ACIP

Hollywood Elementary School

Jackson County Board of Education

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Hollywood, AL 35752

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Hollywood Elementary School, Hollywood, Alabama, is located in the northeastern corner of the state in Jackson County. The community of Hollywood has a population of approximately 970 residents inside what is considered the town limits and possibly that many more in the "community" which consists of the town and outer lying communities such as Tupelo, Fackler, and Carnes. It is a rural area nestled in the mountains of the Appalachia. There are very few retail businesses within the town of Hollywood. There are a few stores, a restaurant, some churches, a few industries/commercial businesses, and a few home-based businesses. Most basic amenities such as shopping, banks,grocery, and medical offices are found in nearby Scottsboro which is the county seat of Jackson County and the city of Scottsboro boasts a population of around 16,000. The nearest urban centers are Huntsville, Alabama, which is approximately forty-five miles away or Chattanooga, TN which is approximately one hour away. Hollywood currently has an unemployment rate of 5.5 percent (reported July, 2017), which is slightly below the state average of 8.7% the national average of

7.9 percent. The unemployment rate may be deceiving due to the fact that many families who were receiving unemployment benefits have been unemployed for such a time that they are no longer receiving benefits thus not calculated in these figures. For population of residents 25 years and over in Hollywood, sixty-five percent have a high school diploma, 5.1% have a bachelor's degree, and 1.0% have a graduate or professional degree. The high level of poverty continues to be reflected in the limited literacy experiences seen in many incoming pre-kindergarteners and kindergartners.Hollywood Elementary School serves PreK-8 students. The enrollment is approximately 170 students. The faculty, parents and community work together in the provision of the best possible education for our students. The enrollment numbers are sometimes misleading due to the fact that Hollywood houses one of the main Multi-handicapped classes in the county and students from PreK - 12 whose disability prevents them from being in the regular classroom attend school in this unit. Students in this classroom range in age from 5 to 21 years of age. The school is located seven miles from the courthouse square in Scottsboro. In a rural area that is plagued with poverty and unemployment, this location creates some problems:

- Parents have the option of transporting their children to the city school system upon an application, approval, and tuition fee.
- Very few businesses are located in the Hollywood area to recruit as Partners in Education.
Of the problems associated with the location of the school, the potential for transience creates the greatest problem.
- Approximately 10% of the school's population tends to drift from one school/system or school to another.
In the past, Hollywood Elementary School (HES) currently has had approximately 92% of the student population receiving free and/or reduced food services. This school year all students are receiving free breakfast and lunch based on our poverty level, and our enrollment has increased and while this may not be the only factor, it is believed to be considered a factor. This is a reflection of the low socioeconomic level present in the Hollywood community. Since 1974, the community has dealt with the ups and downs of Bellefonte Nuclear Plant being constructed and ultimately completed. TVA/Bellefonte has been rumored and scheduled to restart several times with each time giving hope to the area; however, now Bellefonte Nuclear Plant is for sale with many incentives being offered for the purchaser. Representatives of TVA state their main goal in the sale is to create jobs, so once again the community waits and hopes. A Google Data Warehouse is being located in the community of Bridgeport which lies about 17 miles north of the town of Hollywood where approximately 100 jobs will be created. Also, in Bridgeport, A Mohawk facility in the former Beaulieu plant is expanding. There are several empty industrial buildings that are located in Hollywood that economic leaders remain hopeful will possibly be filled with suppliers to the Google plant. The main employer for the area is Maples Textiles with mills within five miles of Hollywood School in the Scottsboro community.

School's Purpose

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

Purpose

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

Beliefs

1. All Curricular and program decisions must be student-centered, promote academic achievement and research-based as well as data-driven

2. Instructional planning must be driven by student data as it relates to achievement.

3. Teaching strategies must be varied to meet the needs of all learners and instill in students to become lifelong learners.

4. Appropriate intervention in reading and math are essential in ensuring that all students reach their full potential.

5. Assessment and evaluation techniques must be based on sound research and useful in directing instruction to promote individual student progress.

6. Classroom management must promote a safe and physically comfortable environment and encourage students to take ownership of their learning.

7. Professional development is essential to continuous improvement.

8. Technology integration throughout the curriculum will be implemented across grade levels.

9. School and community collaboration are an integral part of a successful school.

Vision

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

Mission

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

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Students are exhibiting gains in reading and math according to the STAR Reading and Math. Third year Aspire scores were analyzed. Global Scholar is currently being administered and will be this year's state assessment. The school is striving to exhibit growth in our reading and math scores as well as implement STEM projects to create skilled workers for the evolving work force of the future.   The school is striving to increase test scores in reading, math, and writing over the next three years.

With the implementation of recreation leagues in the community, the basketball team has improved in order to compete with other area schools that implement athletics at an early age, thus the basketball team has won two back-to-back championships thus increasing school spirit.

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

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

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

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

Additional Information

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

The school staff takes a team approach to problem solving and works together to complete tasks. Parents, stakeholders, community members, and others are invited to visit the school to notice the changes. A "Do Right" programs have been implemented to recognize students for their overall person rather than only academic or athletic abilities. Students receive tickets for attendance, behavior, good deeds, and other kind acts determined by teacher/principal. In despite of our culture, low socioeconomic status, and high poverty level of the area, students are still competing on level with their peers in schools/systems with greater assets. While Hollywood is a small community, the town and community supports the school and exhibits pride in their community school.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

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

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

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

Michael Wilborn, Principal
Missy Tolleson, ACIP Chair/Counselor/Teacher
Rachel HIll, Adminstrative Assistant
Beverly Patalas, Collaborative Teacher
Judy Wilson, Elementary, 2nd/Family
Tammy Summers, Elementary 1st
Breck Reed, Middle, 5th/6th
Steadman McPeters, Parent/PTO President
Amy Church, EL Parapro
Jody Lynn Wright, 5th Grade
Ann Martin, Community Member
Denise Browning, Parent/Community Member
Ilene Cothron, Parent/City Government/Community Member
Angie Kirkland, Nurse
Carla Dulaney, Third Grade Teacher/Survey Chair
Jessica Treece, Fourth Grade Teacher
Melinda Rogers, Media Specialist/Reading Coach

Harward Durham, Middle School Math/Science

Alicia Young, Teacher K12, MD Unit

Kim Ikard, Parapro MD Unit

Jamie Mckelvey, Student Representative

Annette Vazquez, EL Student Representative

From this committee, specifically the technology subcomittee: Michael Wilborn, Principal; Missy Tolleson, Counselor/Teacher; Melinda Rogers, Media Specialist/ Instructional Coach; Harward Durham, Middle School Math/Science; Carla Dulaney, Elementary; Ann Martin, Community Member, and Jamie Mckelvey & Annette Vazquez, Student Representatives

Other staff, community, and family stakeholders participate in various areas at various times and are provided opportunities for input.

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

Copies of the A-CIP & School Technology Plan are available on the school's website hollywood.jacksonk12.org as well as on the district website jackson.k12.org. A copy may also be obtained in the school's main office, media center as well as the counselor's office. The A-CIP & School Technology Plan will be updated as needed as well as presented at meetings and other opportunities to provide the stakeholders with information.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	The Hollywood School Student Performance Data document was completed offline and uploaded below.	Hollywood School Student Performance Diagnostic 2017-2018

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?

Hollywood sixth graders scored 82% proficient in math.

Third grade reading scores increased from the previous school year.

Fourth grade reading and math scores increased from the previous school year.

Seventh graders increased proficiency in both reading and math from the previous school year.

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

- 3rd grade steadily increased in proficiency in reading from 37% in 2015, 41% and 47% in 2017, while increasing and decreasing in math from 68% in 2015, 71% in 2016, and down slightly to 64% in 2017, but remaining with 7% thus remaining basically stable in math scores.
- 4th grade increased and decreased and increased in reading over the previous three years with scores of 33% in 2015, 25% in 2016, and 39% in 2017 while decreasing or staying the same in math.
- 5th grade has decreased in proficiency in reading each year since 2015 from 33% in 2015, 24% in 2016, and 23% in 2017. 5th grade also decreased slightly in math from 2015 to 2016 2% (from 67% to 65%) and decreased in 2017 to 23%.
- 6th grade increased in proficiency in reading from 2015 to 2016 from 18% to 47% while declining 5% in 2017 to 42%. Math scores for 6th graders decreased from 2015 to 2016 from 45% to 41% the rose in 2017 to 82%.
- 7th grade decreased in proficiency in reading from 36% in 2015 to 0% in 2016 and then increased to 41% in 2017. The same trend was found in math with 29% proficiency in math in 2015 to 0% in 2016 the rebounding to 53% in 2017.
- 8th grade increased in proficiency in reading from 2015 to 2016 from 29% to 50% then declined in 2017 to 11%. A similar trend was found in math with 21% to 38 proficiency from 2015 to 2016 and declining to 22% in 2017.

Which area(s) indicate the overall highest performance?

Sixth grade math students exhibited the overall highest performance with 82% of students scoring proficient in math.

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

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

Between which subgroups is the achievement gap closing?

Due to our school not having 20 in any subgroups, it is difficult to dissect which area has increasing performance, however, data supports

that our EL students are progressing well according to STAR Reading and Math tests and their results on the ACT Aspire.

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

STAR Reading and Math reports and the fall administration of Global Scholar document increasing growth in reading and math in most grade levels.

Areas in Need of Improvement

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

Eighth grade math and reading are below the expected levels of performance scoring 22% and 11% respectively; however, only nine students were tested in this grade level.

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

Reading scores show a negative trend in performance exhibiting student showing less proficiency in reading than math.

- 3rd grade steadily increased in proficiency in reading from 37% in 2015, 41% and 47% in 2017, while increasing and decreasing in math from 68% in 2015, 71% in 2016, and down slightly to 64% in 2017, but remaining with 7% thus remaining basically stable in math scores.
- 4th grade increased and decreased and increased in reading over the previous three years with scores of 33% in 2015, 25% in 2016, and 39% in 2017 while decreasing or staying the same in math.
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- 7th grade decreased in proficiency in reading from 36% in 2015 to 0% in 2016 and then increased to 41% in 2017. The same trend was found in math with 29% proficiency in math in 2015 to 0% in 2016 the rebounding to 53% in 2017.
- 8th grade increased in proficiency in reading from 2015 to 2016 from 29% to 50% then declined in 2017 to 11%. A similar trend was found in math with 21% to 38 proficiency from 2015 to 2016 and declining to 22% in 2017.

Which area(s) indicate the overall lowest performance?

In all grade levels, students exhibited the lowest proficiency in writing.
Eighth grade math and reading are below the expected levels of performance scoring 22% and 11% respectively; however, only nine students were tested in this grade level.

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

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

Between which subgroups is the achievement gap becoming greater?

The achievement gap between the general education students and the special education students is continuing to increase as measured previously by ACT Aspire and STAR Reading and Math and now Global Scholar/Performance Series testing.

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

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

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics

3.5
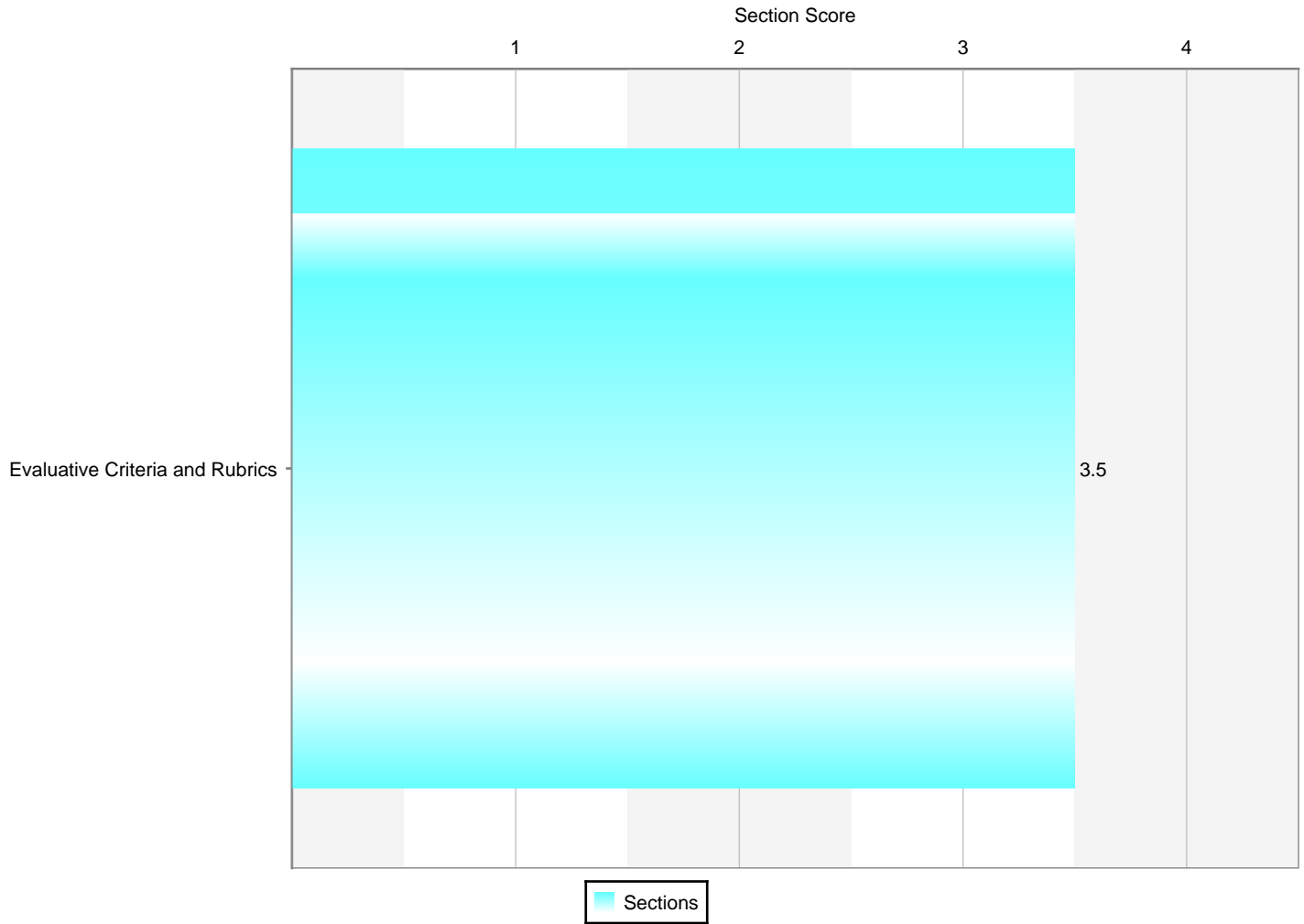
Sections

2017-2018 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, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	Signatures of Hollywood School Leadership Team is uploaded.	Hollywood School 2017-2018 Leadership Team Signatures

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	The LEA Consolidated Plan of Federal Programs to include EL and Family Engagement is uploaded. The Civil Right plan is uploaded.	2017-2018 LEA Consolidated Plan Civil Rights Document

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Mr. Chris Davis, Special Education Coordinator 16003 Alabama Hwy. 35 Scottsboro, AL 35768 Phone: 256-259-9500; Email: davisc@jackson.k12.al.us Mr. Mark Guffey, Federal Programs Coordinator, 16003 Alabama Hwy. 35, Scottsboro, AL 35768; Phone: 2566-259-9500; Email: guffeym@jackson.k12.al.us	

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes	The LEA Consolidated Plan which includes the School-Parent Involvement Plan is uploaded as well as the Parent's Right-to-Know document.	2017-2018 LEA Consolidated Plan Parents Right-to-Know

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 (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes	Hollywood School-Parent Compacts are uploaded.	School-Parent Compact

2017-2018 Hollywood School Continuous Improvement Plan

Overview

Plan Name

2017-2018 Hollywood School Continuous Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Provide a rigorous and effective instructional program to ensure the academic growth of all students.	Objectives: 8 Strategies: 10 Activities: 21	Academic	$0
2	Graduate College and Career Ready Students	Objectives: 2 Strategies: 2 Activities: 5	Organizational	$100
3	Engage Parents and Community in the Educational Process	Objectives: 3 Strategies: 6 Activities: 14	Organizational	$0
4	Ensure that all students have optimal instructional time and the support necessary to be successful in school while providing a unique climate and culture in which all students feel welcome, safe, and secure.	Objectives: 2 Strategies: 4 Activities: 9	Organizational	$0

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

Measurable Objective 1:

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

Strategy 1:

Professional Development on Instructional Strategies for Teaching Reading - Professional Development will be provided on: instructional strategies which teach foundation skills and vocabulary development; effective questioning techniques which develop critical thinking skills; and the close reading skills that help students to compare and contrast; summarize, annotate, make inferences, predict and draw conclusions, and writing from sources. The professional development will be provided through face-to-face sessions, book studies, blended learning, and teacher collaboration.

Category: Develop/Implement Professional Learning and Support

Research Cited: Marazno

Activity - Teacher Use of Effective Questions and Higher Order Thinking Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA Teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge using an observation tool developed by the school district. Vertical grouping will serve the secondary purpose of vertical articulation.	Professional Learning	08/08/2014	06/01/2020	$0	No Funding Required	Principals, Instructional Coach, ELA Teachers, Curriculum Coordinator

Activity - Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-8 English Language Arts Teachers and Content Area teachers will participate on close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies.	Professional Learning	10/03/2016	06/01/2020	$0	No Funding Required	Curriculum Coordinator

Activity - Professional Development on Teaching Foundational Reading Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies. Third grade teachers will also have face-to-face strategies with the ARI speciallist.	Professional Learning	08/20/2017	05/30/2018	$0	Title II Part A	Curriculum Coordinator, Principals, ARI Specialists,Instructional Coach, Teachers

Activity - Professional Development on Teaching Foundational Reading Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Instructional Coach will model lessons and support teachers as they implement the strategies.	Professional Learning	08/20/2017	05/30/2018	$0	Title II Part D	Curriculum Coordinator, Principals, Instructional Coach, Teachers

Activity - Professional Learning Support Plan for ARI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals and instructional coaches will develop a 3 year professional learning support plan for ARI with the support of the state ARI specialist through attendance of required meeting. Turn around training will be provided.	Professional Learning	08/01/2017	07/31/2018	$0	No Funding Required	Curriculum Coordinator, Principal, Teacher, Instructional Coach

Strategy 2:

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

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

Activity - Professional Development on Data Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the required state assessments. Vertical articulation of the curriculum will be addressed through data meetings.	Professional Learning	09/23/2015	11/30/2020	$0	No Funding Required	Principals, Instructional Coaches, Teachers, Curriculum Coordinator

(shared) Strategy 3:

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

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

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

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

Measurable Objective 2:

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

(shared) Strategy 1:

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

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

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

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

Strategy 2:

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

videos and materials.

Category: Develop/Implement Professional Learning and Support

Activity - Professional Development on Eureka Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development on using number talks will be provided for new K-8 teachers and teachers who have not had an opportunity to participate in this type of professional development in the past.	Professional Learning	05/01/2017	06/30/2020	$0	No Funding Required	Curriculum Coordinator, Principals, Instructional Coaches

Strategy 3:

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

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

Activity - Increased Emphasis of Data Meetings Focused on Math Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the required Alabama state assessment will participate in professional development which is designed to help teachers interpret summative assessment data based on the required Alabama state assessment benchmarks. Teachers in grades K-8 will participate in a careful analysis of the math portions of the required Alabama state assessments taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers in grades 3-8 will participate in a careful analysis of the math portions of the required Alabama state assessment results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.	Academic Support Program	10/03/2016	06/01/2020	$0	No Funding Required	Curriculum Coordinator, Principals, Teachers

Activity - Increased Emphasis on Data Meetings Focused Formative Math Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. Regularly scheduled meetings will be held. Vertical articulation of the curriculum will be addressed through data meetings.	Academic Support Program	09/01/2016	08/01/2018	$0	No Funding Required	Curriculum Coordinator, Principals, Teachers

Measurable Objective 3:

62% of English Learners students will demonstrate a proficiency in reading comprehension in Reading by 05/29/2020 as measured by required Alabama State Assessments..

(shared) Strategy 1:

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

Category:

Research Cited: WIDA

Activity - Face to Face Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development for teachers will be provided as needed. Teachers who attend SAMUEL and other EL trainings will complete turn around training at individual schools.	Professional Learning, Academic Support Program	10/20/2015	05/29/2020	$0	No Funding Required	EL coordinator, Staff completing training, Staff, EL Parapro

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

Measurable Objective 4:

70% of English Learners students will demonstrate a proficiency problem solving in Mathematics by 05/29/2020 as measured by required Alabama State Assessments..

(shared) Strategy 1:

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

Category:

Research Cited: WIDA

Activity - Face to Face Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development for teachers will be provided as needed. Teachers who attend SAMUEL and other EL trainings will complete turn around training at individual schools.	Professional Learning, Academic Support Program	10/20/2015	05/29/2020	$0	No Funding Required	EL coordinator, Staff completing training, Staff, EL Parapro

Activity - WIDA ACCESS Assessment and IELPs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| The WIDA ACCESS will be administered annually as benchmark assessments and the basis for development of all IELPs. | Academic Support Program | 10/13/2015 | 05/29/2020 | $0 | No Funding Required | EL Coordinator, Teachers of EL students, EL Parapro, |

Measurable Objective 5:

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

Strategy 1:

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

Category: Develop/Implement Professional Learning and Support

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

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

Measurable Objective 6:

45% of All Students will demonstrate a proficiency in reading comprehension in English Language Arts by 06/01/2020 as measured by ACT Plus Writing..

Strategy 1:

Professional Development on Reading Comprehension Strategies for Secondary Teachers - Professional Development which focuses on understanding, implementing, and evaluating reading strategies and questioning techniques that foster critical thinking skills will be provided. The processes involved in this approach to comprehension are supported by research are highly effective teaching strategies. The high yield instructional strategies embedded in the close reading technique include active engagement, student collaboration, requiring students to compare and contract, summarize, annotate, make inference, predict and draw conclusions. It includes teacher modeling of high order thinking skills and holds students accountable for evidence-based answers to probing questions.

Category: Develop/Implement College and Career Ready Standards

Activity - Teacher Use of Effective Questions and Higher Order Thinking Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will design or demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	10/15/2015	05/01/2020	$0	No Funding Required	Principals, Instructional Coaches, Teachers

Activity - Independent Professional Development on Close Reading Strategies for Secondary Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Independent professional development on close reading strategies will be provided for ELA and social studies teachers who are new to the school district or who desire additional training. The professional development will be a book study with a Moodle component.	Professional Learning	10/01/2015	05/29/2020	$0	No Funding Required	Principals, Secondary ELA Teachers, Secondary Social Studies Teachers, Curriculum Coordinator

Activity - Face-to-Face Professional Development for Secondary ELA Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilizing all available resources, secondary ELA teachers will participate in face-to-face professional development and collaboration annually.	Professional Learning	08/01/2015	05/31/2020	$0	No Funding Required	Curriculum Coordinator, Secondary ELA Teachers

Measurable Objective 7:

32% of All Students will demonstrate a proficiency in problem solving in Mathematics by 06/01/2020 as measured by students as eleventh graders when they are administered ACT Plus Writing..

(shared) Strategy 1:

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

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

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

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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

Activity - Enrichment/Remediation Period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have a daily period of no less than thirty minutes where they will participate in enrichment, remediation, or both.	Academic Support Program	08/14/2017	05/18/2018	$0	No Funding Required	Administrator, Teachers

Strategy 2:

Professional Development for Secondary Mathematics Teachers - Professional Development on the mathematics practice standards for Alabama's College and Career Ready Standards.

Category: Develop/Implement College and Career Ready Standards

Activity - Independent, Online Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Secondary Mathematics Teachers will have an opportunity to participate in self-paced, online professional development on the conceptual strategies of Eureka Math, a standards based program.	Professional Learning	10/10/2016	06/30/2020	$0	No Funding Required	Curriculum Coordinator, Principals, Mathematics Teachers

Measurable Objective 8:

30% of All Students will demonstrate a proficiency in critical thinking in Science by 09/01/2020 as measured by ACT Plus Writing. .

(shared) Strategy 1:

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

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

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

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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

Activity - Enrichment/Remediation Period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have a daily period of no less than thirty minutes where they will participate in enrichment, remediation, or both.	Academic Support Program	08/14/2017	05/18/2018	$0	No Funding Required	Administrator, Teachers

Strategy 2:

Professional Development for Secondary Science Teachers - Professional development will be provided for all high school science teachers on the new Alabama Science Standards and STEM projects.

Category: Develop/Implement College and Career Ready Standards

Activity - Face-to-face professional development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
4-12 Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	08/01/2018	$0	No Funding Required	Curriculum Coordinator, AMSTI Science Teachers

Goal 2: Graduate College and Career Ready Students

Measurable Objective 1:

collaborate to reach a graduation rate of no less than 90% for all schools by 06/01/2020 as measured by the standards set by the state of Alabama for receipt of a high school diploma..

Strategy 1:

Transition Processes - Using the established a committee chaired by the school counselor, Hollywood School will examine and enhance the transition processes from grade-to-grade in the school. The school committees in the feeder school pattern will meet and collaborate to ensure seamless transition from kindergarten through grade twelve.

Category: Implement Guidance and Counseling Plan

Activity - Transition Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Each school will establish a committee chaired by the school counselor to develop or examine and enhance the transition program from grade-to-grade in the school. The school committees in the feeder school pattern will meet and collaborate to ensure seamless transition from kindergarten. | Policy and Process | 01/02/2015 | 06/30/2017 | $100 | Other | Principals, Counselors, Teachers |

Activity - What's Ahead?	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In May, each grade will visit the grade above them to understand what is expected of them the next year. During an afternoon, the visiting students will be provided with what standards they will be learning in the next grade as well as the teacher will complete a short, fun lesson with them.	Policy and Process	03/04/2016	05/27/2016	$0	No Funding Required	Principal, Counselor, Teachers

Activity - Kindergarten Preview	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hollywood School will campaign and host a kindergarten preview night/afternoon where students and parents are invited to tour the school and meet the staff for potential upcoming kindergartners. Mail outs, flyers home, posters around the town, and newspaper advertising will be utilized to attempt to gather all potential kindergartners for our area. This will take place before kindergarten registration.	Community Engagement	03/01/2016	05/27/2016	$0	No Funding Required	Principal, Counselor, Teacher

Measurable Objective 2:

collaborate to provide the academic and career technical programs that ensure that 100% of the students in the Class of 2020 will graduate with college and career ready credentials by 05/31/2020 as measured by Alabama State Department of Education Accountability Program.

Strategy 1:

Supporting the Development of Viable Education and Career Plans for Students - All students will develop a career plan by grade eight that is appropriate, attainable,

and adaptable. These career plans will be implemented and adapted as the students progress through high school as needed to meet the needs of the students.

Support will be provided for school counselors and the students as they work through the process of developing the career plans.

Category: Develop/Implement College and Career Ready Standards

Activity - Career Counseling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school district will employ a career coach who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/Orientation	08/05/2014	06/30/2017	$0	No Funding Required	Superintendent; Career Counselors

Activity - Career Building	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The counselor will provide at least one career oriented activity per month to each grade level by the utilization of Kuder, Career Programs, Success Books, Speakers, Job Focus, or other methods. Grades 6-8 will complete their plans in Kuder for required items for their grade level.	Career Preparation/Orientation	08/12/2015	06/30/2017	$0	No Funding Required	Principal, Counselor

Goal 3: Engage Parents and Community in the Educational Process

Measurable Objective 1:

collaborate to inform parents and the community of the academic achievement and other accomplishments of Jackson County students using a variety of delivery methods by 07/01/2018 as measured by parent and community surveys..

(shared) Strategy 1:

Dynamic Digital Communications - With the assistance of the district, the school will redesign its website interface to be more dynamic presentation of information to the public through incorporating social media. Multiple staff members will work on their particular area, ie sports, media center, guidance, PTO, etc to entice visitors to the website because of it will be dynamic and updated with information.

Category: Other - Continuous Communication

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

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

Activity - Digital Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| The district will update the website interface to be more dynamic and engaging through the use of high-quality graphics and incorporation of social media. | Community Engagement | 08/01/2017 | 06/01/2018 | $0 | No Funding Required | Instructional Technology Specialist, Federal Programs Parental Involvement Consulting Teacher, Supervisors, Superintendent, School Webmasters, Principals and designees |

Strategy 2:

School and District Community Relations Plan - Development of a School and District Community Relations Plan that will include:

-Professional Learning Unit for Administrators and teacher leaders

-Survey to determine communication devices used

-Collaboration to determine areas in need of improvement

-Collaboration with parents and community

Category: Develop/Implement Professional Learning and Support

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

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

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

Activity - Complete and Implement Community Relations/Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Having completed a professional learning unit on a community relations and communication, principals will lead a school team in the development and implementation of a school community relations communication plan.	Parent Involvement	09/01/2017	06/01/2018	$0	No Funding Required	Principals, Central Office Supervisors and Staff, School Designee(s), System Technology Coordinator

(shared) Strategy 3:

Website Enhancement - The district will update existing web services to improve availability of websites on multiple devices and improve the availability of information through a more intuitive design.

Category: Other - Community and Parent Engagement

Activity - Webmaster Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Webmasters or a designee from each school will attend a week long training on how to use our updated web hosting service platform. School and district web pages will be redesigned and content migrated to the new website.	Community Engagement, Technology, Parent Involvement	05/09/2017	06/01/2018	$0	No Funding Required	Principals, Central Office Supervisors and Staff, School Designee(s), System Technology Coordinator

(shared) Strategy 4:

Parent Notification System - The district will update the current parent notification system for the 2017-2018 school year and train administrators in the use of mass notification tools.

Category: Other - Parental Involvement

Activity - Mass Notification Platform	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will be trained in the use of the mass notification system apps.l	Parent Involvement	09/05/2017	06/29/2018	$0	No Funding Required	Technology Coordinator, Data and Accountability Coordinator, Supervisors, Principals, Assistant Principals

Activity - Update Current Platform	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will update to a new mass notification system.	Technology	09/05/2017	11/30/2017	$0	No Funding Required	Technology Coordinator

Activity - Inform Parent Using Mass Notication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Inform parents of student absences and school events using the mass notification system.	Parent Involvement	10/02/2017	09/30/2018	$0	No Funding Required	Technology Coordinator, Superintendent, Supervisors, Principals, Assistant Principals

Measurable Objective 2:

collaborate to increase parental understanding of and participation in the development of student career plans as a student transition into high school to 75% by 05/29/2020 as measured by the number of parents attending Eighth Grade Transition Meetings.

Strategy 1:

College and Career Ready Resource Information - The district will provide information for parents concerning resources which are available to help students and

parents as they plan for College and Career.

Category: Develop/Implement College and Career Ready Standards

Activity - College and Career Ready Resources for Families Brochure	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the district developed brochure describing resources available to parents and students as they develop and execute College and Career Plans. The information will also be posted on the district's website.	Career Preparation/Orientation, Parent Involvement	08/01/2017	06/01/2018	$0	No Funding Required	Federal Programs Coordinator, Parent Involvement Personnel, Career Tech Administrator, Career Coaches, School Counselors

Activity - Earnest Pruett Center of Technology Tours for Parents and Community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| In conjunction with Eighth Grade Transition Meetings at district high schools, a Parent/Community Night will be planned in order for stakeholders to see and understand the career technical opportunities available to Jackson County students as they enter high school. | Community Engagement, Career Preparation/Orientation, Parent Involvement | 08/01/2017 | 06/01/2018 | $0 | No Funding Required | Principals, Counselors, Teachers, Career Technical Director, Career Technical Teachers |

Measurable Objective 3:

collaborate to improve parent engagement in school activities by 12/22/2017 as measured by the number of parents in a school participating in at least one school event. .

(shared) Strategy 1:

Dynamic Digital Communications - With the assistance of the district, the school will redesign its website interface to be more dynamic presentation of information to the public through incorporating social media. Multiple staff members will work on their particular area, ie sports, media center, guidance, PTO, etc to entice visitors to the website because of it will be dynamic and updated with information.

Category: Other - Continuous Communication

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

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

Activity - Digital Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

The district will update the website interface to be more dynamic and engaging through the use of high-quality graphics and incorporation of social media.	Community Engagement	08/01/2017	06/01/2018	$0	No Funding Required	Instructional Technology Specialist, Federal Programs Parental Involvement Consulting Teacher, Supervisors, Superintendent, School Webmasters, Principals and designees

(shared) Strategy 2:

Website Enhancement - The district will update existing web services to improve availability of websites on multiple devices and improve the availability of information

through a more intuitive design.

Category: Other - Community and Parent Engagement

Activity - Webmaster Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Webmasters or a designee from each school will attend a week long training on how to use our updated web hosting service platform. School and district web pages will be redesigned and content migrated to the new website.	Community Engagement, Technology, Parent Involvement	05/09/2017	06/01/2018	$0	No Funding Required	Principals, Central Office Supervisors and Staff, School Designee(s), System Technology Coordinator

(shared) Strategy 3:

Parent Notification System - The district will update the current parent notification system for the 2017-2018 school year and train administrators in the use of mass

notification tools.

Category: Other - Parental Involvement

Activity - Mass Notification Platform	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Administrators will be trained in the use of the mass notification system apps.l	Parent Involvement	09/05/2017	06/29/2018	$0	No Funding Required	Technology Coordinator, Data and Accountability Coordinator, Supervisors, Principals, Assistant Principals

Activity - Update Current Platform	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will update to a new mass notification system.	Technology	09/05/2017	11/30/2017	$0	No Funding Required	Technology Coordinator

Activity - Inform Parent Using Mass Notication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Inform parents of student absences and school events using the mass notification system.	Parent Involvement	10/02/2017	09/30/2018	$0	No Funding Required	Technology Coordinator, Superintendent, Supervisors, Principals, Assistant Principals

Strategy 4:

Parent Engagement Events - Each school will plan and implement an annual event for the purpose of creating a welcoming event for parents.

Category: Other - Parental Involvement

Activity - Parent and Family Events	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each school will plan and execute an event that is unique to the school for the purpose of providing a welcoming event for parents and families during which relationships can be built.	Parent Involvement	08/01/2017	06/01/2018	$0	No Funding Required	Principals, Counselors, Teachers

Goal 4: Ensure that all students have optimal instructional time and the support necessary to be successful in school while providing a unique climate and culture in which all students feel welcome, safe, and secure.

Measurable Objective 1:

collaborate to establish advocacy programs at Hollywood School by 06/01/2018 as measured by end of the year surveys to determine program effectiveness..

Strategy 1:

Advocacy Team Formation - District and school representatives will collaborate to develop and implement school advocacy programs

Category: Develop/Implement Student and School Culture Program

Activity - Advocacy Guidelines	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Advocacy leaders from all schools and the district will meet to establish guidelines for the advocacy program based on research based practices.	Academic Support Program, Behavioral Support Program	05/30/2017	06/01/2018	$0	No Funding Required	School Improvement Specialist, Curriculum Supervisor, Federal Programs, Parental Involvement Consulting Teacher, Student Services Coordinator, Data and Accountability Coordinator, and LEA School Advocacy chairs and principals

Activity - Program Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Advocacy leaders from all schools and the district will meet to establish the calendar and monthly themes and activities for the advocacy program based on research based practices. | Academic Support Program, Behavioral Support Program | 05/30/2017 | 06/01/2018 | $0 | No Funding Required | School Improvement Specialist, Curriculum Supervisor, Federal Programs, Parental Involvement Consulting Teacher, Student Services Coordinator, Data and Accountability Coordinator, and LEA School Advocacy chairs and principals. |

Strategy 2:

Implementation of Advocacy Programs - School Advocacy teams will implement planned activities at the school level.

Category: Develop/Implement Student and School Culture Program

Activity - Calendar And Themes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Schools will follow the outlined calendar and themes. | Academic Support Program, Behavioral Support Program | 08/01/2017 | 06/01/2018 | $0 | No Funding Required | School Improvement Specialist, Curriculum Supervisor, Federal Programs Parental Involvement Consulting Teacher, Student Services Coordinator, Data and Accountability Coordinator, and LEA and School Advocacy chairs and principals |

Activity - Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Advocacy chairs and district personnel will meet quarterly to determine the effectiveness of the program. Student surveys will be reviewed at the end of each year. The guidelines, calendar, and activities for next year's programs will be planned based on the review.	Academic Support Program, Behavioral Support Program	08/01/2017	06/01/2018	$0	No Funding Required	School Improvement Specialist, Curriculum Supervisor, Federal Programs Parental Involvement Consulting Teacher, Student Services Coordinator, Data and Accountability Coordinator, and LEA School Advocacy chairs and principals

Strategy 3:

Utilize Parent Notification System - The district will update the current parent notification system for the 2017-2018 school year and train administrators in the use of

mass notification tools.

Category: Other - Parental Involvement

Activity - Update Current Platform	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will update to a new mass notification system.	Technology	09/05/2017	11/30/2017	$0	District Funding	Technology Coordinator

Activity - Mass Notification Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will be trained to use the mass notification system app.	Parent Involvement	09/05/2017	06/30/2018	$0	No Funding Required	Technology Coordinator, Superintendent, Central Office Staff, Principals, Assistant Principals

Activity - Inform Parent Using Mass Notification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Inform parents of student absences and school events using the mass notification system.	Parent Involvement	10/02/2017	09/30/2018	$0	No Funding Required	Superintendent, Central Office Staff, Principals, Assistant Principals

Measurable Objective 2:

collaborate to improve student behavior, attendance, and behavior incidents by 05/25/2018 as measured by surveys, behavior and attendance reports..

Strategy 1:

Increase Student Morale - Students are often influenced by incentives. Incentives will be offered for students to receive incentives by demonstrating good attendance, good behavior, random acts of kindness, and other positive behavior.

Category: Develop/Implement Student and School Culture Program

Activity - "Do Right" Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are given tickets for perfect attendance each week, A's or A's and B's on progress or report cards, good behavior, random acts of kindness, excellence in any category comparable to your peers, or other rewardable acts as deemed by principal. Students (one girl/one boy) are entered in a drawing to win a bicycle donated by Walmart.	Behavioral Support Program	08/14/2017	05/25/2018	$0	No Funding Required	Teachers, Administrator

Activity - STAR Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One student from each grade is chosen each nine weeks as a "STAR" student based on citizenship and other acts respect and caring as determined by the classroom teachers and other staff.	Academic Support Program, Behavioral Support Program	08/14/2017	05/25/2018	$0	No Funding Required	Teachers, Administrator

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Inform Parent Using Mass Notication	Inform parents of student absences and school events using the mass notification system.	Parent Involvement	10/02/2017	09/30/2018	$0	Technology Coordinator, Superintendent, Supervisors, Principals, Assistant Principals
Face to Face Professional Development	Professional development for teachers will be provided as needed. Teachers who attend SAMUEL and other EL trainings will complete turn around training at individual schools.	Professional Learning, Academic Support Program	10/20/2015	05/29/2020	$0	EL coordinator, Staff completing training, Staff, EL Parapro
Career Counseling	The school district will employ a career coach who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/Orientation	08/05/2014	06/30/2017	$0	Superintendent; Career Counselors
Earnest Pruett Center of Technology Tours for Parents and Community	In conjunction with Eighth Grade Transition Meetings at district high schools, a Parent/Community Night will be planned in order for stakeholders to see and understand the career technical opportunities available to Jackson County students as they enter high school.	Community Engagement, Career Preparation/Orientation, Parent Involvement	08/01/2017	06/01/2018	$0	Principals, Counselors, Teachers, Career Technical Director, Career Technical Teachers
Teacher Use of Effective Questions and Higher Order Thinking Skills	Teachers will design or demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	10/15/2015	05/01/2020	$0	Principals, Instructional Coaches, Teachers
Parent and Family Events	Each school will plan and execute an event that is unique to the school for the purpose of providing a welcoming event for parents and families during which relationships can be built.	Parent Involvement	08/01/2017	06/01/2018	$0	Principals, Counselors, Teachers

Increased Emphasis of Data Meetings Focused on Math Summative Assessments	Teachers in grades K-8 who are unfamiliar with the required Alabama state assessment will participate in professional development which is designed to help teachers interpret summative assessment data based on the required Alabama state assessment benchmarks. Teachers in grades K-8 will participate in a careful analysis of the math portions of the required Alabama state assessments taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers in grades 3-8 will participate in a careful analysis of the math portions of the required Alabama state assessment results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.	Academic Support Program	10/03/2016	06/01/2020	$0	Curriculum Coordinator, Principals, Teachers
Professional Development on Eureka Math	Professional Development on using number talks will be provided for new K-8 teachers and teachers who have not had an opportunity to participate in this type of professional development in the past.	Professional Learning	05/01/2017	06/30/2020	$0	Curriculum Coordinator, Principals, Instructional Coaches
Calendar And Themes	Schools will follow the outlined calendar and themes.	Academic Support Program, Behavioral Support Program	08/01/2017	06/01/2018	$0	School Improvement Specialist, Curriculum Supervisor, Federal Programs Parental Involvement Consulting Teacher, Student Services Coordinator, Data and Accountability Coordinator, and LEA and School Advocacy chairs and principals
Professional Development on Data Analysis of Formative Assessments	Teachers in grades K-8 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the required state assessments. Vertical articulation of the curriculum will be addressed through data meetings.	Professional Learning	09/23/2015	11/30/2020	$0	Principals, Instructional Coaches, Teachers, Curriculum Coordinator

Inform Parent Using Mass Notification	Inform parents of student absences and school events using the mass notification system.	Parent Involvement	10/02/2017	09/30/2018	$0	Superintendent, Central Office Staff, Principals, Assistant Principals
Mass Notification Platform	Administrators will be trained in the use of the mass notification system apps.l	Parent Involvement	09/05/2017	06/29/2018	$0	Technology Coordinator, Data and Accountability Coordinator, Supervisors, Principals, Assistant Principals
Website Redesign	With the assistance of the district, the school will implement an informative website to notify the community and showcase the accomplishments of our school as well as needed information.	Community Engagement	01/04/2016	06/30/2017	$0	Tech Coach, Team/School section leaders for their individual areas
Professional Learning Support Plan for ARI	Principals and instructional coaches will develop a 3 year professional learning support plan for ARI with the support of the state ARI specialist through attendance of required meeting. Turn around training will be provided.	Professional Learning	08/01/2017	07/31/2018	$0	Curriculum Coordinator, Principal, Teacher, Instructional Coach
Increased Emphasis on Data Meetings Focused Formative Math Assessments	An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. Regularly scheduled meetings will be held. Vertical articulation of the curriculum will be addressed through data meetings.	Academic Support Program	09/01/2016	08/01/2018	$0	Curriculum Coordinator, Principals, Teachers
Webmaster Training	Webmasters or a designee from each school will attend a week long training on how to use our updated web hosting service platform. School and district web pages will be redesigned and content migrated to the new website.	Community Engagement, Technology, Parent Involvement	05/09/2017	06/01/2018	$0	Principals, Central Office Supervisors and Staff, School Designee(s), System Technology Coordinator

Independent Professional Development on Close Reading Strategies for Secondary Teachers	Independent professional development on close reading strategies will be provided for ELA and social studies teachers who are new to the school district or who desire additional training. The professional development will be a book study with a Moodle component.	Professional Learning	10/01/2015	05/29/2020	$0	Principals, Secondary ELA Teachers, Secondary Social Studies Teachers, Curriculum Coordinator
Update Current Platform	The district will update to a new mass notification system.	Technology	09/05/2017	11/30/2017	$0	Technology Coordinator
Advocacy Guidelines	Advocacy leaders from all schools and the district will meet to establish guidelines for the advocacy program based on research based practices.	Academic Support Program, Behavioral Support Program	05/30/2017	06/01/2018	$0	School Improvement Specialist, Curriculum Supervisor, Federal Programs, Parental Involvement Consulting Teacher, Student Services Coordinator, Data and Accountability Coordinator, and LEA School Advocacy chairs and principals
Face-to-face professional development	4-12 Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	08/01/2018	$0	Curriculum Coordinator, AMSTI Science Teachers

Program Planning	Advocacy leaders from all schools and the district will meet to establish the calendar and monthly themes and activities for the advocacy program based on research based practices.	Academic Support Program, Behavioral Support Program	05/30/2017	06/01/2018	$0	School Improvement Specialist, Curriculum Supervisor, Federal Programs, Parental Involvement Consulting Teacher, Student Services Coordinator, Data and Accountability Coordinator, and LEA School Advocacy chairs and principals.
Remind App	Parents, students, and stakeholders have the opportunity to sign up for a Remind application on their computer or smartphone that will provide them with vital school information. Newsletters and print information will also be sent home to ensure equity.	Community Engagement	09/08/2015	05/26/2017	$0	Principal, Staff
Complete and Implement Community Relations/Communication	Having completed a professional learning unit on a community relations and communication, principals will lead a school team in the development and implementation of a school community relations communication plan.	Parent Involvement	09/01/2017	06/01/2018	$0	Principals, Central Office Supervisors and Staff, School Designee(s), System Technology Coordinator
College and Career Ready Resources for Families Brochure	Utilize the district developed brochure describing resources available to parents and students as they develop and execute College and Career Plans. The information will also be posted on the district's website.	Career Preparation/Orientation, Parent Involvement	08/01/2017	06/01/2018	$0	Federal Programs Coordinator, Parent Involvement Personnel, Career Tech Administrator, Career Coaches, School Counselors

Program Review	School Advocacy chairs and district personnel will meet quarterly to determine the effectiveness of the program. Student surveys will be reviewed at the end of each year. The guidelines, calendar, and activities for next year's programs will be planned based on the review.	Academic Support Program, Behavioral Support Program	08/01/2017	06/01/2018	$0	School Improvement Specialist, Curriculum Supervisor, Federal Programs Parental Involvement Consulting Teacher, Student Services Coordinator, Data and Accountability Coordinator, and LEA School Advocacy chairs and principals
Family Fun Night/Event	The school will host a family night which involves a free (to the family and student) dinner, a kickball game between staff and the parents, and a movie for families.	Community Engagement	08/12/2015	06/30/2017	$0	Principal, Teachers, Staff, & Volunteers
Grade Level Workshops	Grade level workshops (which utilized local resources, AMSTI trainers, and Science in Motion) will address instructional strategies and the development of multi-discipline lessons which uses hands-on learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems.	Professional Learning	01/04/2016	06/01/2020	$0	Curriculum Coordinator, Principals, Teachers
Independent, Online Professional Development	Secondary Mathematics Teachers will have an opportunity to participate in self-paced, online professional development on the conceptual strategies of Eureka Math, a standards based program.	Professional Learning	10/10/2016	06/30/2020	$0	Curriculum Coordinator, Principals, Mathematics Teachers
Classroom Observations	Principals and appropriate supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	$0	Superintendent, Appropriate Supervisors, Principals
Moodle Site for Teacher Collaboration	Teachers will share lesson plans, grading rubrics, and project activities on a Moodle site with a collaboration space for each grade level.	Academic Support Program	10/03/2016	06/01/2020	$0	Curriculum Coordinator, Principals, Staff

Career Building	The counselor will provide at least one career oriented activity per month to each grade level by the utilization of Kuder, Career Programs, Success Books, Speakers, Job Focus, or other methods. Grades 6-8 will complete their plans in Kuder for required items for their grade level.	Career Preparation/Orientation	08/12/2015	06/30/2017	$0	Principal, Counselor
Mass Notification Training	Administrators will be trained to use the mass notification system app.	Parent Involvement	09/05/2017	06/30/2018	$0	Technology Coordinator, Superintendent, Central Office Staff, Principals, Assistant Principals
STAR Students	One student from each grade is chosen each nine weeks as a "STAR" student based on citizenship and other acts respect and caring as determined by the classroom teachers and other staff.	Academic Support Program, Behavioral Support Program	08/14/2017	05/25/2018	$0	Teachers, Administrator
Programs Honoring Others	The school will host and take part in offering events in an attempt to "give back" to our community. These events will include, but not be limited to, a Veteran's Day program, breakfast/luncheon honoring our community partners, and similar programs to promote the school.	Community Engagement	08/12/2015	06/01/2017	$0	Principal, Teacher, Staff, Volunteers
"Do Right" Program	Students are given tickets for perfect attendance each week, A's or A's and B's on progress or report cards, good behavior, random acts of kindness, excellence in any category comparable to your peers, or other rewardable acts as deemed by principal. Students (one girl/one boy) are entered in a drawing to win a bicycle donated by Walmart.	Behavioral Support Program	08/14/2017	05/25/2018	$0	Teachers, Administrator
Administrator Walk Throughs	Principals, appropriate supervisors, and the district's school improvement specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	$0	Superintendent, Appropriate Supervisors, Principals
Enrichment/Remediation Period	Students will have a daily period of no less than thirty minutes where they will participate in enrichment, remediation, or both.	Academic Support Program	08/14/2017	05/18/2018	$0	Administrator, Teachers
WIDA ACCESS Assessment and IELPs	The WIDA ACCESS will be administered annually as benchmark assessments and the basis for development of all IELPs.	Academic Support Program	10/13/2015	05/29/2020	$0	EL Coordinator, Teachers of EL students, EL Parapro,
Face-to-Face Professional Development for Secondary ELA Teachers	Utilizing all available resources, secondary ELA teachers will participate in face-to-face professional development and collaboration annually.	Professional Learning	08/01/2015	05/31/2020	$0	Curriculum Coordinator, Secondary ELA Teachers

Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	K-8 English Language Arts Teachers and Content Area teachers will participate on close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies.	Professional Learning	10/03/2016	06/01/2020	$0	Curriculum Coordinator
Teacher Use of Effective Questions and Higher Order Thinking Skills	ELA Teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge using an observation tool developed by the school district. Vertical grouping will serve the secondary purpose of vertical articulation.	Professional Learning	08/08/2014	06/01/2020	$0	Principals, Instructional Coach, ELA Teachers, Curriculum Coordinator
What's Ahead?	In May, each grade will visit the grade above them to understand what is expected of them the next year. During an afternoon, the visiting students will be provided with what standards they will be learning in the next grade as well as the teacher will complete a short, fun lesson with them.	Policy and Process	03/04/2016	05/27/2016	$0	Principal, Counselor, Teachers
PTO	Each class will take a part in presenting at PTO in an attempt to increase attendance at PTO meetings. A schedule will be decided upon at the first PTO meeting.	Community Engagement	08/12/2015	06/01/2017	$0	Principal, Teachers, Volunteers
Kindergarten Preview	Hollywood School will campaign and host a kindergarten preview night/afternoon where students and parents are invited to tour the school and meet the staff for potential upcoming kindergartners. Mail outs, flyers home, posters around the town, and newspaper advertising will be utilized to attempt to gather all potential kindergartners for our area. This will take place before kindergarten registration.	Community Engagement	03/01/2016	05/27/2016	$0	Principal, Counselor, Teacher
Digital Engagement	The district will update the website interface to be more dynamic and engaging through the use of high-quality graphics and incorporation of social media.	Community Engagement	08/01/2017	06/01/2018	$0	Instructional Technology Specialist, Federal Programs Parental Involvement Consulting Teacher, Supervisors, Superintendent, School Webmasters, Principals and designees
				Total	$0	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Professional Development on Teaching Foundational Reading Skills	Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies. Third grade teachers will also have face-to-face strategies with the ARI speciallist.	Professional Learning	08/20/2017	05/30/2018	$0	Curriculum Coordinator, Principals, ARI Specialists,Instructional Coach, Teachers
			Total		$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Update Current Platform	The district will update to a new mass notification system.	Technology	09/05/2017	11/30/2017	$0	Technology Coordinator
				Total	$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Transition Planning	Each school will establish a committee chaired by the school counselor to develop or examine and enhance the transition program from grade-to-grade in the school. The school committees in the feeder school pattern will meet and collaborate to ensure seamless transition from kindergarten.	Policy and Process	01/02/2015	06/30/2017	$100	Principals, Counselors, Teachers
				Total	$100	

Title II Part D

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development on Teaching Foundational Reading Skills	Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Instructional Coach will model lessons and support teachers as they implement the strategies.	Professional Learning	08/20/2017	05/30/2018	$0	Curriculum Coordinator, Principals, Instructional Coach, 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	The Stakeholder Feedback Document was completed offline and uploaded. Data included to construct this document included surveys which are the main emphasis and reports from various school committees including PTO.	Hollywood School 2017 2018 Stakeholder Feedback Document

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

	Statement or Question	**Response**	**Rating**
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

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

*As evidenced by surveys administered in the Spring, 2017 - Trend date based on surveys from Spring, 2014- Spring, 2016 (attached herein)
The most favorable indicators related to purpose and direction of the school. Much of the feedback was positive and supportive of the administration with praise for the many positive improvements.

The level of most satisfaction as evidenced in the analysis of data by the majority of the groups surveyed was that the school's purpose statement is clearly focused on student success. Younger students echo this sentiment by scoring that "In my school my principal and teachers want every student to learn" and "In my school I am learning new things that will helps me" equally as their second highest indicators.

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

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

Standards 1 and 2 which address purpose governing and leadership expressed satisfaction among elementary students, staff, and parents. Middle school students felt that their teachers had high expectations of them as well as they are prepared for success the next school year. Middle school students also scored favorable that they felt as if the school offers opportunities for parents to be involved.

All of the groups surveyed showed positive results that teachers want students to be successful and are supportive in student learning. Elementary students supported favorably that the principal and teachers want every student to learn, students are learning new things that will help them, that teachers want students to do their best work, and that teachers help students learn things they will need in the future. Parents report favorably that their child knows the expectations for learning in all classes. Middle school students highest that the principal and teachers have high expectations of them. They also scored positively the statements that teachers use tests, projects, presentations, and portfolios to check for understanding and teachers use a variety of teaching methods and learning activities for students to develop skills needed for success.

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

As evidenced by surveys administered in the Spring, 2017 - Trend date based on surveys from Spring, 2014- Spring, 2016 (attached herein)
The most favorable indicators related to purpose and direction of the school. Much of the feedback was positive and supportive of the administration with praise for the many positive improvements.

The level of most satisfaction as evidenced in the analysis of data by the majority of the groups surveyed was that the school's purpose statement is clearly focused on student success. Younger students echo this sentiment by scoring that "In my school my principal and

teachers want every student to learn" and "In my school I am learning new things that will helps me" equally as their second highest indicators.

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

Consistent with finding from other stakeholder feedback sources to include the PTO, stakeholders believe that students are provided with equitable learning experiences as well as opportunities comparable to their peers in other areas/systems. Stakeholders express satisfaction with the leadership and teachers in the school. Due to the small nature of the school, several adults know each student by name.

Areas in Need of Improvement

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

Areas that were viewed as weaknesses in our school have include the following and the majority are believed to be perception issues.

In our school, a formal process is in place to support new staff members in their professional practice.

Staff surveys indicated that new staff did not feel supported in their new roles as well as staff member were not provided peer coaching. At one time, a mentoring program was offered and teachers were paid a stipend; however, since this program is no longer provided, master teachers are assigned/will be assigned to be an advocate for younger teachers and support professionals will be assigned the teacher with whom they spend the majority of their school day. Most staff members are glad to assist younger staff members; however, this may need to be portrayed more clearly and steps taken to ensure that new staff feel confident in asking for assistance.

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

This will most likely be a perception issue; however, avenues will be taken to ensure that the program is meeting the needs of staff and students by analyzing and reviewing the Needs Assessment for the Counseling Plan and making changes to improve these areas. There are a variety of services offered, but more information should be made available regarding the services offered for awareness of the availability of such services.

- Brochures/information will be provided exhibiting services that meet student needs.

- Needs Assessment and analyze and reflect changes in counseling plan.

- Remind app set up specifically for counseling information to let parents and stakeholders know of special events and resources.

- Set aside specific time for students with individual or small group counseling needs and work with teachers and parents to ensure that students are given the tools they need for not only their academic; however, their social/emotional person to be addressed as well.

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

Areas also related to this objective as well as safe environment include that students respect the property of others, students help each other even when they are not friends, and all students are treated with respect and students treat adults with respect.

- Character education topics (already taught) will be related to respect and areas relevant to respect.

- Advocacy groups will discuss respect when applicable situations are present.

- Counseling whole group sessions will address respect and bullying. Outside speakers may also assist with this objective.

A "Do Right" program is being implemented this school year. Hollywood School will be incorporating a new incentive program for the 2017-18 School Year which will be called the "Do-Right" Program. Walmart has donated two bicycles to our school to give as a reward to a boy and a girl at the Awards Day Ceremony at the end of the school year.

Here are how the students will be able to earn tickets to be entered into the drawing: grades; behavior; random acts of kindness; attendance

The school engages families in meaningful ways in their children's education and keep them informed of their children's learning progress. While this area has improved greatly over the past few years, at least 2/4 showed weaknesses in areas related to this objective.

- Offers and encourages parent involvement by encouraging parents to attend special events to include assemblies. Encouraging PTO involvement by having an agenda as well as a program performed by groups of students in an attempt to increase attendance.

- Utilizing Remind tool that will text or email parents of important information.

- Updated parent portal/Inform parents of the availability of the parent portal.

- Utilization of newsletters and website as well as social media to include Facebook and Twitter.

- Over the next three years, the school is attempting to improve its perception or image, both physically as well as academically and athletics.

This process has already begun with the improvements to the exterior including extensive landscaping, increased security cameras as well

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

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

"The school provides support services to meet the physical, social, and emotional needs of the student population being served." has been noted as a trend with stakeholder disapproval. This has been determined as a perception issue. The staff will be committed to working harder to be positive and notify the community and stakeholders of the programs in place at Hollywood School and ultimately benefits to their student. Character education, advocacy, and counseling groups will also work to continue to address these issues and ensure stakeholders are aware they are present and being implemented. A "Do Right" program as well as Star Students not directly related to grades are present.

What are the implications for these stakeholder perceptions?

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

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

Other stakeholder feedback sources including the PTO and communication with parents and community members reflect that many students (adolescents in general) lack respect for others and their property.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 4
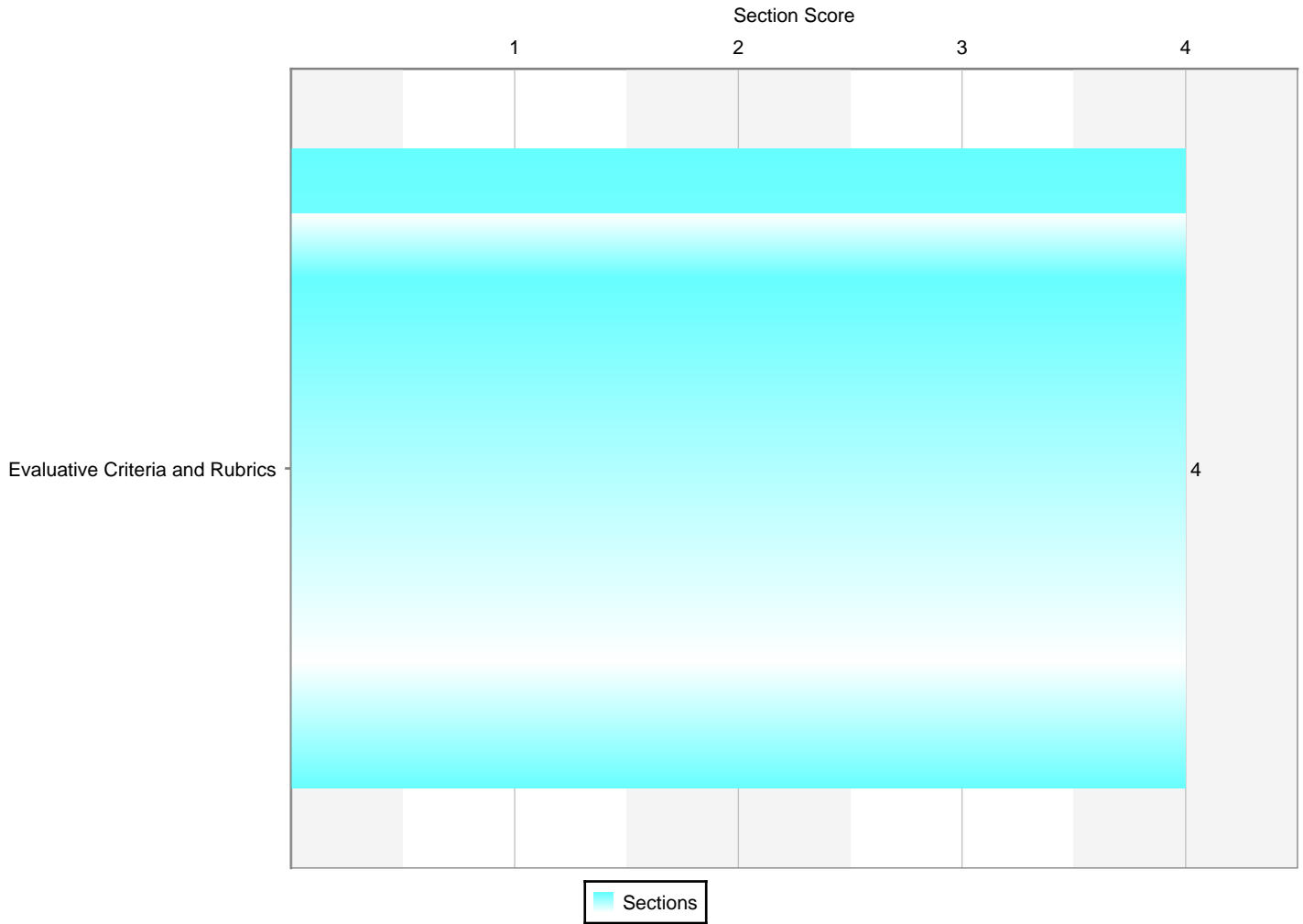
Sections

2017-2018 Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to the requirements for Title I Schoolwide School as described in section 1114, Every Student Succeeds Act (ESSA). 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 (Sec.1114(b)(6))

How was the comprehensive needs assessment conducted?

In May, 2017, the Hollywood School Leadership Team, along with other faculty and stakeholders, met and reflected on strengths and weaknesses and accomplishments and areas that were still of concern. Three of the main areas reviewed were attendance rate, academics,and discipline. The attendance rate has maintained at least 87% at the point. We reviewed the academic programs offered as well as their ability to meet the standards required by the state. When school reconvened in August of 2017 and scores from the ACT Aspire were available, we reviewed available data from state assessments. We also looked at strands that students continue to score low on the assessments. We also reviewed STAR Reading/Math assessment results. Global Scholar results are being utilized and analyzed as they become available. There were many office referrals throughout the year and most were handled through revoking a privilege with some repeat instances handled through corporal punishment. There were two students that were suspended to the Alternative School due to discipline issues. Through our PST's and faculty input/meetings, we will interpret and analyze these sources of data to monitor programs and student growth. Student achievement data will be analyzed based on specific content area as well as an attempt to review the subgroups of our school. This information will be shared with staff, other stakeholders, and parents and friends of the school. Discipline issues to include those that appear most often in our school are reviewed and methods to decrease these issues are brainstormed. The Graduation Tracking System is utilized to determine potential issues within the school or specific students. The staff and parents will provide input on the following: which elements have been successfully mastered and need not be included in the next year's plan; the elements that have been mastered but still require continued monitoring or adjustments during the 2017-2018 school year; the elements that have not been mastered and must be included in the 2016-2017 A-CIP plan. Once the plan is compiled,a formal meeting will be called to share the plan with interested parties and stakeholders as well as the information placed on the website and condensed in a pamphlet/newsletter. The target date for this is at the September or October PTO meetings or other meetings dealing with school business. For example, Open House or Title I Meeting. Meetings will be held periodically to review the data and revise plan as needed to fit the needs of our school.

What were the results of the comprehensive needs assessment?

Survey results highlighted areas in need of improvement and areas of satisfaction. The areas that exhibited to need the most attention were family involvement mainly in the areas of engaging the family in meaningful ways in their child's education and keeping them informed, support services to meet the physical, social, and emotional needs of the student population including students feeling valued by other adults in the school, and the number of staff being sufficient to meet all roles and responsibilities. The areas of most notable satisfaction according to the surveys are that the students and school personnel use a range of media and information to support the school's educational programs.
Hollywood is fortunate in that each classroom has a wide array of technology available to them to include most classrooms having an Elmo and overhead projector, access to Ipads, and small computer labs in each classroom. The majority of the classrooms possess a Promethean Board for interactive learning. Hollywood also has one computer lab to accommodate 30 students with an Apple TV setup, thus this is beneficial to all students especially in taking large group tests such as the baseline tests and other assessments.
Another area that received high marks from staff and parents, "The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and support challenging, equitable educational programs and learning experiences for all students that include the achievement of thinking, learning, and life skills" reflects the team work atmosphere of the school.
The prior ACT Aspire (no longer the state's mandated assessment) highlight deficiencies in text complexity in reading, foundations and expressions in math, and very significant weaknesses in writing. STAR Reading and Math tests support that the students have greater ability

and are closer to grade level in math rather than reading, while ACT Aspire tests contradict this evaluation. This was the last school year that the Aspire was administered to students. Global Scholar is the current state mandated assessment.

Discipline

Most discipline issues involved disobedience, bus conduct, or defiance of authority. Each teacher has a behavior plan with the last step typically being a referral to the administrator's office.   The majority of issues were dealt with by revoking a privilege, principal warning, parent conference, more serious issues with corporal punishment with two escalating to alternative placement at the alternative school for 3 to 5 days depending on infraction. There is one assault against an adult from a special education student that was removed from the school because the event happened at the end of the school year and the student's family's intention was to transfer him to a different school at the beginning of this school year.

Student and staff attendance

Ten certified personnel were reviewed in this analysis due to the fact that there were two that have left thus their information is irrelevant and two that were not employed at Hollywood. Out of the ten analyzed, there were 128.5 total absences, of which 31.5 were board approved or some type of similar, (ie. jury duty) leave. Thus 25% of these were board approved for teachers to receive professional development or address another area of their job. According to this data, an average of 12.8 days were missed by certified staff. Of the ten certified teachers analyzed, only one missed fewer than ten days during the 2016-2017 school year.

Student Attendance

There were a total of 1,091 absences for the 2016-2017 school year. Of these 1,091, 263 were unexcused, thus a total of 24% of student absences were unexcused.

What conclusions were drawn from the results?

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

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

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

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

The school goals are connected to the priority needs and needs assessment because they address and implement methods to correct these deficiencies. For example, English teachers will participate in professional development and implementation of close read strategies in the classroom in an attempt to improve comprehension of text complexity to ensure students are able to "dissect" a reading and truly understand its meaning. Mathematics deficiencies will be addressed by AMSTI training for instructional coaches and then turn around training and implementation at the school level as well as an introduction the robotics initiative. Eureka training is also being provided by the district for teachers of K-6 math. Teachers are also provided collaboration sites to assist each other in the Eureka process.   Behavior/school culture goals will be addressed with advocacy groups and incentive programs.

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

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

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

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

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

Goal 1:

Graduate College and Career Ready Students

Measurable Objective 1:

collaborate to provide the academic and career technical programs that ensure that 100% of the students in the Class of 2020 will graduate with college and career ready credentials by 05/31/2020 as measured by Alabama State Department of Education Accountability Program.

Strategy1:

Supporting the Development of Viable Education and Career Plans for Students - All students will develop a career plan by grade eight that is appropriate, attainable, and adaptable. These career plans will be implemented and adapted as the students progress through high school as needed to meet the needs of the students. Support will be provided for school counselors and the students as they work through the process of developing the career plans.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Career Building	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselor will provide at least one career oriented activity per month to each grade level by the utilization of Kuder, Career Programs, Success Books, Speakers, Job Focus, or other methods. Grades 6-8 will complete their plans in Kuder for required items for their grade level.	Career Preparation/ Orientation	08/12/2015	06/30/2017	$0 - No Funding Required	Principal, Counselor

Activity - Career Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school district will employ a career coach who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/ Orientation	08/05/2014	06/30/2020	$0 - No Funding Required	Superintendent; Career Counselors

Measurable Objective 2:

collaborate to reach a graduation rate of no less than 90% for all schools by 06/01/2020 as measured by the standards set by the state of Alabama for receipt of a high school diploma..

Strategy1:

Transition Processes - Using the established a committee chaired by the school counselor, Hollywood School will examine and enhance the

transition processes from grade-to-grade in the school. The school committees in the feeder school pattern will meet and collaborate to

ensure seamless transition from kindergarten through grade twelve.

Category: Implement Guidance and Counseling Plan

Research Cited:

Activity - Kindergarten Preview	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hollywood School will campaign and host a kindergarten preview night/afternoon where students and parents are invited to tour the school and meet the staff for potential upcoming kindergartners. Mail outs, flyers home, posters around the town, and newspaper advertising will be utilized to attempt to gather all potential kindergartners for our area. This will take place before kindergarten registration.	Community Engagement	03/01/2016	05/25/2018	$0 - No Funding Required	Principal, Counselor, Teacher

Activity - What's Ahead?	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In May, each grade will visit the grade above them to understand what is expected of them the next year. During an afternoon, the visiting students will be provided with what standards they will be learning in the next grade as well as the teacher will complete a short, fun lesson with them.	Policy and Process	03/04/2016	05/31/2018	$0 - No Funding Required	Principal, Counselor, Teachers

Activity - Transition Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each school will establish a committee chaired by the school counselor to develop or examine and enhance the transition program from grade-to-grade in the school. The school committees in the feeder school pattern will meet and collaborate to ensure seamless transition from kindergarten.	Policy and Process	01/02/2015	05/31/2020	$0 - No Funding Required	Principals, Counselors, Teachers

Goal 2:

Engage Parents and Community in the Educational Process

Measurable Objective 1:

collaborate to improve parent engagement in school activities by 12/22/2017 as measured by the number of parents in a school participating

in at least one school event. .

Strategy1:

Parent Engagement Events - Each school will plan and implement an annual event for the purpose of creating a welcoming event for

parents.

Category: Other - Parental Involvement

Research Cited:

Activity - Parent and Family Events	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each school will plan and execute an event that is unique to the school for the purpose of providing a welcoming event for parents and families during which relationships can be built.	Parent Involvement	08/01/2017	06/01/2018	$0 - No Funding Required	Principals, Counselors, Teachers

Strategy2:

Dynamic Digital Communications - With the assistance of the district, the school will redesign its website interface to be more dynamic

presentation of information to the public through incorporating social media. Multiple staff members will work on their particular area, ie

sports, media center, guidance, PTO, etc to entice visitors to the website because of it will be dynamic and updated with information.

Category: Other - Continuous Communication

Research Cited:

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

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

Activity - Digital Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will update the website interface to be more dynamic and engaging through the use of high-quality graphics and incorporation of social media.	Community Engagement	08/01/2017	06/01/2018	$0 - No Funding Required	Instructional Technology Specialist, Federal Programs Parental Involvement Consulting Teacher, Supervisors, Superintendent, School Webmasters, Principals and designees

Strategy3:

Website Enhancement - The district will update existing web services to improve availability of websites on multiple devices and improve the

availability of information through a more intuitive design.

Category: Other - Community and Parent Engagement

Research Cited:

Activity - Webmaster Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Webmasters or a designee from each school will attend a week long training on how to use our updated web hosting service platform. School and district web pages will be redesigned and content migrated to the new website.	Parent Involvement Technology Community Engagement	05/09/2017	06/01/2018	$0 - No Funding Required	Principals, Central Office Supervisors and Staff, School Designee(s), System Technology Coordinator

Strategy4:

Parent Notification System - The district will update the current parent notification system for the 2017-2018 school year and train

administrators in the use of mass notification tools.

Category: Other - Parental Involvement

Research Cited:

Activity - Update Current Platform	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will update to a new mass notification system.	Technology	09/05/2017	11/30/2017	$0 - No Funding Required	Technology Coordinator

Activity - Mass Notification Platform	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will be trained in the use of the mass notification system apps.l	Parent Involvement	09/05/2017	06/29/2018	$0 - No Funding Required	Technology Coordinator, Data and Accountability Coordinator, Supervisors, Principals, Assistant Principals

Activity - Inform Parent Using Mass Notication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Inform parents of student absences and school events using the mass notification system.	Parent Involvement	10/02/2017	09/30/2018	$0 - No Funding Required	Technology Coordinator, Superintendent, Supervisors, Principals, Assistant Principals

Measurable Objective 2:

collaborate to increase parental understanding of and participation in the development of student career plans as a student transition into

high school to 75% by 05/29/2020 as measured by the number of parents attending Eighth Grade Transition Meetings.

Strategy1:

College and Career Ready Resource Information - The district will provide information for parents concerning resources which are available

to help students and parents as they plan for College and Career.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Earnest Pruett Center of Technology Tours for Parents and Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In conjunction with Eighth Grade Transition Meetings at district high schools, a Parent/Community Night will be planned in order for stakeholders to see and understand the career technical opportunities available to Jackson County students as they enter high school.	Career Preparation/ Orientation Community Engagement Parent Involvement	08/01/2017	06/01/2018	$0 - No Funding Required	Principals, Counselors, Teachers, Career Technical Director, Career Technical Teachers

Activity - College and Career Ready Resources for Families Brochure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize the district developed brochure describing resources available to parents and students as they develop and execute College and Career Plans. The information will also be posted on the district's website.	Career Preparation/ Orientation Parent Involvement	08/01/2017	06/01/2018	$0 - No Funding Required	Federal Programs Coordinator, Parent Involvement Personnel, Career Tech Administrator, Career Coaches, School Counselors

Measurable Objective 3:

collaborate to inform parents and the community of the academic achievement and other accomplishments of Jackson County students using a variety of delivery methods by 07/01/2018 as measured by parent and community surveys..

Strategy1:

School and District Community Relations Plan - Development of a School and District Community Relations Plan that will include:

-Professional Learning Unit for Administrators and teacher leaders

-Survey to determine communication devices used

-Collaboration to determine areas in need of improvement

-Collaboration with parents and community

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

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

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

Activity - Complete and Implement Community Relations/Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Having completed a professional learning unit on a community relations and communication, principals will lead a school team in the development and implementation of a school community relations communication plan.	Parent Involvement	09/01/2017	06/01/2018	$0 - No Funding Required	Principals, Central Office Supervisors and Staff, School Designee(s), System Technology Coordinator

Strategy2:

Website Enhancement - The district will update existing web services to improve availability of websites on multiple devices and improve the availability of information through a more intuitive design.

Category: Other - Community and Parent Engagement

Research Cited:

Activity - Webmaster Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Webmasters or a designee from each school will attend a week long training on how to use our updated web hosting service platform. School and district web pages will be redesigned and content migrated to the new website.	Parent Involvement Community Engagement Technology	05/09/2017	06/01/2018	$0 - No Funding Required	Principals, Central Office Supervisors and Staff, School Designee(s), System Technology Coordinator

Strategy3:

Dynamic Digital Communications - With the assistance of the district, the school will redesign its website interface to be more dynamic presentation of information to the public through incorporating social media. Multiple staff members will work on their particular area, ie sports, media center, guidance, PTO, etc to entice visitors to the website because of it will be dynamic and updated with information.

Category: Other - Continuous Communication

Research Cited:

Activity - Digital Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will update the website interface to be more dynamic and engaging through the use of high-quality graphics and incorporation of social media.	Community Engagement	08/01/2017	06/01/2018	$0 - No Funding Required	Instructional Technology Specialist, Federal Programs Parental Involvement Consulting Teacher, Supervisors, Superintendent, School Webmasters, Principals and designees

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

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

Strategy4:

Parent Notification System - The district will update the current parent notification system for the 2017-2018 school year and train

administrators in the use of mass notification tools.

Category: Other - Parental Involvement

Research Cited:

Activity - Update Current Platform	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will update to a new mass notification system.	Technology	09/05/2017	11/30/2017	$0 - No Funding Required	Technology Coordinator

Activity - Mass Notification Platform	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will be trained in the use of the mass notification system apps.l	Parent Involvement	09/05/2017	06/29/2018	$0 - No Funding Required	Technology Coordinator, Data and Accountability Coordinator, Supervisors, Principals, Assistant Principals

Activity - Inform Parent Using Mass Notication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Inform parents of student absences and school events using the mass notification system.	Parent Involvement	10/02/2017	09/30/2018	$0 - No Funding Required	Technology Coordinator, Superintendent, Supervisors, Principals, Assistant Principals

Goal 3:

Ensure that all students have optimal instructional time and the support necessary to be successful in school while providing a unique climate

and culture in which all students feel welcome, safe, and secure.

Measurable Objective 1:

collaborate to establish advocacy programs at Hollywood School by 06/01/2018 as measured by end of the year surveys to determine program effectiveness..

Strategy1:

Advocacy Team Formation - District and school representatives will collaborate to develop and implement school advocacy programs

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Advocacy Guidelines	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Advocacy leaders from all schools and the district will meet to establish guidelines for the advocacy program based on research based practices.	Behavioral Support Program Academic Support Program	05/30/2017	06/01/2018	$0 - No Funding Required	School Improvement Specialist, Curriculum Supervisor, Federal Programs, Parental Involvement Consulting Teacher, Student Services Coordinator, Data and Accountability Coordinator, and LEA School Advocacy chairs and principals

Activity - Program Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Advocacy leaders from all schools and the district will meet to establish the calendar and monthly themes and activities for the advocacy program based on research based practices.	Academic Support Program Behavioral Support Program	05/30/2017	06/01/2018	$0 - No Funding Required	School Improvement Specialist, Curriculum Supervisor, Federal Programs, Parental Involvement Consulting Teacher, Student Services Coordinator, Data and Accountability Coordinator, and LEA School Advocacy chairs and principals.

Strategy2:

Utilize Parent Notification System - The district will update the current parent notification system for the 2017-2018 school year and train administrators in the use of mass notification tools.

Category: Other - Parental Involvement

Research Cited:

Activity - Update Current Platform	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will update to a new mass notification system.	Technology	09/05/2017	11/30/2017	$0 - District Funding	Technology Coordinator

Activity - Inform Parent Using Mass Notification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Inform parents of student absences and school events using the mass notification system.	Parent Involvement	10/02/2017	09/30/2018	$0 - No Funding Required	Superintendent, Central Office Staff, Principals, Assistant Principals

Activity - Mass Notification Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will be trained to use the mass notification system app.	Parent Involvement	09/05/2017	06/30/2018	$0 - No Funding Required	Technology Coordinator, Superintendent, Central Office Staff, Principals, Assistant Principals

Strategy3:

Implementation of Advocacy Programs - School Advocacy teams will implement planned activities at the school level.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Calendar And Themes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schools will follow the outlined calendar and themes.	Behavioral Support Program Academic Support Program	08/01/2017	06/01/2018	$0 - No Funding Required	School Improvement Specialist, Curriculum Supervisor, Federal Programs Parental Involvement Consulting Teacher, Student Services Coordinator, Data and Accountability Coordinator, and LEA and School Advocacy chairs and principals

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Advocacy chairs and district personnel will meet quarterly to determine the effectiveness of the program. Student surveys will be reviewed at the end of each year. The guidelines, calendar, and activities for next year's programs will be planned based on the review.	Academic Support Program Behavioral Support Program	08/01/2017	06/01/2018	$0 - No Funding Required	School Improvement Specialist, Curriculum Supervisor, Federal Programs Parental Involvement Consulting Teacher, Student Services Coordinator, Data and Accountability Coordinator, and LEA School Advocacy chairs and principals

Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Goal 1:

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

Measurable Objective 1:

70% of English Learners students will demonstrate a proficiency problem solving in Mathematics by 05/29/2020 as measured by required Alabama State Assessments..

Strategy1:

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

Category:

Research Cited: WIDA

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

Activity - Face to Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development for teachers will be provided as needed. Teachers who attend SAMUEL and other EL trainings will complete turn around training at individual schools.	Academic Support Program Professional Learning	10/20/2015	05/29/2020	$0 - No Funding Required	EL coordinator, Staff completing training, Staff, EL Parapro

Measurable Objective 2:

30% of All Students will demonstrate a proficiency in critical thinking in Science by 09/01/2020 as measured by ACT Plus Writing. .

Strategy1:

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

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

Research Cited:

Activity - Enrichment/Remediation Period	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have a daily period of no less than thirty minutes where they will participate in enrichment, remediation, or both.	Academic Support Program	08/14/2017	05/18/2018	$0 - No Funding Required	Administrator, Teachers

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

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

Strategy2:

Professional Development for Secondary Science Teachers - Professional development will be provided for all high school science teachers on the new Alabama Science Standards and STEM projects.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Face-to-face professional development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
4-12 Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	08/01/2018	$0 - No Funding Required	Curriculum Coordinator, AMSTI Science Teachers

Measurable Objective 3:

32% of All Students will demonstrate a proficiency in problem solving in Mathematics by 06/01/2020 as measured by students as eleventh graders when they are administered ACT Plus Writing..

Strategy1:

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

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

Research Cited:

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

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

Strategy2:

Professional Development for Secondary Mathematics Teachers - Professional Development on the mathematics practice standards for

Alabama's College and Career Ready Standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Independent, Online Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Secondary Mathematics Teachers will have an opportunity to participate in self-paced, online professional development on the conceptual strategies of Eureka Math, a standards based program.	Professional Learning	10/10/2016	06/30/2020	$0 - No Funding Required	Curriculum Coordinator, Principals, Mathematics Teachers

Measurable Objective 4:

80% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will collaborate to complete authentic,

multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking and problem solving in

(STEM) Technology, Engineering, Mathematics, and in Science by 06/01/2020 as measured by project rubrics, lesson plans, and classroom

observations, .

Strategy1:

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

support STEM instruction.

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

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

Strategy2:

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

Category: Develop/Implement College and Career Ready Standards

Research Cited:

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

Measurable Objective 5:

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

Strategy1:

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

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

Research Cited:

Activity - Enrichment/Remediation Period	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have a daily period of no less than thirty minutes where they will participate in enrichment, remediation, or both.	Academic Support Program	08/14/2017	05/18/2018	$0 - No Funding Required	Administrator, Teachers

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

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

Strategy2:

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

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

Research Cited:

Activity - Increased Emphasis on Data Meetings Focused Formative Math Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. Regularly scheduled meetings will be held. Vertical articulation of the curriculum will be addressed through data meetings.	Academic Support Program	09/01/2016	08/01/2018	$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

Activity - Increased Emphasis of Data Meetings Focused on Math Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the required Alabama state assessment will participate in professional development which is designed to help teachers interpret summative assessment data based on the required Alabama state assessment benchmarks. Teachers in grades K-8 will participate in a careful analysis of the math portions of the required Alabama state assessments taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers in grades 3-8 will participate in a careful analysis of the math portions of the required Alabama state assessment results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.	Academic Support Program	10/03/2016	06/01/2020	$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

Strategy3:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

Activity - Professional Development on Eureka Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development on using number talks will be provided for new K-8 teachers and teachers who have not had an opportunity to participate in this type of professional development in the past.	Professional Learning	05/01/2017	06/30/2020	$0 - No Funding Required	Curriculum Coordinator, Principals, Instructional Coaches

Measurable Objective 6:

62% of English Learners students will demonstrate a proficiency in reading comprehension in Reading by 05/29/2020 as measured by required Alabama State Assessments..

Strategy1:

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

Category:

Research Cited: WIDA

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

Activity - Face to Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development for teachers will be provided as needed. Teachers who attend SAMUEL and other EL trainings will complete turn around training at individual schools.	Academic Support Program Professional Learning	10/20/2015	05/29/2020	$0 - No Funding Required	EL coordinator, Staff completing training, Staff, EL Parapro

Measurable Objective 7:

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

Strategy1:

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - Test Data Analysis to Identify Student Proficiency and

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

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

Research Cited:

Activity - Professional Development on Data Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the required state assessments. Vertical articulation of the curriculum will be addressed through data meetings.	Professional Learning	09/23/2015	11/30/2020	$0 - No Funding Required	Principals, Instructional Coaches, Teachers, Curriculum Coordinator

Strategy2:

Professional Development on Instructional Strategies for Teaching Reading - Professional Development will be provided on: instructional strategies which teach foundation skills and vocabulary development; effective questioning techniques which develop critical thinking skills; and the close reading skills that help students to compare and contrast; summarize, annotate, make inferences, predict and draw conclusions, and writing from sources. The professional development will be provided through face-to-face sessions, book studies, blended learning, and teacher collaboration.

Category: Develop/Implement Professional Learning and Support

Research Cited: Marazno

Activity - Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-8 English Language Arts Teachers and Content Area teachers will participate on close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies.	Professional Learning	10/03/2016	06/01/2020	$0 - No Funding Required	Curriculum Coordinator

Activity - Professional Learning Support Plan for ARI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and instructional coaches will develop a 3 year professional learning support plan for ARI with the support of the state ARI specialist through attendance of required meeting. Turn around training will be provided.	Professional Learning	08/01/2017	07/31/2018	$0 - No Funding Required	Curriculum Coordinator, Principal, Teacher, Instructional Coach

Activity - Professional Development on Teaching Foundational Reading Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies. Third grade teachers will also have face-to-face strategies with the ARI speciallist.	Professional Learning	08/20/2017	05/30/2018	$0 - Title II Part A	Curriculum Coordinator, Principals, ARI Specialists,Instructional Coach, Teachers

Activity - Professional Development on Teaching Foundational Reading Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Instructional Coach will model lessons and support teachers as they implement the strategies.	Professional Learning	08/20/2017	05/30/2018	$0 - Title II Part D	Curriculum Coordinator, Principals, Instructional Coach, Teachers

Activity - Teacher Use of Effective Questions and Higher Order Thinking Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA Teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge using an observation tool developed by the school district. Vertical grouping will serve the secondary purpose of vertical articulation.	Professional Learning	08/08/2014	06/01/2020	$0 - No Funding Required	Principals, Instructional Coach, ELA Teachers, Curriculum Coordinator

Strategy3:

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

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

Research Cited:

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

Activity - Enrichment/Remediation Period	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have a daily period of no less than thirty minutes where they will participate in enrichment, remediation, or both.	Academic Support Program	08/14/2017	05/18/2018	$0 - No Funding Required	Administrator, Teachers

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

Measurable Objective 8:

45% of All Students will demonstrate a proficiency in reading comprehension in English Language Arts by 06/01/2020 as measured by ACT Plus Writing..

Strategy1:

Professional Development on Reading Comprehension Strategies for Secondary Teachers - Professional Development which focuses on understanding, implementing, and evaluating reading strategies and questioning techniques that foster critical thinking skills will be provided. The processes involved in this approach to comprehension are supported by research are highly effective teaching strategies. The high yield instructional strategies embedded in the close reading technique include active engagement, student collaboration, requiring students to compare and contract, summarize, annotate, make inference, predict and draw conclusions. It includes teacher modeling of high order thinking skills and holds students accountable for evidence-based answers to probing questions.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Teacher Use of Effective Questions and Higher Order Thinking Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design or demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	10/15/2015	05/01/2020	$0 - No Funding Required	Principals, Instructional Coaches, Teachers

Activity - Face-to-Face Professional Development for Secondary ELA Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilizing all available resources, secondary ELA teachers will participate in face-to-face professional development and collaboration annually.	Professional Learning	08/01/2015	05/31/2020	$0 - No Funding Required	Curriculum Coordinator, Secondary ELA Teachers

Activity - Independent Professional Development on Close Reading Strategies for Secondary Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Independent professional development on close reading strategies will be provided for ELA and social studies teachers who are new to the school district or who desire additional training. The professional development will be a book study with a Moodle component.	Professional Learning	10/01/2015	05/29/2020	$0 - No Funding Required	Principals, Secondary ELA Teachers, Secondary Social Studies Teachers, Curriculum Coordinator

Goal 2:

Engage Parents and Community in the Educational Process

Measurable Objective 1:

collaborate to improve parent engagement in school activities by 12/22/2017 as measured by the number of parents in a school participating in at least one school event. .

Strategy1:

Parent Notification System - The district will update the current parent notification system for the 2017-2018 school year and train administrators in the use of mass notification tools.

Category: Other - Parental Involvement

Research Cited:

Activity - Update Current Platform	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will update to a new mass notification system.	Technology	09/05/2017	11/30/2017	$0 - No Funding Required	Technology Coordinator

Activity - Mass Notification Platform	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will be trained in the use of the mass notification system apps.l	Parent Involvement	09/05/2017	06/29/2018	$0 - No Funding Required	Technology Coordinator, Data and Accountability Coordinator, Supervisors, Principals, Assistant Principals

Activity - Inform Parent Using Mass Notication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Inform parents of student absences and school events using the mass notification system.	Parent Involvement	10/02/2017	09/30/2018	$0 - No Funding Required	Technology Coordinator, Superintendent, Supervisors, Principals, Assistant Principals

Strategy2:

Dynamic Digital Communications - With the assistance of the district, the school will redesign its website interface to be more dynamic presentation of information to the public through incorporating social media. Multiple staff members will work on their particular area, ie sports, media center, guidance, PTO, etc to entice visitors to the website because of it will be dynamic and updated with information.

Category: Other - Continuous Communication

Research Cited:

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

Activity - Digital Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will update the website interface to be more dynamic and engaging through the use of high-quality graphics and incorporation of social media.	Community Engagement	08/01/2017	06/01/2018	$0 - No Funding Required	Instructional Technology Specialist, Federal Programs Parental Involvement Consulting Teacher, Supervisors, Superintendent, School Webmasters, Principals and designees

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

Strategy3:

Parent Engagement Events - Each school will plan and implement an annual event for the purpose of creating a welcoming event for

parents.

Category: Other - Parental Involvement

Research Cited:

Activity - Parent and Family Events	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each school will plan and execute an event that is unique to the school for the purpose of providing a welcoming event for parents and families during which relationships can be built.	Parent Involvement	08/01/2017	06/01/2018	$0 - No Funding Required	Principals, Counselors, Teachers

Strategy4:

Website Enhancement - The district will update existing web services to improve availability of websites on multiple devices and improve the

availability of information through a more intuitive design.

Category: Other - Community and Parent Engagement

Research Cited:

Activity - Webmaster Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Webmasters or a designee from each school will attend a week long training on how to use our updated web hosting service platform. School and district web pages will be redesigned and content migrated to the new website.	Technology Community Engagement Parent Involvement	05/09/2017	06/01/2018	$0 - No Funding Required	Principals, Central Office Supervisors and Staff, School Designee(s), System Technology Coordinator

Measurable Objective 2:

collaborate to increase parental understanding of and participation in the development of student career plans as a student transition into

high school to 75% by 05/29/2020 as measured by the number of parents attending Eighth Grade Transition Meetings.

Strategy1:

College and Career Ready Resource Information - The district will provide information for parents concerning resources which are available

to help students and parents as they plan for College and Career.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Earnest Pruett Center of Technology Tours for Parents and Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In conjunction with Eighth Grade Transition Meetings at district high schools, a Parent/Community Night will be planned in order for stakeholders to see and understand the career technical opportunities available to Jackson County students as they enter high school.	Parent Involvement Community Engagement Career Preparation/ Orientation	08/01/2017	06/01/2018	$0 - No Funding Required	Principals, Counselors, Teachers, Career Technical Director, Career Technical Teachers

Activity - College and Career Ready Resources for Families Brochure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize the district developed brochure describing resources available to parents and students as they develop and execute College and Career Plans. The information will also be posted on the district's website.	Career Preparation/ Orientation Parent Involvement	08/01/2017	06/01/2018	$0 - No Funding Required	Federal Programs Coordinator, Parent Involvement Personnel, Career Tech Administrator, Career Coaches, School Counselors

Measurable Objective 3:

collaborate to inform parents and the community of the academic achievement and other accomplishments of Jackson County students using

a variety of delivery methods by 07/01/2018 as measured by parent and community surveys..

Strategy1:

Dynamic Digital Communications - With the assistance of the district, the school will redesign its website interface to be more dynamic

presentation of information to the public through incorporating social media. Multiple staff members will work on their particular area, ie

sports, media center, guidance, PTO, etc to entice visitors to the website because of it will be dynamic and updated with information.

Category: Other - Continuous Communication

Research Cited:

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

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

Activity - Digital Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will update the website interface to be more dynamic and engaging through the use of high-quality graphics and incorporation of social media.	Community Engagement	08/01/2017	06/01/2018	$0 - No Funding Required	Instructional Technology Specialist, Federal Programs Parental Involvement Consulting Teacher, Supervisors, Superintendent, School Webmasters, Principals and designees

Strategy2:

Website Enhancement - The district will update existing web services to improve availability of websites on multiple devices and improve the

availability of information through a more intuitive design.

Category: Other - Community and Parent Engagement

Research Cited:

Activity - Webmaster Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Webmasters or a designee from each school will attend a week long training on how to use our updated web hosting service platform. School and district web pages will be redesigned and content migrated to the new website.	Parent Involvement Community Engagement Technology	05/09/2017	06/01/2018	$0 - No Funding Required	Principals, Central Office Supervisors and Staff, School Designee(s), System Technology Coordinator

Strategy3:

Parent Notification System - The district will update the current parent notification system for the 2017-2018 school year and train

administrators in the use of mass notification tools.

Category: Other - Parental Involvement

Research Cited:

Activity - Inform Parent Using Mass Notication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Inform parents of student absences and school events using the mass notification system.	Parent Involvement	10/02/2017	09/30/2018	$0 - No Funding Required	Technology Coordinator, Superintendent, Supervisors, Principals, Assistant Principals

Activity - Update Current Platform	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will update to a new mass notification system.	Technology	09/05/2017	11/30/2017	$0 - No Funding Required	Technology Coordinator

Activity - Mass Notification Platform	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will be trained in the use of the mass notification system apps.l	Parent Involvement	09/05/2017	06/29/2018	$0 - No Funding Required	Technology Coordinator, Data and Accountability Coordinator, Supervisors, Principals, Assistant Principals

Strategy4:

School and District Community Relations Plan - Development of a School and District Community Relations Plan that will include:

-Professional Learning Unit for Administrators and teacher leaders

-Survey to determine communication devices used

-Collaboration to determine areas in need of improvement

-Collaboration with parents and community

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

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

Activity - Complete and Implement Community Relations/Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Having completed a professional learning unit on a community relations and communication, principals will lead a school team in the development and implementation of a school community relations communication plan.	Parent Involvement	09/01/2017	06/01/2018	$0 - No Funding Required	Principals, Central Office Supervisors and Staff, School Designee(s), System Technology Coordinator

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

Goal 3:

Ensure that all students have optimal instructional time and the support necessary to be successful in school while providing a unique climate and culture in which all students feel welcome, safe, and secure.

Measurable Objective 1:

collaborate to improve student behavior, attendance, and behavior incidents by 05/25/2018 as measured by surveys, behavior and attendance reports..

Strategy1:

Increase Student Morale - Students are often influenced by incentives. Incentives will be offered for students to receive incentives by demonstrating good attendance, good behavior, random acts of kindness, and other positive behavior.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - "Do Right" Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are given tickets for perfect attendance each week, A's or A's and B's on progress or report cards, good behavior, random acts of kindness, excellence in any category comparable to your peers, or other rewardable acts as deemed by principal. Students (one girl/one boy) are entered in a drawing to win a bicycle donated by Walmart.	Behavioral Support Program	08/14/2017	05/25/2018	$0 - No Funding Required	Teachers, Administrator

Activity - STAR Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One student from each grade is chosen each nine weeks as a "STAR" student based on citizenship and other acts respect and caring as determined by the classroom teachers and other staff.	Behavioral Support Program Academic Support Program	08/14/2017	05/25/2018	$0 - No Funding Required	Teachers, Administrator

Measurable Objective 2:

collaborate to establish advocacy programs at Hollywood School by 06/01/2018 as measured by end of the year surveys to determine program effectiveness..

Strategy1:

Utilize Parent Notification System - The district will update the current parent notification system for the 2017-2018 school year and train

administrators in the use of mass notification tools.

Category: Other - Parental Involvement

Research Cited:

Activity - Mass Notification Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will be trained to use the mass notification system app.	Parent Involvement	09/05/2017	06/30/2018	$0 - No Funding Required	Technology Coordinator, Superintendent, Central Office Staff, Principals, Assistant Principals

Activity - Inform Parent Using Mass Notification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Inform parents of student absences and school events using the mass notification system.	Parent Involvement	10/02/2017	09/30/2018	$0 - No Funding Required	Superintendent, Central Office Staff, Principals, Assistant Principals

Activity - Update Current Platform	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will update to a new mass notification system.	Technology	09/05/2017	11/30/2017	$0 - District Funding	Technology Coordinator

Strategy2:

Advocacy Team Formation - District and school representatives will collaborate to develop and implement school advocacy programs

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Advocacy Guidelines	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Advocacy leaders from all schools and the district will meet to establish guidelines for the advocacy program based on research based practices.	Behavioral Support Program Academic Support Program	05/30/2017	06/01/2018	$0 - No Funding Required	School Improvement Specialist, Curriculum Supervisor, Federal Programs, Parental Involvement Consulting Teacher, Student Services Coordinator, Data and Accountability Coordinator, and LEA School Advocacy chairs and principals

Activity - Program Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Advocacy leaders from all schools and the district will meet to establish the calendar and monthly themes and activities for the advocacy program based on research based practices.	Academic Support Program Behavioral Support Program	05/30/2017	06/01/2018	$0 - No Funding Required	School Improvement Specialist, Curriculum Supervisor, Federal Programs, Parental Involvement Consulting Teacher, Student Services Coordinator, Data and Accountability Coordinator, and LEA School Advocacy chairs and principals.

Strategy3:

Implementation of Advocacy Programs - School Advocacy teams will implement planned activities at the school level.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Advocacy chairs and district personnel will meet quarterly to determine the effectiveness of the program. Student surveys will be reviewed at the end of each year. The guidelines, calendar, and activities for next year's programs will be planned based on the review.	Behavioral Support Program Academic Support Program	08/01/2017	06/01/2018	$0 - No Funding Required	School Improvement Specialist, Curriculum Supervisor, Federal Programs Parental Involvement Consulting Teacher, Student Services Coordinator, Data and Accountability Coordinator, and LEA School Advocacy chairs and principals

Activity - Calendar And Themes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schools will follow the outlined calendar and themes.	Behavioral Support Program Academic Support Program	08/01/2017	06/01/2018	$0 - No Funding Required	School Improvement Specialist, Curriculum Supervisor, Federal Programs Parental Involvement Consulting Teacher, Student Services Coordinator, Data and Accountability Coordinator, and LEA and School Advocacy chairs and principals

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-

•counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

•preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools

•implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Goal 1:

Graduate College and Career Ready Students

Measurable Objective 1:

collaborate to reach a graduation rate of no less than 90% for all schools by 06/01/2020 as measured by the standards set by the state of

Alabama for receipt of a high school diploma..

Strategy1:

Transition Processes - Using the established a committee chaired by the school counselor, Hollywood School will examine and enhance the

transition processes from grade-to-grade in the school. The school committees in the feeder school pattern will meet and collaborate to

ensure seamless transition from kindergarten through grade twelve.

Category: Implement Guidance and Counseling Plan

Research Cited:

Activity - Kindergarten Preview	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hollywood School will campaign and host a kindergarten preview night/afternoon where students and parents are invited to tour the school and meet the staff for potential upcoming kindergartners. Mail outs, flyers home, posters around the town, and newspaper advertising will be utilized to attempt to gather all potential kindergartners for our area. This will take place before kindergarten registration.	Community Engagement	03/01/2016	05/25/2018	$0 - No Funding Required	Principal, Counselor, Teacher

Activity - Transition Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each school will establish a committee chaired by the school counselor to develop or examine and enhance the transition program from grade-to-grade in the school. The school committees in the feeder school pattern will meet and collaborate to ensure seamless transition from kindergarten.	Policy and Process	01/02/2015	05/31/2020	$0 - No Funding Required	Principals, Counselors, Teachers

Activity - What's Ahead?	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In May, each grade will visit the grade above them to understand what is expected of them the next year. During an afternoon, the visiting students will be provided with what standards they will be learning in the next grade as well as the teacher will complete a short, fun lesson with them.	Policy and Process	03/04/2016	05/31/2018	$0 - No Funding Required	Principal, Counselor, Teachers

Measurable Objective 2:

collaborate to provide the academic and career technical programs that ensure that 100% of the students in the Class of 2020 will graduate

with college and career ready credentials by 05/31/2020 as measured by Alabama State Department of Education Accountability Program.

Strategy1:

Supporting the Development of Viable Education and Career Plans for Students - All students will develop a career plan by grade eight that is appropriate, attainable, and adaptable. These career plans will be implemented and adapted as the students progress through high school as needed to meet the needs of the students. Support will be provided for school counselors and the students as they work through the process of developing the career plans.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Career Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school district will employ a career coach who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/ Orientation	08/05/2014	06/30/2020	$0 - No Funding Required	Superintendent; Career Counselors

Activity - Career Building	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselor will provide at least one career oriented activity per month to each grade level by the utilization of Kuder, Career Programs, Success Books, Speakers, Job Focus, or other methods. Grades 6-8 will complete their plans in Kuder for required items for their grade level.	Career Preparation/ Orientation	08/12/2015	06/30/2017	$0 - No Funding Required	Principal, Counselor

Goal 2:

Ensure that all students have optimal instructional time and the support necessary to be successful in school while providing a unique climate and culture in which all students feel welcome, safe, and secure.

Measurable Objective 1:

collaborate to establish advocacy programs at Hollywood School by 06/01/2018 as measured by end of the year surveys to determine program effectiveness..

Strategy1:

Advocacy Team Formation - District and school representatives will collaborate to develop and implement school advocacy programs

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Program Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Advocacy leaders from all schools and the district will meet to establish the calendar and monthly themes and activities for the advocacy program based on research based practices.	Academic Support Program Behavioral Support Program	05/30/2017	06/01/2018	$0 - No Funding Required	School Improvement Specialist, Curriculum Supervisor, Federal Programs, Parental Involvement Consulting Teacher, Student Services Coordinator, Data and Accountability Coordinator, and LEA School Advocacy chairs and principals.

Activity - Advocacy Guidelines	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Advocacy leaders from all schools and the district will meet to establish guidelines for the advocacy program based on research based practices.	Behavioral Support Program Academic Support Program	05/30/2017	06/01/2018	$0 - No Funding Required	School Improvement Specialist, Curriculum Supervisor, Federal Programs, Parental Involvement Consulting Teacher, Student Services Coordinator, Data and Accountability Coordinator, and LEA School Advocacy chairs and principals

Strategy2:

Utilize Parent Notification System - The district will update the current parent notification system for the 2017-2018 school year and train administrators in the use of mass notification tools.

Category: Other - Parental Involvement

Research Cited:

Activity - Mass Notification Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will be trained to use the mass notification system app.	Parent Involvement	09/05/2017	06/30/2018	$0 - No Funding Required	Technology Coordinator, Superintendent, Central Office Staff, Principals, Assistant Principals

Activity - Update Current Platform	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will update to a new mass notification system.	Technology	09/05/2017	11/30/2017	$0 - District Funding	Technology Coordinator

Activity - Inform Parent Using Mass Notification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Inform parents of student absences and school events using the mass notification system.	Parent Involvement	10/02/2017	09/30/2018	$0 - No Funding Required	Superintendent, Central Office Staff, Principals, Assistant Principals

Strategy3:

Implementation of Advocacy Programs - School Advocacy teams will implement planned activities at the school level.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Calendar And Themes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schools will follow the outlined calendar and themes.	Academic Support Program Behavioral Support Program	08/01/2017	06/01/2018	$0 - No Funding Required	School Improvement Specialist, Curriculum Supervisor, Federal Programs Parental Involvement Consulting Teacher, Student Services Coordinator, Data and Accountability Coordinator, and LEA and School Advocacy chairs and principals

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Advocacy chairs and district personnel will meet quarterly to determine the effectiveness of the program. Student surveys will be reviewed at the end of each year. The guidelines, calendar, and activities for next year's programs will be planned based on the review.	Behavioral Support Program Academic Support Program	08/01/2017	06/01/2018	$0 - No Funding Required	School Improvement Specialist, Curriculum Supervisor, Federal Programs Parental Involvement Consulting Teacher, Student Services Coordinator, Data and Accountability Coordinator, and LEA School Advocacy chairs and principals

Measurable Objective 2:

collaborate to improve student behavior, attendance, and behavior incidents by 05/25/2018 as measured by surveys, behavior and

attendance reports..

Strategy1:

Increase Student Morale - Students are often influenced by incentives. Incentives will be offered for students to receive incentives by

demonstrating good attendance, good behavior, random acts of kindness, and other positive behavior.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - STAR Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One student from each grade is chosen each nine weeks as a "STAR" student based on citizenship and other acts respect and caring as determined by the classroom teachers and other staff.	Behavioral Support Program Academic Support Program	08/14/2017	05/25/2018	$0 - No Funding Required	Teachers, Administrator

Activity - "Do Right" Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are given tickets for perfect attendance each week, A's or A's and B's on progress or report cards, good behavior, random acts of kindness, excellence in any category comparable to your peers, or other rewardable acts as deemed by principal. Students (one girl/one boy) are entered in a drawing to win a bicycle donated by Walmart.	Behavioral Support Program	08/14/2017	05/25/2018	$0 - No Funding Required	Teachers, Administrator

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

Goal 1:

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

Measurable Objective 1:

62% of English Learners students will demonstrate a proficiency in reading comprehension in Reading by 05/29/2020 as measured by required Alabama State Assessments..

Strategy1:

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

Category:

Research Cited: WIDA

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

Activity - Face to Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development for teachers will be provided as needed. Teachers who attend SAMUEL and other EL trainings will complete turn around training at individual schools.	Academic Support Program Professional Learning	10/20/2015	05/29/2020	$0 - No Funding Required	EL coordinator, Staff completing training, Staff, EL Parapro

Measurable Objective 2:

70% of English Learners students will demonstrate a proficiency problem solving in Mathematics by 05/29/2020 as measured by required Alabama State Assessments..

Strategy1:

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

Descriptors.

Category:

Research Cited: WIDA

Activity - Face to Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development for teachers will be provided as needed. Teachers who attend SAMUEL and other EL trainings will complete turn around training at individual schools.	Academic Support Program Professional Learning	10/20/2015	05/29/2020	$0 - No Funding Required	EL coordinator, Staff completing training, Staff, EL Parapro

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

Goal 2:

Engage Parents and Community in the Educational Process

Measurable Objective 1:

collaborate to increase parental understanding of and participation in the development of student career plans as a student transition into

high school to 75% by 05/29/2020 as measured by the number of parents attending Eighth Grade Transition Meetings.

Strategy1:

College and Career Ready Resource Information - The district will provide information for parents concerning resources which are available

to help students and parents as they plan for College and Career.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Earnest Pruett Center of Technology Tours for Parents and Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In conjunction with Eighth Grade Transition Meetings at district high schools, a Parent/Community Night will be planned in order for stakeholders to see and understand the career technical opportunities available to Jackson County students as they enter high school.	Community Engagement Career Preparation/ Orientation Parent Involvement	08/01/2017	06/01/2018	$0 - No Funding Required	Principals, Counselors, Teachers, Career Technical Director, Career Technical Teachers

Activity - College and Career Ready Resources for Families Brochure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize the district developed brochure describing resources available to parents and students as they develop and execute College and Career Plans. The information will also be posted on the district's website.	Career Preparation/ Orientation Parent Involvement	08/01/2017	06/01/2018	$0 - No Funding Required	Federal Programs Coordinator, Parent Involvement Personnel, Career Tech Administrator, Career Coaches, School Counselors

Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.

The school provides individual student academic achievement results and interpretation of these results to parents and families of EL students in a language they can understand by convening a meeting at the beginning of school in which the EL Parapro (or other interpreter of the language of the family) along with the teacher and other EL team members explain the results of the ACCESS test or WAPT screener if the student is just entering kindergarten. During this time the families are also explained their requirements and their rights of an EL family. All school information is provided to the family in their language as well as the website will translate to other languages.

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

Label	Assurance	Response	Comment	Attachment
1.	Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes	All instructional paraprofessionals meet the state requirements for highly qualified. Two new paraprofessionals have been employed at Hollywood School for the 2017-2018 school year. One is a certified teacher; the other is completing her teacher certification at Athens State.	

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

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

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

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))

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

There is one brand new teacher at Hollywood this school year, and one transfer from another school with over twenty-five years experience. This particular employee has served as a paraprofessional for one year and has possessed at teaching certificate since the onset of her tenure at Hollywood.

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

Experience level of teachers range from one year experience to thirty-six years experience with an average of fifteen years experience of teachers and key learning personnel.

If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).

Hollywood School does not appear to have a high turnover rate as the staff that have transferred or resigned have valid reasons such as transferring closer to home or changing careers/field. Hollywood School uses many opportunities to attract highly qualified teachers.   Being located near several higher learning institutions, there is a significant number of graduates in the field of education, thus when teaching vacancies become available, there is an abundance of qualified applicants. Our school has partnered with local colleges in student-teacher internship programs as well as allowed students to observe at our school. Through this involvement, candidates for future teacher placement are aware of what our school has to offer. Currently, all certified staff are highly qualified. The small school environment often attracts teachers.

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))

Describe how data is used from academic assessments to determine professional development.

Data is analyzed each from various assessments to determine areas of need for educators. Student's weaknesses are identified and analyzed and teachers receive training to assist them in preparing and instructing engaging material for their students. Global Scholar identifies areas/suggested objectives and teachers are provided collaboration areas to support other teachers and receive assistance from colleagues on various topics. Teachers are utilizing the same math program, Eureka Math, countywide in an offer to improve math scores thus a variety of professional development has been and is still continuing to be offered in this area. In our ever-changing technology world, AMSTI/Robotics training is also a necessity for educators to provide their students tools to compete in today's world and the world of the future. Decreasing or stable ACCESS scores support the needs for teachers and other educators to attend various EL trainings on teaching English learners at their level. Train-the-trainer and turnaround training often takes place at individual schools to meet their various needs based on data. Analyzing data professional development is also expected to take place so that educators may understand how to utilize the data to best meet the needs of their students.

Identify the professional development opportunities for teachers, principals, paraprofessionals, and other school personnel to improve instruction.

Professional development opportunities are more prevalent than ever before with the utilization of eLearning and other online courses, school personnel may receive professional development on virtually any topic they desire.

Professional development offered at the school/district level includes:
Data Analysis
SAMUEL (EL Learners)
Utilizing Technology (website, Moodle, etc)
Eureka
AMSTI
Global Scholar/Performance Series Data

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

There is one new teacher to Hollywood this year. The new teacher has been a prior paraprofessional at the school. New teacher professional development is offered as well. Experienced teachers support younger teachers by assisting them with lesson plans, working with them on lessons, assisting with gradebook/STI activities, and providing constructive criticism and positive feedback. Younger teachers are strongly encouraged to seek assistance from other colleagues. Teachers work together in teams usually two adjacent grades to support each other and collaborate on projects. The instructional coach also supports teachers in classroom activities.

Describe how all professional development is "sustained and ongoing."

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

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

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 and/or high school to college/work force.

Goal 1:

Graduate College and Career Ready Students

Measurable Objective 1:

collaborate to provide the academic and career technical programs that ensure that 100% of the students in the Class of 2020 will graduate with college and career ready credentials by 05/31/2020 as measured by Alabama State Department of Education Accountability Program.

Strategy1:

Supporting the Development of Viable Education and Career Plans for Students - All students will develop a career plan by grade eight that is appropriate, attainable, and adaptable. These career plans will be implemented and adapted as the students progress through high school as needed to meet the needs of the students. Support will be provided for school counselors and the students as they work through the process of developing the career plans.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

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The school district will employ a career coach who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/ Orientation	08/05/2014	06/30/2020	$0 - No Funding Required	Superintendent; Career Counselors

Activity - Career Building	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselor will provide at least one career oriented activity per month to each grade level by the utilization of Kuder, Career Programs, Success Books, Speakers, Job Focus, or other methods. Grades 6-8 will complete their plans in Kuder for required items for their grade level.	Career Preparation/ Orientation	08/12/2015	06/30/2017	$0 - No Funding Required	Principal, Counselor

Measurable Objective 2:

collaborate to reach a graduation rate of no less than 90% for all schools by 06/01/2020 as measured by the standards set by the state of Alabama for receipt of a high school diploma..

Strategy1:

Transition Processes - Using the established a committee chaired by the school counselor, Hollywood School will examine and enhance the

transition processes from grade-to-grade in the school. The school committees in the feeder school pattern will meet and collaborate to

ensure seamless transition from kindergarten through grade twelve.

Category: Implement Guidance and Counseling Plan

Research Cited:

Activity - Transition Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each school will establish a committee chaired by the school counselor to develop or examine and enhance the transition program from grade-to-grade in the school. The school committees in the feeder school pattern will meet and collaborate to ensure seamless transition from kindergarten.	Policy and Process	01/02/2015	05/31/2020	$0 - No Funding Required	Principals, Counselors, Teachers

Activity - What's Ahead?	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In May, each grade will visit the grade above them to understand what is expected of them the next year. During an afternoon, the visiting students will be provided with what standards they will be learning in the next grade as well as the teacher will complete a short, fun lesson with them.	Policy and Process	03/04/2016	05/31/2018	$0 - No Funding Required	Principal, Counselor, Teachers

Activity - Kindergarten Preview	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hollywood School will campaign and host a kindergarten preview night/afternoon where students and parents are invited to tour the school and meet the staff for potential upcoming kindergartners. Mail outs, flyers home, posters around the town, and newspaper advertising will be utilized to attempt to gather all potential kindergartners for our area. This will take place before kindergarten registration.	Community Engagement	03/01/2016	05/25/2018	$0 - No Funding Required	Principal, Counselor, Teacher

Goal 2:

Ensure that all students have optimal instructional time and the support necessary to be successful in school while providing a unique climate

and culture in which all students feel welcome, safe, and secure.

Measurable Objective 1:

collaborate to improve student behavior, attendance, and behavior incidents by 05/25/2018 as measured by surveys, behavior and

attendance reports..

Strategy1:

Increase Student Morale - Students are often influenced by incentives. Incentives will be offered for students to receive incentives by demonstrating good attendance, good behavior, random acts of kindness, and other positive behavior.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - STAR Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One student from each grade is chosen each nine weeks as a "STAR" student based on citizenship and other acts respect and caring as determined by the classroom teachers and other staff.	Academic Support Program Behavioral Support Program	08/14/2017	05/25/2018	$0 - No Funding Required	Teachers, Administrator

Activity - "Do Right" Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are given tickets for perfect attendance each week, A's or A's and B's on progress or report cards, good behavior, random acts of kindness, excellence in any category comparable to your peers, or other rewardable acts as deemed by principal. Students (one girl/one boy) are entered in a drawing to win a bicycle donated by Walmart.	Behavioral Support Program	08/14/2017	05/25/2018	$0 - No Funding Required	Teachers, Administrator

Measurable Objective 2:

collaborate to establish advocacy programs at Hollywood School by 06/01/2018 as measured by end of the year surveys to determine program effectiveness..

Strategy1:

Advocacy Team Formation - District and school representatives will collaborate to develop and implement school advocacy programs

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Program Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Advocacy leaders from all schools and the district will meet to establish the calendar and monthly themes and activities for the advocacy program based on research based practices.	Academic Support Program Behavioral Support Program	05/30/2017	06/01/2018	$0 - No Funding Required	School Improvement Specialist, Curriculum Supervisor, Federal Programs, Parental Involvement Consulting Teacher, Student Services Coordinator, Data and Accountability Coordinator, and LEA School Advocacy chairs and principals.

Activity - Advocacy Guidelines	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Advocacy leaders from all schools and the district will meet to establish guidelines for the advocacy program based on research based practices.	Behavioral Support Program Academic Support Program	05/30/2017	06/01/2018	$0 - No Funding Required	School Improvement Specialist, Curriculum Supervisor, Federal Programs, Parental Involvement Consulting Teacher, Student Services Coordinator, Data and Accountability Coordinator, and LEA School Advocacy chairs and principals

Strategy2:

Implementation of Advocacy Programs - School Advocacy teams will implement planned activities at the school level.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Advocacy chairs and district personnel will meet quarterly to determine the effectiveness of the program. Student surveys will be reviewed at the end of each year. The guidelines, calendar, and activities for next year's programs will be planned based on the review.	Behavioral Support Program Academic Support Program	08/01/2017	06/01/2018	$0 - No Funding Required	School Improvement Specialist, Curriculum Supervisor, Federal Programs Parental Involvement Consulting Teacher, Student Services Coordinator, Data and Accountability Coordinator, and LEA School Advocacy chairs and principals

Activity - Calendar And Themes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schools will follow the outlined calendar and themes.	Behavioral Support Program Academic Support Program	08/01/2017	06/01/2018	$0 - No Funding Required	School Improvement Specialist, Curriculum Supervisor, Federal Programs Parental Involvement Consulting Teacher, Student Services Coordinator, Data and Accountability Coordinator, and LEA and School Advocacy chairs and principals

Strategy3:

Utilize Parent Notification System - The district will update the current parent notification system for the 2017-2018 school year and train

administrators in the use of mass notification tools.

Category: Other - Parental Involvement

Research Cited:

Activity - Inform Parent Using Mass Notification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Inform parents of student absences and school events using the mass notification system.	Parent Involvement	10/02/2017	09/30/2018	$0 - No Funding Required	Superintendent, Central Office Staff, Principals, Assistant Principals

Activity - Mass Notification Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will be trained to use the mass notification system app.	Parent Involvement	09/05/2017	06/30/2018	$0 - No Funding Required	Technology Coordinator, Superintendent, Central Office Staff, Principals, Assistant Principals

Activity - Update Current Platform	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will update to a new mass notification system.	Technology	09/05/2017	11/30/2017	$0 - District Funding	Technology Coordinator

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))

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

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

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))

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

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

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

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

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

The school has continued to apply for reissuance of the 21st Century After School Program. Parents are given opportunities to participate in training on methods to assist their student as well as provided with collaboration and resources of Parent Center. Food for Thought is a program offered by a local group of church volunteers that provide students with homework tutoring, reinforcement, and remediation. The student is then sent home with a bag of food that they may prepare themselves. Many teachers are available after school on their own time to assist students with various needs.

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

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

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

N/A Elementary School

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))

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

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

Title money is expended as follows:
Title I, Part A-
 74% - Instruction and Instructional Support
Title I Set Asides
 14% - Administration*
 6% - School Improvement Specialist
 6% - Parent Involvement/Consulting Teacher
 6% English Language Teacher
*Private school participation funds are included.

Per pupil Allotment (PPA) is $324.46
Title I set-asides include related administrative costs such as: A program administrator (.75 FTE), a secretary
(.50 FTE), a Parental Involvement Consulting Teacher (1.0 FTE), and related administrative costs (including a 1.0
FTE Title III program specialist, and 1.0 School Improvement Specialist) will be paid from the Title I funds.
A Newcomers Academy for EL students with a qualified itinerant EL teacher (1.0 FTE) was implemented January of 2017.

Title II, Part A- Teacher and Principal Training
The fiscal year allocation is as follows:
99% Class Size Reduction-Instruction

1% Professional Development

Title III-Language Instruction for Limited English Proficient and Immigrant Students

The fiscal year allocation is as follows:

22% EL Instruction and Instructional Support

36% EL Instructional Hardware and Software

42% Staff Professional Development

Title V-Rural and Low Income

95% Class Size Reduction-Instruction

5% Professional Development

Title VI Indian Education

100% Instruction and Instructional Support

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, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?

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

Component 10: Evaluation (Sec.1114(b)(3)):

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

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

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

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

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

All programs are evaluated through classroom observations by administration and LEA staff. The school identifies the achievement of students utilizing Global Scholar and formerly STAR Reading & Math as well their prior year's ACT Aspire scores (Spring, 2017-last year administered) if available and tiers students into groups to increase their achievement by utilizing data to drive instruction.

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

All programs are evaluated through classroom observations by administration and LEA staff. The school identifies the achievement of students utilizing Global Scholar and formerly STAR Reading & Math as well their prior year's ACT Aspire scores (Spring, 2017-last administration) if available and tiers students into groups to increase their achievement by utilizing data to drive instruction. Teachers also use one on one instruction and some computer based programs such as SuccessMaker to identify and correct gaps in learning.   The goals are a continuum. While progress has been made such as improved stakeholder satisfaction with the cleanliness/safety of the school as well as community involvement, these goals are still not perfected as there are still some areas within these goals that are considered weak based on the surveys. The school will be committed to reaching College and Career Readiness goals until 2020 thus the goals are written in an attempt to reach the goal and graduating College and Career ready students.

2017-2018 Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	9.31

Provide the number of classroom teachers.

9.31

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	597646.0

Total   597,646.00

Administrator Units

Label	Question	Value
1.	Provide the number of Administrator assigned units.	1.0

Provide the number of administrators.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	104854.52

Total   104,854.52

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	0.0

Provide the number of Assistant Principals.

0.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	0.0

Total 0.00

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	0.5

Provide the number of Counselors.

.5

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	41650.16

Total   41,650.16

Librarian

Label	Question	Value
1.	Provide the number of Librarian assigned units.	0.5

Provide the number of Librarians.

.5

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	40933.86

Total   40,933.86

Career and Technical Education Administrator

Label	Question	Value
1.	Provide the number of Career and Technical Education Administrator assigned units.	0.0

Provide the number of Career and Technical Education Adminstrators.

0.0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Administrator.	0.0

Total   0.00

Career and Technical Education Counselor

Label	Question	Value
1.	Provide the number of Career and Technical Education Counselor assigned units.	0.0

Provide the number of Career and Technical Education Counselors.

0.0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Counselor.	0.0

Total   0.00

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	2392.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	2392.0

Total   2,392.00

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	877.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	877.0

Total   877.00

EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.0

Provide the number of EL Teachers.

0.0

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	0.0

Total   0.00

Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	4767.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	4767.0

Total   4,767.00

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	344.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	344.0

Total   344.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	42627.47

Provide a brief explanation and breakdown of expenses.

These funds are utilized for .70 of a certified instructor for a total of $42627.47. Materials and supplies for instructional purposes is $201.25. Parental involvement funds are not included in the school allocation but are utilized to enhance Parental Involvement at the school by the Parental Involvement Consulting Teacher.

Title II

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

Provide a brief explanation and a breakdown of expenses.

These funds of $13,622 are utilized as a county allocation.

Title III

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

Provide a brief explanation and a breakdown of expenses.

Funds of $11252 were utilized as a county allocation.

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

Hollywood School does not receive these funds.

Title V

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

Provide a brief explanation and a breakdown of expenses.

The Jackson County allotment for Professional Development for rural and low-income schools of has yet to be determined.

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

Hollywood School does not receive these funds.

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

Hollywood School does not receive these funds.

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

Provide a brief explanation and breakdown of expenses.

Hollywood School does not receive these funds.

Other

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

Provide a brief explanation and a breakdown of expenses.

Hollywood School does not receive any of these funds.

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

Hollywood School does not receive local funds.

2017-2018 Parent and Family Engagement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent and Family Engagement 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.

Parent and Family Engagement

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. (Sec. 1116(c)(1))

The annual Title I Parental Involvement Title I Meeting will be at the Hollywood School Open House/Meet the Teacher Night on Thursday, August 10, 2017. The meeting is to inform parents of the Title I requirements and is presented by the Federal Programs Parental Involvement Consulting Teacher. The Federal Programs Parental Involvement Consulting Teacher explains participation and requirements of Title I, 1% set-asides, and Parents Rights as wells as describes the School-Parent Compact, the Parental Involvement Plan and the materials and support available at the Jackson County Parent Center. Hollywood School and the Leadership Team chose to relinquish the 1% Parental Involvement allocation to the Jackson County Parent Center to offer programs to strengthen the school/family partnership by providing activities, materials, and education for school staff and parents.

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 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. (Sec. 1116(c)(2)(3))

1. The Parental Involvement Consulting Teacher conducts a minimum of two meetings a year. These are meetings are scheduled with flexible times to meet the needs of working parents. One meeting is held at night and one during the day. The fall Title I meeting is to inform parents of Title I laws and regulations. Other meetings held are to assist parents in working with their children's educational needs.   At Hollywood School meetings are planned for 08/10/2017, at the Open House/Meet the Teacher Night, and another parent training session will be available during the afternoon in the spring. Also, for meetings where there are Spanish-speaking families, an interpreter will also be provided.
2. . Hollywood School encourages parents to be full partners in the decisions that affect children and family. The school involves parents in an organized, ongoing, and timely way in the planning of the school improvement plan through newsletters, parent surveys, committee meetings, and handbooks. The Federal Programs Advisory Committee is comprised of parents, teachers, administrators, and community members. The purpose of this committee is to utilize federal funds to provide the maximum benefits to all the students of Jackson County. The committee discusses strategies, various federal programs available, and budgets allotted to fund them. All committee members are given the opportunity to offer opinions and suggestions.
3. Hollywood and the Leadership Team agreed to relinquish their allocated Parental Involvement Funds to allow the Federal Programs Consulting Teacher to be responsible for all Parental Involvement activities. These funds are used to maintain materials and supplies for both the Parent Center and fulfilling parent requests for additional resources to be used at home. The Jackson County Parent Center is open daily and provides a wide range of materials available for parent check out and various workshops to assist parents in developing parenting skills.

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. (Sec. 1116(c)(4)(A)(B)(C))

All documents related to Federal Programs are made available in both English and Spanish. Interpreters are available in the event there are high Spanish speaking populations to further assist in any other explanations necessary. Information regarding curriculum, classroom standards, homework policies and assessments are provided in the Jackson County Schools Student Handbook. All students receive a handbook on the first day of school and must return the Parental Acknowledgement form which is filed in their cumulative record. Parents are provided with additional information throughout the school year, i.e., progress reports, report cards, assessment reports. Progress reports are sent home at the 4.5 week grading period and report cards are sent home at the 9 weeks grading period. Teachers make at least one parent contact per semester/year. Parents may request a conference to voice any concerns or suggestions related to the education of their child. Parents also can access the INOW Parent Portal and the school website. Each teacher within the Jackson County School District is assigned an email address thru which parents may contact them.

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). (Sec.1116(d))

The Leadership Team, comprised of parents, teachers, administrators, and community members, is responsible for designing, implementing, and evaluating school improvement efforts including Student /Parent Compact and the Continuous Improvement Plan. The Leadership Team and faculty review the School-Parent Compact each May and update it as necessary. Parents, the school staff, and students have created a shared responsibility by having parents/guardians and the student sign a School-Parent Compact for improving academic achievement and behavior. The signed compacts will be filed in the classroom for use during parent-teacher and/or student-teacher conferences.

Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))

Contact information for both the Jackson County Board of Education and the Alabama State Department of Education is provided and made available on the Jackson County School District Website, and in each school office.

"If you have comments or concerns, you may call the Jackson County Board of Education (256) 259-9500 Mr. Mark Guffey, Federal Programs Supervisor, guffeym@jackson.k12.al.us, and/ or Mr.Chris Davis, Special Education Supervisor, davisc@jackson.k12.al.us. or the Alabama State Department of Education (334) 242-8199."

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 ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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

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

The Federal Programs Parental Involvement Consulting Teacher, in cooperation with the principal, will conduct parent meetings and offer training sessions covering many topics designed to aid parents in becoming more involved in their child's education. The Consulting Teacher conducts one parent meeting per semester at times convenient for all parents to attend. Newsletters for parents of elementary, middle, and high school students containing valuable and age-appropriate strategies for better parenting are distributed monthly. The newsletters are also posted on the Jackson County District Website. Parents can access the school website to stay more informed and involved. The Jackson County School District has also added Facebook and Twitter as tools of communication with parents. Daily parenting tips are managed by the Federal Programs Parental Involvement Consulting Teacher.

Hollywood School shares the responsibility, with the parents/guardians, in improving academic achievement, and behavior by signing a compact indicating their agreement to the terms listed. Faculty members will provide and distribute information to assist parents in understanding how students can improve skills, get help when needed, foster learning at home and give feedback to teachers. Hollywood hosts an Open House at the beginning of each school year. Parents will be given the opportunity to meet their child's teacher, explain expectations, and strategies to support their child. Parents will receive Progress Reports at the midpoint of each nine weeks and Report Cards at the end of the nine weeks. The Jackson County School System, as well as Hollywood , has a mass notification system where parents can receive messages from the principal, superintendent, or designee. Hollywood has INOW Parent Portal which enables parents to view grades and report cards at their convenience.

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 ESSA Sec. 1116, 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)

Throughout the year, the Parent Center will send home grade-appropriate newsletters home with the students. They can also be found on the Jackson County District Website under Federal Programs. The Federal Programs Parental Involvement Consulting Teacher conducts a minimum of two parent training sessions to be held at the school at flexible times for the convenience of parents. Teachers promote effective involvement by assigning interactive homework that requires students to discuss and interact with parents about what they are learning in class. The Federal Programs Parental Involvement Consulting Teacher operates the Jackson County Schools Parent Center which offers videos, games, books, and other educational resource tools which may be used by either parents or teachers. When parents are unable to come to the center, the Consulting Teacher will deliver requested materials to the school for the parent to pick up.

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 ESSA Sec 1116, 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)

As part of the action plan for school improvement and to understand parent perceptions of school programs and services, surveys were sent home with each student and various stakeholders. The data collected from these surveys is used as a tool to better serve the children of Hollywood   and Jackson County School District. One of the areas the survey identified to target continuous improvement was positive family, community, and staff relationships. The goal for Hollywood is to communicate effectively with parents and members of this community to build positive relationships that strengthen support for the educational process. To meet our school objectives, we are encouraging parents to be involved in an annual Parenting Day to view school activities and student accomplishments. Parents are encouraged to visit the school website and are provided with a quarterly newsletter to inform them of the latest class and school activities. Framework for Understanding Poverty by Ruby Payne, Ph.D. was a book the faculty used for a book study regarding poverty. The book not only provided us with information about poverty but promoted discussion and awareness about developing parental involvement in a school with a high poverty level. We learned researchers have evidence that family participation in education is twice as predictive of students' academic success as family socioeconomic status. The faculty was also reminded lack of parental involvement is the biggest problem facing public schools and that many parents do not know how to help their children with their education.

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 ESSA Sec. 1116, 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)

In order to involve all parents regardless of home language, the Jackson County School District, as well as Hollywood, disseminates all information to parents in a format and to the extent practicable, in a language parents can understand. Translated documents and interpreters are provided as needed.

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 ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve

student academic achievement, our school:

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

The Jackson County Board of Education provides each student with a Student Handbook at the beginning of each school year. The handbook provides clear detailed descriptions of rules, regulations, and expectations that are set by the Jackson County Board of Education. At the beginning of each school year, a parent meeting is held at every school in which the Title I program is explained to parents. During this meeting, the need for parental involvement is explained with the desire to foster positive family and community relationships. Parents are given the opportunity to voice concerns and ask questions. A letter explaining the materials available at the Parent Center is sent home at the beginning of the school year inviting parents to use the facility. Newsletters with age-appropriate activities are sent to the parents each month. The newsletters, available in English and Spanish, can be found on the Jackson County website. The school district has added Facebook and Twitter to disseminate interesting and useful information to parents.

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

Information is collected upon enrollment to ensure current and accurate information for parents. In order to involve all families regardless of home language, the Jackson County School District, as well as Hollywood School, disseminates all information to parents in a format and to the extent practicable, in a language parents can understand. Translated documents and interpreters are provided as needed. The District website platform has design features that help ensure, to the extent practicable, that content is ADA compliant and Jackson County facilities are handicap accessible. The mass notification system translates written messages sent to parents.