



ACIP

Holly Hill Elementary School

Enterprise City Board of Education

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

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Executive Summary

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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.

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Description of the School

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

Holly Hill Elementary School is a 1st-6th grade school serving 755 students, 34 teachers, 2 administrators, 2 secretaries, 1 counselor, 1 media specialist, 1 reading specialist, 2 interventionists, 3 instructional aides, 2 special education teachers, 1 music teacher, 2 physical education teachers, 2 physical education aides, 1 speech teacher, 1 EL aide and 1 nurse. The students' composition is from a variety of backgrounds. The nationalities of our students are 65% Caucasian, 19% African-American, 2% Multi-races, 5% Asian, 8% Hispanic, less than 1% American Indian, and less than 1% Pacific Islander. Many of our students come from military families due to our proximity to Ft. Rucker. This often causes challenges with the frequent transitioning of students from different schools. Our school was part of a rezoning this year which increased our student population. Due to continuous growth in our city in areas of businesses, etc., our enrollment is steadily increasing. Since Holly Hill is not a Title 1 school, we often face challenges with funding for items such as technology. Although we have a strong parent action team at Holly Hill and much parental support for fundraising we still struggle to keep technology up-to-date and sufficient for the number of students that we have enrolled.

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School's Purpose

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

Our mission statement at Holly Hill is "Make Success Happen". It echoes the vision of the Enterprise City School System which is "to develop principled students prepared for life after graduation..". Our philosophy encompasses the development of the "whole" child. We, the faculty and staff at Holly Hill Elementary, strive to achieve this purpose by guiding each child personally, physically, socially, and intellectually. We provide a stable, nurturing environment in which children feel safe and respected as they develop a sense of pride and self-worth.

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

Each child is a unique individual who brings a variety of experiences, values, skills, needs, and learning styles to our school. As educators we cannot guarantee success, but we must provide the opportunity for each child to become successful. To accommodate these various differences we offer a well-balanced and flexible program. It is our belief that special needs must be met before maximum intellectual growth can be achieved. We provide many specialized teachers, and staff members who offer a variety of educational experiences to facilitate learning. We strive to instill in each child a healthy respect for self and others. It is our desire that each child will develop social skills which will enable him or her to become a responsible, productive, and contributing member of our ever-changing society.

The objectives of Holly Hill Elementary School are as follows:

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

Notable Achievements and Areas of Improvement

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

With the goal of inspiring and creating leaders that become life-long learners. Our school is partaking in the Leader in Me training. This process embeds the principles of promise, accountability, collaboration, and individuality. The integration of the 7-Habits provide a simple, principle-based framework to support and guide faculty, staff, and students to success with all challenges. This practice promotes a healthy and positive school culture that is effective for all individuals on a day-to-day basis. We will continue to utilize this platform to promote our school climate in all areas to include academics, social, and emotional.

With the implementation of diverse data driven assessments such as STAR, DIBELS, Scantron, and Standards-Based Report Cards, we are able to acquire data to utilize for identifying areas of strengths and weaknesses among our student population. The STAR and Scantron assessment is administered three to five times a year to ensure that data is current on each student. In addition, we have been able to move toward a 1:1 technology initiative with I-Pads, Chromebooks and laptop carts for all grade levels. At this time, our third through sixth grades are 1:1 in each classroom. Teachers are integrating/embedding technology into the daily lessons to support the learning/usage in order for our students to excel academically as well as socially in our technology driven society. The faculty and staff will continue to research and implement differentiated methods that develop and enhance understanding through technology, curriculum, and other resources. We will continue to update and incorporate innovative strategies in areas of technology.

Additional Information

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

No additional information at this time.

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Improvement Plan Stakeholder Involvement

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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.

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Improvement Planning Process

Improvement Planning Process

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

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

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

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

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

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

Student Performance Diagnostic

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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.

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Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Fall 2018 DIBELS and Scantron DATA	Student Performance 18-19

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Evaluative Criteria and Rubrics

Overall Rating: 3.25

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

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

70% of fourth grade students scored average high or above average on the Fall administration of Scantron in Math and Reading.

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

Fall DIBELS scores show that 66 percent or higher of first grade students will only need core support in all areas tested on DIBELS.
Fall DIBELS scores show that 68 percent or higher of second grade students will only need core support in all areas tested on DIBELS.
Fall DIBELS scores show that 63 percent or higher of third grade students will only need core support in all areas tested on DIBELS.

Which area(s) indicate the overall highest performance?

The highest performance in Reading was 4th grade with 70% of students performing above average or average high on the Fall administration of Scantron.

The highest performance in Math was 6th grade with 66% of students performing above average or average high on the Fall administration of Scantron.

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

Holly Hill's population did not warrant subgroups on Scantron Performance Series.

Between which subgroups is the achievement gap closing?

Holly Hill's population did not warrant subgroups on the Scantron Performance Series

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

DIBELS shows that only 7% of 4th grade students are being progress monitored which is consistent with 4th grade students having 70% above average or average high on Scantron.

Areas in Need of Improvement

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

40% of 5th grade students were average low or below average in reading on the fall administration of Scantron.

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

Scantron results show that for students in 3rd-6th grades, 42% of students are performing at Average Low or Below Average level in Math.

Which area(s) indicate the overall lowest performance?

The lowest overall scores for Reading were 5th grade with 40% average low or below average.

The lowest overall scores for Math were 3rd grade with 59% average low or below average.

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

Holly Hill's population did not warrant subgroups on the Scantron Performance Series

Between which subgroups is the achievement gap becoming greater?

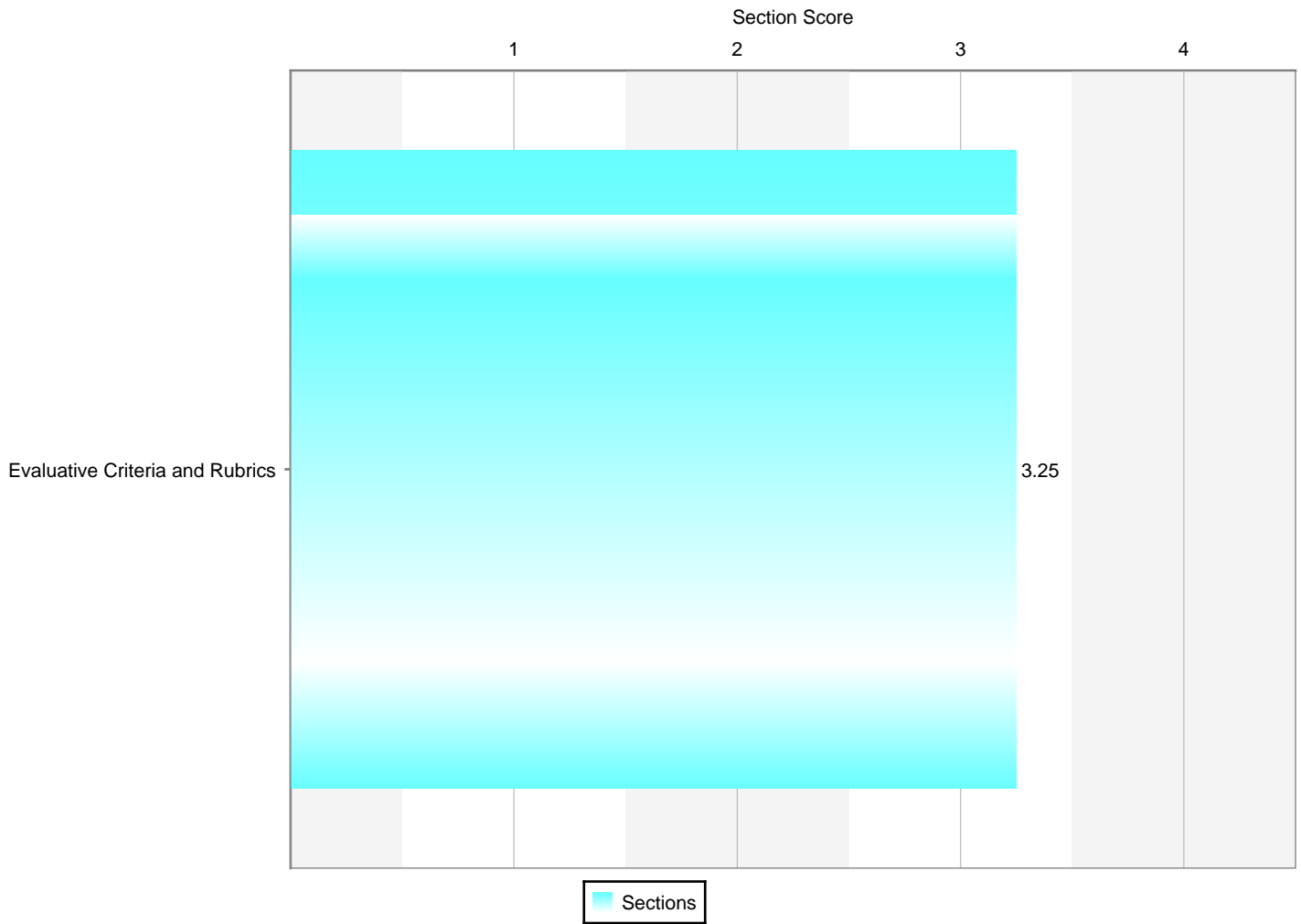
Holly Hill's population did not warrant subgroups on the Scantron Performance Series

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

Data indicating struggling readers was consistent for students on Scantron and DIBELS.

Report Summary

Scores By Section



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ACIP Assurances

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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.

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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		

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

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Dr. Patrick Cain Human Resources Director Enterprise City Schools 220 Hutchinson Street Enterprise, AL 36330 334-347-9531 Ext6.304	Non-Discriminatory Statement 2018-2019

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.	No	Holly Hill is not a Title I school therefore, we are not required to have a Parent and Family Engagement Policy.	

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Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	No	Holly Hill is not a Title I school.	

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2018-2019 Goals and Plans

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Overview

Plan Name

2018-2019 Goals and Plans

Plan Description

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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	A 2% increase of all students will demonstrate a proficiency in the Content Standards for Mathematics by 5/17/2019 as measured by STAR Math Assessment (Grades 1 and 2) and Scantron (Grades 3-6)	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$0
2	A 3% increase of all students will demonstrate a proficiency in the Content Standards in Reading by 05/17/2019 as measured by STAR Reading Assessment (Grades 1 and 2) and Scantron (Grades 3-6)	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$0
3	Empowering Leaders	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$0
4	Holly Hill Elementary School will increase parent engagement for the 2018-2019 school year.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: A 2% increase of all students will demonstrate a proficiency in the Content Standards for Mathematics by 5/17/2019 as measured by STAR Math Assessment (Grades 1 and 2) and Scantron (Grades 3-6)

Measurable Objective 1:

A 2% increase of First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the Content Standards in Mathematics by 05/17/2019 as measured by STAR Math Assessment and ASPIRE Math Assessment.

Strategy 1:

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

Category: Develop/Implement Professional Learning and Support

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

Activity - Teacher Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with a variety of professional development activities that support math instruction.	Professional Learning	08/06/2018	05/17/2019	\$0	District Funding	Central office personnel, instructional partners, school administrators

Activity - Teacher Mentoring Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New teachers are provided with a mentor on their grade level or in their area of teaching.	Professional Learning	08/06/2018	05/17/2019	\$0	No Funding Required	School administrators, faculty members

Strategy 2:

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

Category: Develop/Implement Professional Learning and Support

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

Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate technology into their classroom instruction.	Technology	08/06/2018	05/17/2019	\$0	No Funding Required	Teachers

Activity - Teacher Technology Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with technology training on integrating technology in the classroom.	Technology	08/06/2018	05/17/2019	\$0	District Funding	Central office personnel, school administrators , instructional partners

Goal 2: A 3% increase of all students will demonstrate a proficiency in the Content Standards in Reading by 05/17/2019 as measured by STAR Reading Assessment (Grades 1 and 2) and Scantron (Grades 3-6)

Measurable Objective 1:

A 3% increase of First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the Content Standards in Reading by 05/17/2019 as measured by STAR Reading Assessment (Grades 1-2) and Scantron (Grades 3-6)..

Strategy 1:

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

Category: Develop/Implement Professional Learning and Support

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

Activity - Teacher Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will be provided during faculty meetings and data meetings by the instructional partner or other staff members.	Professional Learning	08/01/2018	05/23/2019	\$0	No Funding Required	Instructional Partner, administrators , other staff members

Activity - Walkthroughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Periodic walkthroughs will be conducted by administrators, the instructional partner, and other staff. Feedback from these observations will be used to modify instruction.	Professional Learning	08/06/2018	05/17/2019	\$0	No Funding Required	School and System Administrator s, Instructional Partner, Other Faculty Members
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Strategy 2:

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

Category: Develop/Implement Professional Learning and Support

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

Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate technology into their classroom instruction.	Technology	08/06/2018	05/17/2019	\$0	No Funding Required	Teachers

Activity - Teacher Technology Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided professional development on technology topics.	Professional Learning	08/01/2018	05/23/2019	\$0	District Funding	Central office staff, school administrators

Goal 3: Empowering Leaders**Measurable Objective 1:**

demonstrate a behavior that leads to a 5 percent decrease of discipline referrals by 05/17/2019 as measured by the number of discipline referrals from a base line of 121 throughout the 2017-2018 school year to 115 or less throughout the 2018-2019 school year.

Strategy 1:

Leader In Me - The Leader in Me is Franklin Covey's whole school transformation process. It teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader. The Leader in Me is aligned with best-in-class content and concepts practiced by global education thought leaders. It provides a logical, sequential and balanced process to help schools proactively design the culture that reflects their vision of the ideal school. Content from The 7 Habits of Highly Effective People is a key component of the overall The Leader in Me process. The 7 Habits is a synthesis of universal, timeless principles of personal and interpersonal effectiveness, such as responsibility, vision, integrity, teamwork, collaboration and renewal, which are secular in nature and common to all people and cultures.

Category: Develop/Implement Student and School Culture Program

Research Cited: <http://www.theleaderinme.org/what-is-the-leader-in-me/>

Activity - Leader in Me Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
FranklinCovey delivers transformational professional development to schools through its network of consultants. Staff members learn how to make leadership development a part of the everyday student experience, including teaching leadership principles in meaningful ways, creating a culture of shared leadership within the school, and helping students take more ownership for their academic learning and goal achievement.	Professional Learning	08/06/2018	05/17/2019	\$0	Other	All faculty and Staff
Activity - Leader in Me Family Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
So that parents are supported, Leader in Me provides parents and guardians with information about the universal, timeless principles found in The Leader in Me process, as well as activities you can put into practice at home to teach your student to become a leader.	Parent Involvement	08/06/2018	05/17/2019	\$0	Other	Family Action Learning Team
Activity - Leader in Me Student Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and teachers will have access to online activities, videos, and countless lessons so that students can learn to be leaders through direct lessons and integrated approaches.	Direct Instruction	08/06/2018	05/17/2019	\$0	Other	All faculty and Staff

Strategy 2:

Students as Leaders of Their Own Learning - Leaders of Their Own Learning offers a new way of thinking about assessment. Student-engaged assessment involves students in understanding and investing in their own growth, changing the primary role of assessment from evaluating and ranking students to motivate them to learn. Student-engaged assessment ignites the capacity of students to take responsibility for their own learning, building the independence, critical thinking skills, perseverance, and self-reflective understanding they need to succeed in college, careers, and life.

The eight key practices described in Leaders of Their Own Learning engage students in making academic progress, improve achievement, and involve families and communities in the life of the school. The book, which includes 27 videos, is full of powerful strategies to help students own their learning.

Category: Develop/Implement Student and School Culture Program

Research Cited: <https://elearning.org/resources/leaders-of-their-own-learning>

Activity - Leaders of Their Own Learning Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Over the past 2 years, our teachers have been integrating the ideas and studies referenced in the Leaders of their Own Learning book written by Ron Berger.	Professional Learning	08/06/2018	05/17/2019	\$0	No Funding Required	School Leadership Team and Instructional Rounds/Learning Team
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Activity - Student Leadership Roles	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have opportunities to serve as leaders inside and outside the classroom.	Behavioral Support Program	08/06/2018	05/17/2019	\$0	No Funding Required	All Faculty and Staff

Goal 4: Holly Hill Elementary School will increase parent engagement for the 2018-2019 school year.

Measurable Objective 1:

collaborate to engage parents by hosting meetings each semester. by 05/17/2019 as measured by parent surveys.

Strategy 1:

Parent Meetings - Teachers and Administrators will meet with parents at least once each semester with a focus on parent engagement at Holly Hill Elementary. Flyers will be sent home in Wednesday folders prior to each meeting. School Messenger and Remind will also be used to help inform all parents.

Category: Other - Parent Engagement

Research Cited: https://www.cdc.gov/healthyyouth/protective/pdf/parent_engagement_strategies.pdf

Activity - School Messenger	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Administrators will call to remind parents about any school events, meetings, or announcements using SchoolMessenger. Administrators will also use SchoolMessenger to notify parents about the parent meetings.	Parent Involvement	08/06/2018	05/17/2019	\$0	Other	Christie Mitten - Principal, Holly Hill Elementary

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Professional Development	Teachers will be provided with a variety of professional development activities that support math instruction.	Professional Learning	08/06/2018	05/17/2019	\$0	Central office personnel, instructional partners, school administrators
Teacher Technology Professional Development	Teachers will be provided professional development on technology topics.	Professional Learning	08/01/2018	05/23/2019	\$0	Central office staff, school administrators
Teacher Technology Professional Development	Teachers will be provided with technology training on integrating technology in the classroom.	Technology	08/06/2018	05/17/2019	\$0	Central office personnel, school administrators, instructional partners
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
School Messenger	School Administrators will call to remind parents about any school events, meetings, or announcements using SchoolMessenger. Administrators will also use SchoolMessenger to notify parents about the parent meetings.	Parent Involvement	08/06/2018	05/17/2019	\$0	Christie Mitten - Principal, Holly Hill Elementary
Leader in Me Family Learning	So that parents are supported, Leader in Me provides parents and guardians with information about the universal, timeless principles found in The Leader in Me process, as well as activities you can put into practice at home to teach your student to become a leader.	Parent Involvement	08/06/2018	05/17/2019	\$0	Family Action Learning Team

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Leader in Me Professional Learning	FranklinCovey delivers transformational professional development to schools through its network of consultants. Staff members learn how to make leadership development a part of the everyday student experience, including teaching leadership principles in meaningful ways, creating a culture of shared leadership within the school, and helping students take more ownership for their academic learning and goal achievement.	Professional Learning	08/06/2018	05/17/2019	\$0	All faculty and Staff
Leader in Me Student Learning	Students and teachers will have access to online activities, videos, and countless lessons so that students can learn to be leaders through direct lessons and integrated approaches.	Direct Instruction	08/06/2018	05/17/2019	\$0	All faculty and Staff
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Leaders of Their Own Learning Book Study	Over the past 2 years, our teachers have been integrating the ideas and studies referenced in the Leaders of their Own Learning book written by Ron Berger.	Professional Learning	08/06/2018	05/17/2019	\$0	School Leadership Team and Instructional Rounds/Learning Team
Teacher Professional Development	Professional development will be provided during faculty meetings and data meetings by the instructional partner or other staff members.	Professional Learning	08/01/2018	05/23/2019	\$0	Instructional Partner, administrators, other staff members
Walkthroughs	Periodic walkthroughs will be conducted by administrators, the instructional partner, and other staff. Feedback from these observations will be used to modify instruction.	Professional Learning	08/06/2018	05/17/2019	\$0	School and System Administrators, Instructional Partner, Other Faculty Members
Technology Integration	Teachers will incorporate technology into their classroom instruction.	Technology	08/06/2018	05/17/2019	\$0	Teachers
Student Leadership Roles	Students will have opportunities to serve as leaders inside and outside the classroom.	Behavioral Support Program	08/06/2018	05/17/2019	\$0	All Faculty and Staff
Teacher Mentoring Program	New teachers are provided with a mentor on their grade level or in their area of teaching.	Professional Learning	08/06/2018	05/17/2019	\$0	School administrators, faculty members
Technology Integration	Teachers will incorporate technology into their classroom instruction.	Technology	08/06/2018	05/17/2019	\$0	Teachers

Total

\$0

DRAFT

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.

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Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Stakeholder Feedback Data Document 18-19

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Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

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

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Areas of Notable Achievement

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

Our parent surveys indicate the highest satisfaction in the area of school safety. The next highest area was our school provides up-to-date technology. Also high was teachers report on student progress in easy to understand language.

Our student surveys indicate that students surveyed agree that in my school, my teachers want me to do my best work and have high expectations for me.

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

The trend toward increasing stakeholder satisfaction is appropriate technology. Across populations, surveys (staff, students, and parents) having appropriate technology is ranked high..

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

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

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

Areas in Need of Improvement

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

The lowest areas of satisfaction in the parent survey was school ensures effective use of financial resources and purpose statement is reviewed and revised with involvement from parents.

The lowest area of the student surveys was students feeling like teachers and administrators value their opinion about the school and for sixth grade students it was that they feel other students do not respect their property.

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

The trend toward decreasing stakeholder satisfaction for parents is that students do not see a relationship between what is taught and everyday life and individualized instruction for each student.

What are the implications for these stakeholder perceptions?

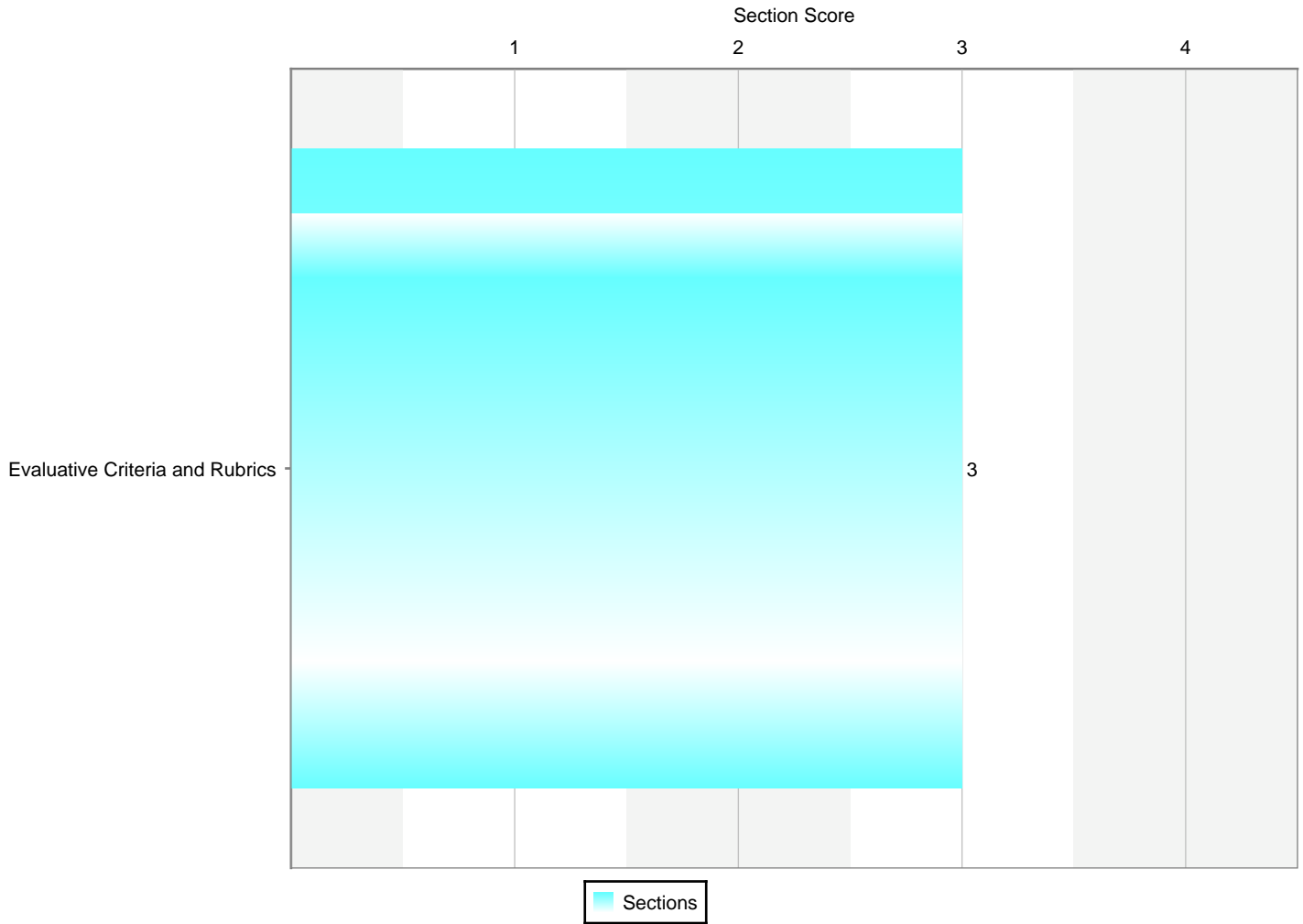
To increase individualized education for students collaboration is being promoted. Two full-time interventionists will be working with all Tier III students this year as well as instructional aides assisting with instruction in the classrooms. We are also implementing System 44 and SPIRE for identified Tier III reading students.

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

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

Report Summary

Scores By Section



D

Coordination of Resources - Comprehensive Budget

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Introduction

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

DRAFT

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	43.84

Provide the number of classroom teachers.

43

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1997979.26

Total

1,997,979.26

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Administrator Units

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

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	95514.0

Total

95,514.00

DRAFT

Assistant Principal

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

Provide the number of Assistant Principals.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	71973.0

Total

71,973.00

DRAFT

Counselor

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

Provide the number of Counselors.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	55494.78

Total

55,494.78

DRAFT

Librarian

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

Provide the number of Librarians.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	57743.96

Total

57,743.96

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 Administrators.

0

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

Total

0.00

DRAFT

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

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

Total

0.00

DRAFT

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	300.0

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

47.34

Label	Question	Value
3.	Provide the total of all funding for Technology.	14202.0

Total

14,202.00

DRAFT

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	90.0

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

47.34

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	4261.0

Total

4,261.00

DRAFT

EL Teachers

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

Provide the number of EL Teachers.

0

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

Total

0.00

DRAFT

Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	536.06

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

47.34

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	25377.0

Total

25,377.00

DRAFT

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	96.14

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

47.34

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	4551.0

Total

4,551.00

DRAFT

Title I

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

Provide a brief explanation and breakdown of expenses.

n/a

DRAFT

Title II

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

Provide a brief explanation and a breakdown of expenses.

n/a

DRAFT

Title III

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

Provide a brief explanation and a breakdown of expenses.

n/a

DRAFT

Title IV

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

Provide a brief explanation and a breakdown of expenses.

n/a

DRAFT

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.

n/a

DRAFT

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

n/a

DRAFT

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

n/a

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

Provide a brief explanation and breakdown of expenses.

n/a

DRAFT

Other

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

Provide a brief explanation and a breakdown of expenses.

n/a

DRAFT

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

n/a

DRAFT