	All General education teachers

Activity - Digital Curriculum Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
HollyPond Middle School will become a more performance based school by increasing rigorous classroom instruction and student engagement by implementing digital resources in weekly lessons. This process will be evaluated through Instructional Lesson Plan documentation and ELEOT walk throughs. Teachers will utilize the I21 Zone training to incorporate technology into lessons.	Academic Support Program	08/10/2016	05/25/2017	\$0	No Funding Required	All HPMS faculty

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
HPMS implements standard based instruction whereas all teachers document, implement, and publicly post in classrooms the standards that we teach and classroom goals. Algebra I teacher advocates standard based grading for reteaching and mastering purposes of said standards.	Academic Support Program	08/10/2016	05/25/2017	\$0	No Funding Required	All HPMS staff

Goal 3: Students will be successful in transitioning from Elementary and Feeder schools to Middle School.

Measurable Objective 1:

collaborate to integrate a transition process by 05/25/2017 as measured by monitoring students during walktroughs and everyday classroom observation.

Strategy 1:

Transitioning Process - Holly Pond Middle School will hold an annual open house to welcome parents and students transitioning into the school. Teachers and staff will be available to provide tours, locker and hallway help, and introductions to current students and staff. Students are inducted into houses the first day of school and assigned a mentor for the duration of middle school.

Category: Develop/Implement Student and School Culture Program

Research Cited: Ron Clark Academy, How Children Succeed by: Paul Tough

Activity - Open House	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Open house is designed to give opportunities to all students to meet their teachers, explore the classrooms, and get acquainted with their schedules.	Other	08/10/2016	05/25/2017	\$0	No Funding Required	All Holly Pond Middle School Staff

Activity - 6th Grade Orientaion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6th grade teachers provide an orientation to incoming 6th grade students to give them insight on how the Middle School works. This includes: lockers, classroom locations, lunchroom procedures, and break procedures. The orientation also gives new students to meet their teachers for the upcoming year.	Other	08/10/2016	05/25/2017	\$0	No Funding Required	6th Grade Teachers

Activity - Sorting Ceremony	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Holly Pond Middle School holds a Sorting Ceremony each year. This assigns students a house and a mentor to create a sense of vestment and rapport within their school atmosphere.	Other	08/10/2016	05/25/2017	\$0	No Funding Required	All Holly Pond Middle School Teachers and Staff

Goal 4: Progression of EL students toward language acquisition**Measurable Objective 1:**

demonstrate a proficiency of 57% of English Learner students in achieving adequate progress language acquisition (APLA). The number of ELL students district-wide attaining English Proficiency will be at least 22% in English Language Arts by 05/25/2017 as measured by ACCESS for ELLs 2.0.

Strategy 1:

Core EL Instruction - EL Teachers will engage in student goal setting for ELLs who did not show adequate progress during the school year. EL and classroom teachers will collaborate to determine an instructional plan for ELL students. 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 Reading and Math goals.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ACCESS for ELLs 2.0 score reports, SDAIE research

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the beginning of school, the EL teachers will review and analyze comprehensive data for identified Limited English Proficient (LEP) students who have not shown adequate progress and will collaborate these findings with the EL committee.	Academic Support Program	08/10/2016	05/25/2017	\$0	No Funding Required	EL Teachers, Classroom Teachers with ELL students
Activity - Green Folder Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL teachers will facilitate training for all teachers to provide information about the core EL program, WIDA standards, ACCESS reports, Individualized English Language Plan (IELP), and distribute green EL folders to share components of the EL Plan and to be used as a tool to collect information and accommodations.	Professional Learning, Direct Instruction, Academic Support Program	08/10/2016	05/25/2017	\$0	No Funding Required	EL Teachers, Classroom Teachers, Administration
Activity - Teacher Collaboration for Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL teacher, classroom teacher, and EL Committee will determine accommodations for LEP students, monitor progress for LEP students, and adjust IELP as needed throughout the year. EL Teachers will monitor FLEP students throughout the year. EL Teacher will document IELP using Ellevation. EL Teachers will monitor FLEP students throughout the year.	Direct Instruction, Behavioral Support Program, Academic Support Program	08/10/2016	05/25/2017	\$0	No Funding Required	EL Teachers, Classroom Teachers, and Administration

Goal 5: Learning Supports- Identify barriers to teaching and learning and align support systems to address barriers.

Measurable Objective 1:

collaborate to ensure teachers and counselors are provided the foundational documents, instructional materials, and training to teach academic, personal/social and college career standards by 05/25/2017 as measured by data collected during implementation of specified activities.

Strategy 1:

Professional Learning - Professional Learning will be implemented through Principal Academy/PLC for principal, all teachers attend a district wide technology conference-CCETC, and leadership teams to guide teachers through data and the implementation of that analysis.

Category: Develop/Implement Professional Learning and Support

Activity - PLC/ Early Release	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers meet on a monthly basis to learn together and focus on how to become better instructional leaders. Topics include data analysis, standards based instruction, grade level meetings, and learning formats. On early dismissal, students will be released at 12:00 to allow time for teachers and administrators to meet and analyze data and collaborate about strategies for increased achievement.	Professional Learning	08/10/2016	05/25/2017	\$0	No Funding Required	All HPMS teachers

Activity - Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers received, read, and discussed the book How Children Succeed by Paul Tough during faculty meetings.	Professional Learning	08/10/2016	05/25/2017	\$0	No Funding Required	All HPMS teacher

Strategy 2:

Student Support - Student support will be implemented by creating mentor groups in an environment that supports the development of academic, social, and personal needs.

Category: Develop/Implement Learning Supports

Activity - Student Support Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers nominate and review performance of students performing at a low or failing level in core classes and discuss and analyze the implementation of strategies to assist students in reaching academic goals. Teachers discuss and document on monthly basis by pulling Scantron data to track student performance and attainment of goals.	Academic Support Program	08/10/2016	05/25/2017	\$0	No Funding Required	All HPMS teachers

Activity - Teacher Advisor Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are assigned a mentor group that is consistent throughout student middle school career; mentor groups meet twice per nine weeks to look at student performance, social and academic needs, and to build a rapport among those students.	Behavioral Support Program, Academic Support Program	08/10/2016	05/25/2017	\$0	No Funding Required	All HPMS teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ELibrary	Students will have continuous access to the digital library and reading assistance provided by the 1/2 day librarian. Students will be given incentives for earning Accelerated Reading points.	Technology, Academic Support Program	08/10/2016	05/25/2017	\$0	All Reading/English teachers should have access to the AR program and reports.
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Book Study	Teachers received, read, and discussed the book How Children Succeed by Paul Tough during faculty meetings.	Professional Learning	08/10/2016	05/25/2017	\$0	All HPMS teacher
Teacher Collaboration for Goal Setting	EL teacher, classroom teacher, and EL Committee will determine accommodations for LEP students, monitor progress for LEP students, and adjust IELP as needed throughout the year. EL Teachers will monitor FLEP students throughout the year. EL Teacher will document IELP using Ellevation. EL Teachers will monitor FLEP students throughout the year.	Direct Instruction, Behavioral Support Program, Academic Support Program	08/10/2016	05/25/2017	\$0	EL Teachers, Classroom Teachers, and Administration
Tiered Instruction	Teachers will provide struggling students with individualized instruction based on needs presented by STAR reports, standardized testing scores, and progress reports. Students will be placed in 5th period remediation classes according to specific needs.	Direct Instruction	08/10/2016	05/25/2017	\$0	All general education teachers.
Tiered Instruction	Teachers will implement an individualized instruction schedule for students targeted for intervention based on STAR Assessment, Progress Reports, and Standardized test scores. Students will be placed in classes during 5th period according to specific needs to receive individualized instruction.	Direct Instruction	08/10/2016	05/25/2017	\$0	Every general education teacher.

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Teacher Advisor Program	Teachers are assigned a mentor group that is consistent throughout student middle school career; mentor groups meet twice per nine weeks to look at student performance, social and academic needs, and to build a rapport among those students.	Behavioral Support Program, Academic Support Program	08/10/2016	05/25/2017	\$0	All HPMS teachers
PLC/ Early Release	Teachers meet on a monthly basis to learn together and focus on how to become better instructional leaders. Topics include data analysis, standards based instruction, grade level meetings, and learning formats. On early dismissal, students will be released at 12:00 to allow time for teachers and administrators to meet and analyze data and collaborate about strategies for increased achievement.	Professional Learning	08/10/2016	05/25/2017	\$0	All HPMS teachers
Standards Based Instruction	HPMS implements standard based instruction whereas all teachers document, implement, and publicly post in classrooms the standards that we teach and classroom goals. Algebra I teacher advocates standard based grading for reteaching and mastering purposes of said standards.	Academic Support Program	08/10/2016	05/25/2017	\$0	All HPMS staff
Data Analysis	At the beginning of school, the EL teachers will review and analyze comprehensive data for identified Limited English Proficient (LEP) students who have not shown adequate progress and will collaborate these findings with the EL committee.	Academic Support Program	08/10/2016	05/25/2017	\$0	EL Teachers, Classroom Teachers with ELL students
Student Support Teams	Teachers nominate and review performance of students performing at a low or failing level in core classes and discuss and analyze the implementation of strategies to assist students in reaching academic goals. Teachers discuss and document on monthly basis by pulling Scantron data to track student performance and attainment of goals.	Academic Support Program	08/10/2016	05/25/2017	\$0	All HPMS teachers
Digital Curriculum Implementation	HollyPond Middle School will become a more performance based school by increasing rigorous classroom instruction and student engagement by implementing digital resources in weekly lessons. This process will be evaluated through Instructional Lesson Plan documentation and ELEOT walk throughs. Teachers will utilize the I21 Zone training to incorporate technology into lessons.	Academic Support Program	08/10/2016	05/25/2017	\$0	All HPMS staff
Critical Thinking	Teachers will implement questioning based on Mentoring Minds critical thinking guide and document in weekly lesson plans.	Direct Instruction	08/10/2016	05/25/2017	\$0	All General education teachers
Open House	Open house is designed to give opportunities to all students to meet their teachers, explore the classrooms, and get acquainted with their schedules.	Other	08/10/2016	05/25/2017	\$0	All Holly Pond Middle School Staff
Digital Curriculum Implementation	HollyPond Middle School will become a more performance based school by increasing rigorous classroom instruction and student engagement by implementing digital resources in weekly lessons. This process will be evaluated through Instructional Lesson Plan documentation and ELEOT walk throughs. Teachers will utilize the I21 Zone training to incorporate technology into lessons.	Academic Support Program	08/10/2016	05/25/2017	\$0	All HPMS faculty

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Green Folder Training	EL teachers will facilitate training for all teachers to provide information about the core EL program, WIDA standards, ACCESS reports, Individualized English Language Plan (IELP), and distribute green EL folders to share components of the EL Plan and to be used as a tool to collect information and accommodations.	Professional Learning, Direct Instruction, Academic Support Program	08/10/2016	05/25/2017	\$0	EL Teachers, Classroom Teachers, Administration
Sorting Ceremony	Holly Pond Middle School holds a Sorting Ceremony each year. This assigns students a house and a mentor to create a sense of vestment and rapport within their school atmosphere.	Other	08/10/2016	05/25/2017	\$0	All Holly Pond Middle School Teachers and Staff
6th Grade Orientaion	6th grade teachers provide an orientation to incoming 6th grade students to give them insight on how the Middle School works. This includes: lockers, classroom locations, lunchroom procedures, and break procedures. The orientation also gives new students to meet their teachers for the upcoming year.	Other	08/10/2016	05/25/2017	\$0	6th Grade Teachers
Total					\$0	

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Stakeholder Data

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?

According to parent, student, and staff surveys, the overall general response for highest level of satisfaction was the school environment. (Indicator 4.3) Parents felt that their children were being provided a safe atmosphere conducive to learning. Parents were generally satisfied with the faculty and staff and the education being provided by them. Staff members felt that high visibility helped provide a safe environment in the hallways and classrooms. (Indicator 5.5) Student responses indicated feeling safe at school and provided a distraction free classroom atmosphere. (Indicator 1.3 and 5.4)

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

Parents/Guardians feel encouraged to be involved in their child's education and feel welcomed at the school. This trend seems to have been growing in past years and hopefully with parental support, student success rate will increase also. Staff members indicate a growing satisfaction with procedures and programs put in place to increase parental support, such as, Connected (automatic call outs), Parent Teacher Conference attendance, school website (faculty emails), and INOW for parents. These indicators include: 3.8 and 1.2

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

On the AdvanceEd staff survey the following indicators showed high levels of satisfaction on the staff self assessment: Indicators 1.3 leadership implement continuous improvement process, 5.4 continuous process of improvement in student learning, and 3.9 one adult advocate. According to data given by parent surveys, parents emails, and parent teacher conference, parents are well informed about their child's testing scores and report cards and are provided information on how to read and process their meanings. Staff members feel adequately informed about data and scores and how to interpret the data. Teachers are able to address individual needs based on this information. Students feel rewarded for the effort put in during testing and feel encouraged to do the best they can.

Areas in Need of Improvement

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

Parents surveys showed (Indicator 3.12) The school provides and coordinates learning support services for all students to meet the unique learning needs of students as the lowest score. Staff members indicated that there is not enough time allotted for Professional Development and to develop programs to increase parental involvement. (Indicator 3.2) Also staff feels there is an inadequate amount of time to implement entire instructional process ranging from assessments to modifying instruction (Indicator 3.6).

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

Knowledge of Academic Content Standards and how they relate to instruction shows a decreasing trend among parents. Without knowledge of these standards, parents feel overwhelmed by the curriculum being provided to their children. Indicator 3.8 suggests there is a disconnect between the school and the meaningful engagement of parents. Teachers and students the same, show frustrations with new curriculum and struggle with understanding of NEW standards. Teachers feel overwhelmed with the amount of standards to be taught in such a small amount of time. Change is never easy, and with the curriculum being changed annually, teachers and students seem to struggle. Also the struggle for technology connections!

What are the implications for these stakeholder perceptions?

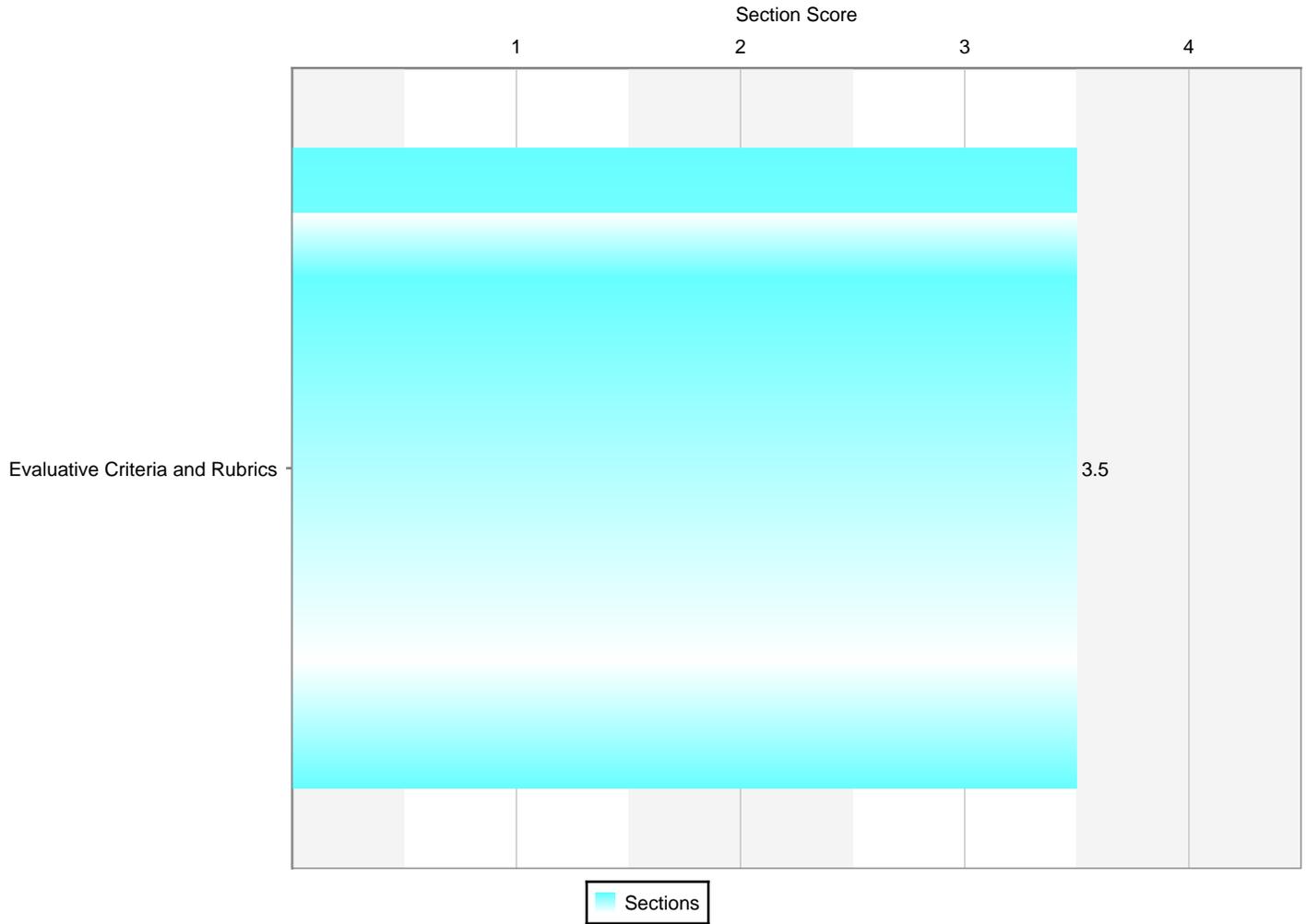
Providing professional development and necessary time for collaboration would be one step in addressing these needs. Pacing guides and instructional coaches help to provide help periodically. Weekly call-outs and daily updates to the school website to keep parents involved and informed about school activities and announcements have been implemented.

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

In past years, the same trends seemed to appear as evident in parent emails, parent teacher conference, and parent call log. A general anxiety about new curriculum and instructional strategies from parents, students, and staff. Also, the need for more parental involvement has been identified. Local indicators include 5.4 for parent ,staff, and teachers that there is a continuous process of improvement for student learning was viewed as a strength. Parents and staff are concerned with Indicator 4.3 which is based on a safe, clean, and healthy environment.

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 needs assessment was conducted through the collaborative efforts of the faculty and leadership team members through the use of state assessment data, STAR, ACCESS, Student and Teacher attendance, and parent, staff, and student survey results.

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

The needs assessment revealed the need for more time to collaborate as professionals, integration of technology, and more funding for devices. Also through ASPIRE data there are signs of weakness in student scores in both reading and math.

Strengths:

6th grade math increased in percentage from 54% to 62%, 7th grade math increased from 23% to 44%, 8th grade math showed an increase from 24% to 35%

7th grade science shows an increase from 38% to 49%

Weaknesses:

6th grade reading dropped from 49% to 48%

3. What conclusions were drawn from the results?

Holly Pond Middle School faculty reviewed the results from the needs assessment and concluded that the lack of technology, money, time for collaboration, and professional development were of greatest need. In addition to the tiered instruction and remediation.

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

Through the use of 5th period remediation and Tier 3 small group remediation we hope to transition students from Levels 1 and 2 to Levels 3 and 4.

Strengths:

Teachers are strategically planning lessons incorporating new technology. Providing remediation through small groups in class.

Half day provides time for collaboration. One full week of "Math Boot Camp" to review the lowest math achievement standards as indicated by our ASPIRE data to improve performance on standardized testing.

Weaknesses:

59% of students receive free & reduced lunch

Time for reteach, remediation, and enrichment is an obstacle during class time.

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

Goals are directly related by the data from ASPIRE testing results. Goals and strategies are written in the plan to address the needs relating to reading and math scores, transition, and ELL.

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

Goals are based on multiple data sources including ASPIRE, needs assessments, and surveys. Goals are in direct correlation to these forms of data.

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

Programs are set up for disadvantaged students such as after school programs, "Double 0", and before school tutoring. The goals for reading and math include strategies for all diverse needs, from gifted to struggling. All students will have access to all services available. Goals and needs stated in the school wide plan pertain to every student at Holly Pond Middle School.

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 Middle will become proficient in reading.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency which indicates a 5% increase from 45% in Reading by 05/25/2017 as measured by ASPIRE Assessment.

Strategy1:

Reading Strategy - Teachers will implement strategic teaching through the use of graphic organizers, graphs, models, and critical thinking questioning. Also students will have access to the digital library through the use of personal or school provided devices. Implementation of "Drop Everything and Read" program during the 5th period remediation time will allow students 20 minutes daily to read and take AR tests.

Category: Develop/Implement Learning Supports

Research Cited: Mentoring Minds, The Critical Thinking Source.

Activity - ELibrary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have continuous access to the digital library and reading assistance provided by the 1/2 day librarian. Students will be given incentives for earning Accelerated Reading points.	Technology Academic Support Program	08/10/2016	05/25/2017	\$0 - District Funding	All Reading/English teachers should have access to the AR program and reports.

Activity - Digital Curriculum Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
HollyPond Middle School will become a more performance based school by increasing rigorous classroom instruction and student engagement by implementing digital resources in weekly lessons. This process will be evaluated through Instructional Lesson Plan documentation and ELEOT walk throughs. Teachers will utilize the I21 Zone training to incorporate technology into lessons.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	All HPMS staff

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Activity - Tiered Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement an individualized instruction schedule for students targeted for intervention based on STAR Assessment, Progress Reports, and Standardized test scores. Students will be placed in classes during 5th period according to specific needs to receive individualized instruction.	Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	Every general education teacher.

Goal 2:

All students at Holly Pond Middle School will become proficient in Mathematics.

Measurable Objective 1:

52% of All Students will demonstrate a proficiency which shows a 5% increase from 47% in Mathematics by 05/25/2017 as measured by ASPIRE Assessment.

Strategy1:

Mathematics Strategy - Teachers will implement strategic teaching, vocabulary word walls, "Math Boot Camp", Tables and graphs emphasized in every classroom, and provide tiered instruction for all students.

Category: Develop/Implement Learning Supports

Research Cited: Mentoring Minds, The Critical Thinking Source.

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
HPMS implements standard based instruction whereas all teachers document, implement, and publicly post in classrooms the standards that we teach and classroom goals. Algebra I teacher advocates standard based grading for reteaching and mastering purposes of said standards.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	All HPMS staff

Activity - Critical Thinking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement questioning based on Mentoring Minds critical thinking guide and document in weekly lesson plans.	Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	All General education teachers

Activity - Tiered Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide struggling students with individualized instruction based on needs presented by STAR reports, standardized testing scores, and progress reports. Students will be placed in 5th period remediation classes according to specific needs.	Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	All general education teachers.

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Activity - Digital Curriculum Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Goal 3:

Learning Supports- Identify barriers to teaching and learning and align support systems to address barriers.

Measurable Objective 1:

collaborate to ensure teachers and counselors are provided the foundational documents, instructional materials, and training to teach academic, personal/social and college career standards by 05/25/2017 as measured by data collected during implementation of specified activities.

Strategy1:

Student Support - Student support will be implemented by creating mentor groups in an environment that supports the development of academic, social, and personal needs.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Teacher Advisor Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are assigned a mentor group that is consistent throughout student middle school career; mentor groups meet twice per nine weeks to look at student performance, social and academic needs, and to build a rapport among those students.	Behavioral Support Program Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	All HPMS teachers

Activity - Student Support Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers nominate and review performance of students performing at a low or failing level in core classes and discuss and analyze the implementation of strategies to assist students in reaching academic goals. Teachers discuss and document on monthly basis by pulling Scantron data to track student performance and attainment of goals.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	All HPMS teachers

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

Goal 1:

Learning Supports- Identify barriers to teaching and learning and align support systems to address barriers.

Measurable Objective 1:

collaborate to ensure teachers and counselors are provided the foundational documents, instructional materials, and training to teach academic, personal/social and college career standards by 05/25/2017 as measured by data collected during implementation of specified activities.

Strategy1:

Professional Learning - Professional Learning will be implemented through Principal Academy/PLC for principal, all teachers attend a district wide technology conference-CCETC, and leadership teams to guide teachers through data and the implementation of that analysis.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers received, read, and discussed the book How Children Succeed by Paul Tough during faculty meetings.	Professional Learning	08/10/2016	05/25/2017	\$0 - No Funding Required	All HPMS teacher

Activity - PLC/ Early Release	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet on a monthly basis to learn together and focus on how to become better instructional leaders. Topics include data analysis, standards based instruction, grade level meetings, and learning formats. On early dismissal, students will be released at 12:00 to allow time for teachers and administrators to meet and analyze data and collaborate about strategies for increased achievement.	Professional Learning	08/10/2016	05/25/2017	\$0 - No Funding Required	All HPMS teachers

Strategy2:

Student Support - Student support will be implemented by creating mentor groups in an environment that supports the development of academic, social, and personal needs.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Student Support Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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3. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.

Goal 1:

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Strategy1:

Mathematics Strategy - Teachers will implement strategic teaching, vocabulary word walls, "Math Boot Camp", Tables and graphs emphasized in every classroom, and provide tiered instruction for all students.

Category: Develop/Implement Learning Supports

Research Cited: Mentoring Minds, The Critical Thinking Source.

Activity - Critical Thinking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Activity - Tiered Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide struggling students with individualized instruction based on needs presented by STAR reports, standardized testing scores, and progress reports. Students will be placed in 5th period remediation classes according to specific needs.	Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	All general education teachers.

Goal 2:

All students at Holly Pond Middle will become proficient in reading.

Measurable Objective 1:

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Teachers are assigned a mentor group that is consistent throughout student middle school career; mentor groups meet twice per nine weeks to look at student performance, social and academic needs, and to build a rapport among those students.	Academic Support Program Behavioral Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	All HPMS teachers

Strategy2:

Professional Learning - Professional Learning will be implemented through Principal Academy/PLC for principal, all teachers attend a district wide technology conference-CCETC, and leadership teams to guide teachers through data and the implementation of that analysis.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - PLC/ Early Release	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet on a monthly basis to learn together and focus on how to become better instructional leaders. Topics include data analysis, standards based instruction, grade level meetings, and learning formats. On early dismissal, students will be released at 12:00 to allow time for teachers and administrators to meet and analyze data and collaborate about strategies for increased achievement.	Professional Learning	08/10/2016	05/25/2017	\$0 - No Funding Required	All HPMS teachers

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Strategy2:

Student Support - Student support will be implemented by creating mentor groups in an environment that supports the development of academic, social, and personal needs.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Teacher Advisor Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are assigned a mentor group that is consistent throughout student middle school career; mentor groups meet twice per nine weeks to look at student performance, social and academic needs, and to build a rapport among those students.	Behavioral Support Program Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	All HPMS teachers

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

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Measurable Objective 1:

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Activity - Tiered Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement an individualized instruction schedule for students targeted for intervention based on STAR Assessment, Progress Reports, and Standardized test scores. Students will be placed in classes during 5th period according to specific needs to receive individualized instruction.	Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	Every general education teacher.

Goal 3:

Learning Supports- Identify barriers to teaching and learning and align support systems to address barriers.

Measurable Objective 1:

collaborate to ensure teachers and counselors are provided the foundational documents, instructional materials, and training to teach academic, personal/social and college career standards by 05/25/2017 as measured by data collected during implementation of specified activities.

Strategy1:

Student Support - Student support will be implemented by creating mentor groups in an environment that supports the development of academic, social, and personal needs.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Student Support Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers nominate and review performance of students performing at a low or failing level in core classes and discuss and analyze the implementation of strategies to assist students in reaching academic goals. Teachers discuss and document on monthly basis by pulling Scantron data to track student performance and attainment of goals.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	All HPMS teachers

Strategy2:

Professional Learning - Professional Learning will be implemented through Principal Academy/PLC for principal, all teachers attend a district wide technology conference-CCETC, and leadership teams to guide teachers through data and the implementation of that analysis.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - PLC/ Early Release	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet on a monthly basis to learn together and focus on how to become better instructional leaders. Topics include data analysis, standards based instruction, grade level meetings, and learning formats. On early dismissal, students will be released at 12:00 to allow time for teachers and administrators to meet and analyze data and collaborate about strategies for increased achievement.	Professional Learning	08/10/2016	05/25/2017	\$0 - No Funding Required	All HPMS teachers

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

Goal 1:

Progression of EL students toward language acquisition

Measurable Objective 1:

demonstrate a proficiency of 57% of English Learner students in achieving adequate progress language acquisition (APLA). The number of ELL students district-wide attaining English Proficiency will be at least 22% in English Language Arts by 05/25/2017 as measured by ACCESS for ELLs 2.0.

Strategy1:

Core EL Instruction - EL Teachers will engage in student goal setting for ELLs who did not show adequate progress during the school year. EL and classroom teachers will collaborate to determine an instructional plan for ELL students. 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 Reading and Math goals.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ACCESS for ELLs 2.0 score reports, SDAIE research

Activity - Green Folder Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL teachers will facilitate training for all teachers to provide information about the core EL program, WIDA standards, ACCESS reports, Individualized English Language Plan (IELP), and distribute green EL folders to share components of the EL Plan and to be used as a tool to collect information and accommodations.	Professional Learning Direct Instruction Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	EL Teachers, Classroom Teachers, Administration

ACIP

Holly Pond Middle School

Activity - Teacher Collaboration for Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL teacher, classroom teacher, and EL Committee will determine accommodations for LEP students, monitor progress for LEP students, and adjust IELP as needed throughout the year. EL Teachers will monitor FLEP students throughout the year. EL Teacher will document IELP using Ellevation. EL Teachers will monitor FLEP students throughout the year.	Behavioral Support Program Direct Instruction Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	EL Teachers, Classroom Teachers, and Administration

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the beginning of school, the EL teachers will review and analyze comprehensive data for identified Limited English Proficient (LEP) students who have not shown adequate progress and will collaborate these findings with the EL committee.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	EL Teachers, Classroom Teachers with ELL students

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 Middle will become proficient in reading.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency which indicates a 5% increase from 45% in Reading by 05/25/2017 as measured by ASPIRE Assessment.

Strategy1:

Reading Strategy - Teachers will implement strategic teaching through the use of graphic organizers, graphs, models, and critical thinking questioning. Also students will have access to the digital library through the use of personal or school provided devices. Implementation of "Drop Everything and Read" program during the 5th period remediation time will allow students 20 minutes daily to read and take AR tests.

Category: Develop/Implement Learning Supports

Research Cited: Mentoring Minds, The Critical Thinking Source.

Activity - Tiered Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement an individualized instruction schedule for students targeted for intervention based on STAR Assessment, Progress Reports, and Standardized test scores. Students will be placed in classes during 5th period according to specific needs to receive individualized instruction.	Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	Every general education teacher.

Activity - Digital Curriculum Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
HollyPond Middle School will become a more performance based school by increasing rigorous classroom instruction and student engagement by implementing digital resources in weekly lessons. This process will be evaluated through Instructional Lesson Plan documentation and ELEOT walk throughs. Teachers will utilize the I21 Zone training to incorporate technology into lessons.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	All HPMS staff

Activity - ELibrary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have continuous access to the digital library and reading assistance provided by the 1/2 day librarian. Students will be given incentives for earning Accelerated Reading points.	Technology Academic Support Program	08/10/2016	05/25/2017	\$0 - District Funding	All Reading/English teachers should have access to the AR program and reports.

Goal 2:

All students at Holly Pond Middle School will become proficient in Mathematics.

Measurable Objective 1:

52% of All Students will demonstrate a proficiency which shows a 5% increase from 47% in Mathematics by 05/25/2017 as measured by ASPIRE Assessment.

Strategy1:

Mathematics Strategy - Teachers will implement strategic teaching, vocabulary word walls, "Math Boot Camp", Tables and graphs emphasized in every classroom, and provide tiered instruction for all students.

Category: Develop/Implement Learning Supports

Research Cited: Mentoring Minds, The Critical Thinking Source.

Activity - Critical Thinking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement questioning based on Mentoring Minds critical thinking guide and document in weekly lesson plans.	Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	All General education teachers

Activity - Tiered Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide struggling students with individualized instruction based on needs presented by STAR reports, standardized testing scores, and progress reports. Students will be placed in 5th period remediation classes according to specific needs.	Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	All general education teachers.

Activity - Digital Curriculum Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
HollyPond Middle School will become a more performance based school by increasing rigorous classroom instruction and student engagement by implementing digital resources in weekly lessons. This process will be evaluated through Instructional Lesson Plan documentation and ELEOT walk throughs. Teachers will utilize the I21 Zone training to incorporate technology into lessons.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	All HPMS faculty

Component 3: Instruction by Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes		

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes		

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

Cullman County hires teachers who are highly effective and certified in the area they teach.

Component 4: Strategies to Attract Qualified Teachers

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

2 Special Education aide transferred/replaced

1 Special Education Teacher leave and replaced with 1 half-day Special Education Teacher

All other faculty are returning from previous year *Aides were dismissed and rehired through Aesop

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

64% of all teaching staff has 10 or more years of teaching experience

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

Holly Pond Middle School provides a family like environment and mentoring teachers help attract and retain high quality teachers. Also, the school is committed to pursuing funds for classroom supplies, projects, and professional development for the teachers. Each teacher is treated with respect and is made to feel valuable in the professional community.

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?

The school district provides new teachers with plenty of professional development opportunities and resources to feel successful in the classroom. Also, step increases in pay and degree pay increases encourage teachers to be continuous learners. New teachers are assigned a mentor which helps them transition into their new job and helps them become more effective in their position.

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

Teachers will have time to collaborate during Early Release days and weekly faculty meetings to focus on data analysis, SCANTRON reports and usability to increase student achievement. Continued development for digital resources such as I21 Zone and Digital curriculum. Professional development activities include early release dates for time to collaborate and grade/ subject level meetings. Faculty will lead professional development on early release dates to integrate new strategies, including technology, student grouping, and individualized instruction. Also, various teachers will participate in workshops offered by the school district to move education into the age of technology driven, student-based learning.

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.

Teacher mentor activities include collaboration on early release days, team teaching, and discussion in faculty meetings of pros and cons as well as needs and concerns.

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

The principal plans and implements teacher pairings and mentoring. Also, time is provided for collaboration throughout the year in and out of school. Professional learning communities are established within the school. Monthly grade level and subject meetings will be held to collaborate student progress and needs. Leadership team will monitor the needs of professional development and find opportunities for staff professional development. Professional development hours will be accumulated on STIPD for certificate renewal at the state level. In accordance with the cumulative hours of professional development, teachers will access Educate Alabama periodically to create a plan based around a self-assessment.

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.

The transition goal addresses the students moving from feeder schools to Holly Pond Middle, 5th graders transitioning into 6th grade, and 8th graders moving out of middle school into high school. These include such things as school tours, parent meetings, and Open House.

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 studies the disaggregated data and results of the state assessments at the beginning of the school year. Response to instruction members evaluate data collected on referred students to determine if there are any indicators that would warrant more in depth testing or referral for special services. Multi grade level meetings will be implemented to help identify any instructional gaps or overlaps that may occur. Teacher representation and teacher input is included on school budget committees, policy committees, textbook selection committees, and school calendar committees. This voice allows teachers to be involved in all areas of overall instruction and testing.

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?

SCANTRON test are given as a universal screener to identify students performing at urgent intervention levels. Students are then placed in remediation classes to receive more one-on-one instruction. Holly Pond Middle School implements a process for intervention and referral for special education. The process starts with a letter to parents to inform them of the weakness and need for intervention. A form is sent to parents requesting permission for hearing and vision testing to rule out any underlying problems. Once these screenings have occurred, students are monitored for attendance, behavior, and grades. If student does not progress with tiered instruction, a request is made for the student to be tested for special education.

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?

Response to intervention allows specific teachers to provide remediation during the school day, small group instruction in each class, and address individual needs. Also, programs such as before and after school tutoring are provided to students experiencing difficulty mastering state standards.

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

Tiered instruction, remedial resources, re-teaching, and small groups

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.

Through the use of technology based programs, tutoring, and extended day programs students can receive academic support beyond the regular school hours.

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, including public preschool 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 without being stigmatized or isolated. All students, including those identified as migrant, limited English proficient, homeless economically disadvantaged, and neglected/delinquent, have access to all services and programs available, including free/reduced lunch, Title I services, ELL services, Special Education services, PST, intervention, and counseling services. Also, the school works with the Department of Human Resources the Department of Mental Health, and various community resources to provide students with necessary school supplies, food, clothing, and shelter. School staff identify limited English proficient students upon enrollment. Each new student receives a Home Language Survey used to determine eligibility for limited English proficient testing. Students qualify for testing if the survey indicates that a language other than English is used by the student or at the student's home. All eligible students are tested with the WIDA Access Placement Test (WAPT) 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 Title III Supplemental ELL services. If the parents or guardians agree for the student 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 specialist assigned to the school, parents or guardians of the student, the student's teacher, the school counselor, a parent liason, and/or school administrator. An ELL specialist and a tutor assistant provide services to ELL students. Parents are provided the opportunity to receive updates and important school documents in their home language if feasible. The ELL committee reviews each student's progress annually. If the student scores proficient on the WIDA Access test and state reading assessment, the student becomes eligible to exit the ELL program and will be monitored for two years to ensure success. The counselor identifies migrant students upon enrollment. Parents or guardians of each student receive a Migrant Education Survey, which determines student eligibility for the migrant program. Migrant students automatically qualify for free breakfast and lunch. Migrant students have access to all services and programs available to the rest of the students. Our school provides special education services and uses appropriate procedures in accordance with federal and Alabama State Laws and regulations. An Individualized Education Plan (IEP) team convenes to determine the eligibility for special education services. The IEP team develops the Individualized Education Plan (IEP) based on the results of the evaluations, the concerns of parents, and the academic, developmental, and functional needs of the student. To the maximum extent appropriate, special education students are educated with typical students. Special education students are educated in their Least Restrictive Environment (LRE). Our school ensures that children with disabilities have access to a variety of educational programs and services available to non disabled children, including band, ELL, Choir, and physical education. In addition, special education students are provided with an equal opportunity to participate in all extracurricular activities available to non disabled students. School counselors are responsible for identifying homeless students upon enrollment and providing them with support. The school uses Alabama State Department of Education and federal regulations and definitions to identify homeless students. Our school is contacted by the Department of Human Resources, Social Services, LEA Attendance Officer, or parent to initialize identification of homeless students. The counseling office and school administrator identify possible services. Homeless students have access to all services and programs available to the rest of the students, including free lunch, Title II, ELL, Special Education, and intervention.

Neglected/delinquent students are identified when contacted by one of the following sources: the Department of Human Resources, Social Services, LEA Attendance officer, or parent. The school counselor and administrator identify possible needed services for neglected/delinquent students. The school counselor and administrators monitor students' grades and absences and ensure that neglected/delinquent students have access to additional services as much as possible, including food delivery, school supplies, and clothing. The LEA Attendance Officer works directly with the courts to ensure parental cooperation concerning attendance for delinquent students. Neglected/delinquent students are eligible for all services and programs available to the rest of the students, including free lunch, Title I ELL, Special Education, and intervention. Economically disadvantaged students are identified through the application for fee and reduced lunch. Students with low family income will be identified as economically disadvantaged students and will be eligible to receive free or reduced breakfast and lunch during the school day. Such students will have equal access to all programs and services 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?

The programs as a whole are coordinated and integrated toward the achievement of the schoolwide goals to ensure each child is afforded the opportunity to meet each and all goals as a unique learner. State testing data is used to monitor and place students in programs designed for their level of needed instruction, such as, Special Education, Gifted, remediation programs (Accelerated Reader, Front Row Math)

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.

Federal Programs: Title I funding; Free/Reduced Nutritional Program; Trio Talent Search; Instructional Coach; RTI Program; Sscantron Program; ELL Program; Academy of Reading and Math

State Programs:

Local Program:

Standardized Statewide Assessments; DRC Data and Reporting; Algebra I EOC; Physical Fitness Monitoring and Reporting; Gifted Education; Special Education for Disabilities; Disability Assistants; STI program

CACC Career Caravan; Community Character Education; Math Intervention; Reading Intervention; Progress Monitoring; Builder's Club; DARE

The use of data from ACCESS help guide the ELL program.

The ELL teacher offers strategies based on information and observations to individualize the learning process for ELL students. Progress monitoring through many sources such as RTI; Academy of Reading and Math; Specialty Interventions; and Scantron assessments/screening/reports guide and track the process for math and reading intervention. Advanced education can also be monitored through these same programs.

Transitioning services are incorporated into the Trio program. The faculty works closely with elementary and high school to exchange data and multiple resources to be able to identify at-risk students. STI also offers a new program to be able to track at-risk students as well as honor students.

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.

The programs are consolidated and coordinated from funding sources to the programs listed and provided by local teachers and faculty. Each program is implemented by individuals at the local level and correlated with other faculty and programs to identify and address the needs of students. Monitoring takes place to assess the program and/or student. Adjustments are always made to ensure the school is on track to meet goals. Incorporation of community projects, character education, drug and bullying prevention, reading intervention, math intervention, safe school environment, nutritional and wellness, students with disabilities, gifted students, technology, vocational and career

exposure, and variety of assessments ensure great effort is made to achieve goals.

Component 10: Evaluation

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

The Continuous Improvement Plan Leadership Team meets quarterly to review data from Holly Pond Middle School and Holly Pond Elementary School and to review the implementation of the CIP. Principal walk through, peer evaluations, grade level meetings, subject level meetings, and Leadership Team meetings will provide insight on how well strategies and activities are being implemented.

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?

By comparing assessment data from year to year and progress monitoring through RTI, the school determines the success of the school-wide program and determines the needs for change.

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?

Holly Pond Middle School faculty reviews and discusses testing data, report cards, and STAR benchmarks(15/16 year) and SCANTRON (16/17 school year) to determine the success rate of the Tier 1 and 2 students and to individualize instruction for those students. This also determines early planning and placement for RTI.

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?

The Continuous Improvement Plan Leadership Team meets to revise the CIP for the new school year. Program results and testing data are reviewed to ensure continuous improvement of students. Each of the following are discussed and evaluated to determine needs for change to the school-wide program: State Assessment Results - ASPIRE(when available) Teacher, Principal, and Staff Needs, Student and Teacher Attendance, Transiency, Student Suspensions, Parent Perceptions and Needs, Student Perceptions and Needs, "At-Risk" Factors, Curriculum, and Health Issues and School Safety.

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

Yes. Goals from the previous year such as: transition, reading and math improvements, and implementing new technology and classroom strategies to meet all state standards. Ways these are continuously being improved is new technology has been and will continue to be added, more time and strategic planning allowing more collaboration and professional development, and new data is being analyzed from the SY 2016-2017

ASPIRE testing.

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

Goals have been added, and goals have changed due to not meeting goals previously. Percentages have been updated.

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	12.53	12.53	589,946.00
Administrator Units	1.00	1	99,144.00
Assistant Principal	0.50	.5	28,020.00
Counselor	0.50	.5	27,408.00
Librarian	1.00	1	51,312.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	2,715.00
Professional Development	0.00	0	1,022.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	6,499.00
Library Enhancement	0.00	0	341.00
Totals			806,407.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	41642.12

Provide a brief explanation and breakdown of expenses.

T-1 (40848.00)

P/I (794.12)

Teacher = 1 FTE = .64 Salary and Benefits = 40417.89

Classroom Materials and Supplies - (400 - 499) = 430.11

Parental Involvement - (413) Folders and Planners = 794.12

Professional Development - (180 & 200-299) = 0

Professional Development - (300 - 399) Registration and Travel = 0

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title II

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title VI

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

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

Other

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

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	77107.2

Provide a brief explanation and breakdown of expenses

1.88 FTE

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.

A parent meeting is held annually to provide information regarding the school's participation in Title 1. This meeting is conducted at a convenient time for most parents/guardians. The principal explains through the use of presentation materials, the requirements, budget, and rights of parents. This information is also provided at open house.

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.

Title 1 information meetings will be offered to parents during convenient times, handouts will be sent home, and access information through the school website. Parents will be involved through survey data, parent conferences, and Title 1 meetings. Funds for parental involvement are set aside to purchase transition pamphlets and student planners for special education students.

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.

Holly Pond Middle School uses a variety of communication methods to inform parents about programs, progress, and events. ConnectEd call out program allows the school to send informative messages to the database of phone numbers in STI. The website is updated regularly with announcements and upcoming events. Also, teacher email is used to provide updates and answer any questions parents may have. If conferencing is needed, teachers are willing to meet during planning time.

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 school parent compact is reviewed and revised by the school leadership team, then signed by all teachers, students, and parents. Suggestions are taken through email or phone and taken into consideration in the process of revision.

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

The school improvement plan is uploaded to the school website, parents can view and email any concerns they have to any faculty member through the use of faculty email (also provided on the website)

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)

Holly Pond Middle School will accomplish much of this through its annual parents meeting which will be held in the fall of each school year. At that time, parents will receive an overview of the state academic achievement standards, and assessments. In addition, an explanation will be given regarding Title I, services will be offered, and how parents have the right to be involved in their children's education. An Open House will be offered prior to the beginning of the school year wherein parents will be given the opportunity to meet their child's teachers and learn about individual class assessments and what their role will be helping their child to succeed.

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)

Holly Pond Middle School will make available materials and resources on various topics to assist parents in finding ways to help their children be successful in the classroom. We will have parents to fill out surveys to identify what they need from our school to help them be more adequately prepared for day to day activities.

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)

Holly Pond Middle School will continue to work with its teachers through in-services, faculty meetings, and department meetings in understanding the importance of parental involvement. All staff is expected to work with parents in various ways, such as settings up conferences, to meet the needs for their children.

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)

Holly Pond Middle School will work with the federal programs coordinator to develop training opportunities to meet the needs of the parents of our students as needed. Holly Pond Middle School will hold training sessions that will address the immediate needs of equipping parents with the tools to help their children be successful. These sessions will address such issues as: helping with homework, computer literacy, and how to understand certain social issues.

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)

Holly Pond Middle School provides school forms and handbooks in Spanish to assist parents of our ELL students. Any information sent home concerning school activities is sent to these parents in Spanish. The county parent liaison assists in preparing these documents

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)

Holly Pond Middle School makes every effort to work with parents in meeting their requests as related to their involvement in their children's education. For example, scheduling meetings are offered in the spring at various times throughout the day and evening to accommodate all parents.

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.

-The school and LEA shall promote the involvement of parents of limited-English proficient students in the educational program of their children. The school shall notify national origin minority parents of school activities when notice is given to other parents. These notices shall be communicated in the parents' home language, if necessary. A full time parent liaison is employed by the LEA to assist with language barriers between school personnel and parents with limited English (i.e. writing letters in Spanish, participating in Parent teacher conferences, etc) This ensures communication with parents in a language they can understand.

-Parent with disabilities will be encouraged to attend all school functions and accommodations are made upon request. Close communication will be maintained through phone calls, classroom letters, newsletters, e-mail, and the school website.

-Parents of migratory students will be provided information about their child. Cooperation will be fostered between these parents and the school. An agriculture survey will be completed upon the enrollment for each child.

-Holly Pond Middle School will provide individual student academic assessment results in a language the parents can understand, including interpretation of those results, to parents of a student who participates in academic assessments. Cullman County Schools employs a parent liaison that can help with communication between the school and non English-speaking parents.

-Parents' Right to Know

The "Parents' Right-to-know", in the appropriate language, will be met by placing a copy of the policy at the end of Cullman County Student Handbook. This handbook is distributed to each student at the beginning of the school year.