



**Georgia Department of Education
Title I Schoolwide/School Improvement Plan**

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE					
School Name: M. R. Hollis Innovation Academy			District Name: Atlanta Public Schools		
Principal Name: Diamond M. Jack			School Year: 2016-2017		
School Mailing Address: 225 James P. Brawley, NW Atlanta, GA 30314					
Telephone: (404) 802-8200					
District Title One Director/Coordinator Name: Kathleen Yarbrough					
District Title One Director/Coordinator Mailing Address: 130 Trinity Avenue Atlanta, Georgia 30303					
Email Address:					
Telephone: (404)802-3500					
ESEA WAIVER ACCOUNTABILITY STATUS (Check all boxes that apply and provide additional information if requested.)					
Priority School <input checked="" type="checkbox"/>			Focus School <input type="checkbox"/>		
Title I Alert School <input type="checkbox"/> .					
Subject Alert	<input type="checkbox"/>	List Subject(s)	Sub-Group Alert	<input type="checkbox"/>	List Subgroup(s)
Graduation Alert	<input type="checkbox"/>	List Subgroup(s)			
Principal's Signature:				Date:	
Title I Director's Signature:				Date:	
Superintendent's Signature:				Date:	
Revision Date:		Revision Date:		Revision Date:	



Georgia Department of Education Title I Schoolwide/School Improvement Plan

Schoolwide/School Improvement Plan (SWP/SIP) Template Instructions

Notes:

- Elementary and Secondary Education Act of 1965 (ESEA) Section 1114 (b) (1) requires a Title I schoolwide program plan to contain the ten components listed on this template as well as related measurable goals and strategies for implementation. The asterisk (*) denotes required components as set forth in section 1114 of ESEA.
- While there are eighteen components, all ten required components of a Title I Schoolwide Program Plan (marked in this template with an asterisk) **must** be addressed. Response starters are provided in this template to guide the planning team/committee in the process of completing the schoolwide section of the plan.
- Complete the schoolwide plan (SWP) and school improvement plan (SIP) checklists. All components/elements marked as not met need additional development.
- Please list your planning committee members on the next page along with signatures of participating team members. This team must include stakeholder involvement (parents of Title I students, community representatives, teachers, administrators, etc.).
Note: The planning team must involve parents in the planning process.
See section 1114 (b)(2)(B)(ii) Plan Development which states: The comprehensive plan shall be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school.
- Attach the SIP as an addendum to the template. See the Georgia Department of Education School Improvement Fieldbook for guidance and instructions on completing a school improvement plan <http://www.doe.k12.ga.us/School-Improvement/School-Improvement-Services/Documents/School%20Improvement%20Fieldbook%202012-2013.pdf>.



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Planning Committee Members:

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Diamond M. Jack		Principal
Shalewa Thrash		Assistant Principal
Paulette Nelson		Parent Liaison
Gina Hurston-Stuart		Kindergarten Teacher
Danielle Williams		1st Grade Teacher
Alicia Allen		2nd Grade Teacher
Dennis Toliver		3rd Grade Teacher
Valtika Rhodes		4th Grade Teacher
Tara Pitts		5th Grade Teacher
Danika Woods		Instructional Coach
Sheryl Spikes		Instructional Coach
Linda Howard		STEM Teacher
Nichole Jones		STEM Teacher
Yori Battle		STEM Teacher
Sheila Johnson		Media Specialist
S'rlis Powell		Parent
		Parent



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SWP Components

- *1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.**

Response:

- A. We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved are the Hollis Innovation Leadership Team, which consists of school administrators, teachers who serve as grade-level chairs, the media specialist, academic coaches as well as the Parent Liaison. The development of the plan also involved parents of Hollis Innovation Academy. The Leadership Team will periodically engaged during the year to progress monitor the plan.

The ways that stakeholders (i.e. teachers, administrators, parents, and community members) will be involved is through service on the Leadership Team, implementation of agreed upon strategies, and monitoring student data.

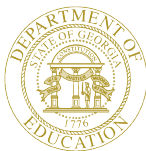
To ensure that all stakeholders of Hollis Innovation Academy have access to the plan, it will be shared in two (2) ways. The Title I Plan will remain in the main office and Wrap-Around Center for parent review and suggestions. The plan will also be posted on the school's website for stakeholder review and input. Suggestions will be reviewed and discussed at scheduled Leadership Team meetings for any necessary or valid revisions.

- B. We have used the following instruments, procedures, or processes to obtain this information:

- Georgia Milestone Data Spring 2015
- Georgia Milestone Data Spring 2016
- EL Education Benchmark Assessments (Letter Sounds, Phonological Awareness, Spelling, Decoding, and Oral Reading Fluency for grades K – 5.
- Mathematics Unit Pre & Post Assessment Data
- STAR Math Data
- STAR Literacy Data
- STAR Early Literacy Data
- Attendance Data
- Discipline Data

First, the Hollis Innovation Leadership Team will gather the data points assess the needs of the school. Then, the committee will meet to review the data and share ideas to generate a rough draft of the plan. The process of brainstorming will be used to generate strategies for developing action plans and set goals for the 2016-2017 school year. As stated previously, the plan will be shared with other school stakeholders and input will be gathered from them for suggested revisions.

* Required component of SWP as set forth in section 1114 of ESEA



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C. Hollis Innovation Academy has a migratory population of about 25%. The following are the procedures we will follow to supports students who are in transition between homes or shelters:

- Social Worker will be informed upon registration that if students are tagged as homeless or migratory. The Social Worker will reach out within 48 hours to determine if students are in need or uniforms or other social services.
- Student attendance will be monitored on a weekly and monthly basis to ensure that students are in school consistently using CIS and Social Workers as case managers.
- Parents will be invited to participate in school counseling or CHRIS Kids.
- District Homeless Liaison will be contacted for support for new homeless or migratory students.
- Academically, within the 1st week of the student attendance the school will assess the students' Reading and Mathematics levels using the STAR Reading or STAR Math.
- To ensure compliance with Title I Part-C (Migrant Education), GADOE Occupational Survey questions have been incorporated within APS Student Enrollment Form. If yes, responses to any of these questions are received, the name and contact information is forwarded to the ABAC Migrant Education Consortium to determine Migrant status and eligibility for program services, receive support at their local school and offered additional academic support, resources and other services coordinated by the ABAC consortium. Student grades and progress reports from their home school are used to identify their weakness and determine if additional support is needed. Tutorial sessions are designed to address deficiencies and to ensure students master skills required to meet academic standards.

D. GMAS 2015 and 2016 data and trend achievement data was used to determine and prioritize academic needs. Based on the data, Reading and Mathematics will be focus areas for student achievement and progress. In comparing the 2015 and 2016 GMAS summative Reading data, students in grades 3rd – 5th performed at 34.2% and 31.0% in the Developing and above levels. In Mathematics, 3rd -5th grade performed at 40.8% in 2015 and 40.1% in 2016 in the Developing and above level. Overall, there were decreases in the percent of student performing at Developing or better on the GMAS assessment between 2015- 2016 school year. In the charts below are the Reading, Mathematics and Science data points from 2015 and 2016 school year.

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E.

Student Performance (3-5 GMAS)	2014-2015(GMAS) % Developing/ Above	2015-2016(GMAS) % Developing/ Above
3 rd Grade Reading	36%	30%
4 th Grade Reading	29%	36%
5 th Grade Reading	37%	21%

Student Performance (3-5 GMAS)	2014-2015(GMAS) % Developing/ Above	2015-2016(GMAS) % Developing/ Above
3 rd Grade Mathematics	47%	40%
4 th Grade Mathematics	41%	47%
5 th Grade Mathematics	35%	28%

This data assisted us in developing goals and creating necessary action steps to make gains in Reading/ELA and Mathematics which are targeted areas for improvement.

- F. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards and the State student academic achievement standard including:

- i. Economically disadvantaged students represent 100% of the school enrollment.

*A review of 3rd grade data was conducted. Following, are the findings and analysis of 3rd Grade ELA/Reading Data. In 2015, sixty-four (64%) of 3rd grade students performed at the Beginner Level. Seventy (70%) of the 3rd graders performed below grade level on the 2016 GMAS Reading/ELA portion. Therefore, there was an increase in the amount of students performing below state expectation. Twenty-six (26%) of the 3rd graders were performing at the Developing level and 10% performed at the Proficiency level 2015. The percent of Developing remained the same in 2016 at 26% and the percent proficient decreased to 7%. A review of this data indicates a significant deficiency in 3rd grade ELA/Reading.

*A review of 3rd grade data was conducted. Following, are the findings and analysis of 3rd Grade Math. In 2015, fifty-three (53%) of 3rd grade students performed at the Beginner Level. Sixty (60%) of the 3rd graders performed below grade level on the 2016 GMAS Mathematics portion. Therefore, there was an increase in the amount of students performing below state expectation. Thirty-four (34%) of the 3rd graders were performing at the Developing level and 13% performed at the Proficiency level 2015. The percent of Developing decreased to 32% in 2016 and the percent proficient decreased to 8%. A review of this data indicates a

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significant deficiency in 3rd grade Mathematics.

*A review of 4th grade data was conducted. Following, are the findings and analysis of 4th Grade ELA/Reading Data. In 2015, seventy-one (71%) of 4th grade students performed at the Beginner Level on the GMAS. Sixty-four (64%) of the 4th graders performed below grade level on the 2016 GMAS Reading/ELA portion. Therefore, there was a decrease in the amount of students performing below state expectation. Twenty-four (24%) of the 4th graders were performing at the Developing level and 5% performed at the Proficiency level 2015. The percent of Developing in 2016 was 31% and the percent proficient remained 5%. A review of this data indicates a significant deficiency in ELA/Reading.

*A review of 4th grade data was conducted. Following, are the findings and analysis of 4th Grade Math. In 2015, fifty-three (59%) of 4th grade students performed at the Beginner Level. Fifty-three (53%) of the 4th graders were performed below grade level on the 2016 GMAS Mathematics. Therefore, there was a decrease in the amount of students performing below state expectation. Thirty-four (34%) of the 4th graders were performing at the Developing level and 7% performed at the Proficiency level 2015. The percent of Developing increased to 37% in 2016 and the percent proficient increased to 8%. A review of this data indicates a significant deficiency in Mathematics.

* A review of 5th grade data was conducted. Following, are the findings and analysis of 5th Grade ELA/Reading Data. In 2015, sixty-three (63%) of 5th grade students performed at the Beginner Level on the GMAS. Seventy-nine (79%) of the 5th graders performed below grade level on the 2016 GMAS Reading/ELA portion. Therefore, there was a increase in the amount of students performing below state expectation. Twenty-two (22%) of the 5th graders were performing at the Developing level and 15% performed at the Proficiency level 2015. The percent of Developing in 2016 was decreased 16% and the percent proficient decreased 5%. A review of this data indicates a significant deficiency in ELA/Reading.

*A review of 5th grade data was conducted. Following, are the findings and analysis of 4th Grade Math. In 2015, sixty-five (65%) of 5th grade students performed at the Beginner Level. Seventy-two (72%) of the 5th graders were performed below grade level on the 2016 GMAS Mathematics. Therefore, there was an increase in the amount of students performing below state expectation. Thirty-one (31%) of the 5th graders were performing at the Developing level and 4% performed at the Proficiency level 2015. The percent of Developing decreased to 24% in 2016 and the percent proficient remained 4%. A review of this data indicates a significant deficiency in Mathematics.

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- ii. Students from major racial and ethnic groups at Hollis Innovation Academy are Black, Hispanic, American Indian and two or more races.
*The number of Black students tested on the 2016 GMAS was 213 students. Sixty-seven percent (67%) of those students did not meet state expectations on the ELA/Reading portion and Fifty-eight (58%) did not meet on the Mathematics portion of the 2016 GMAS.
- iii. Students with disabilities represent 10% of the student population. Ninety-one percent (91%) performed at the Beginning Learner level on the Reading/ELA and eight (80%) on the Mathematics portions of the 2016 GMAS.
- iv. There were limited number of students with English proficiency (ELL) designation.

G. This data has helped us reach conclusions regarding achievement, progress and instructional programing.

➤ **The major strengths we found in our program were overall, in 4th grade Mathematics.**

➤ **The major needs we discovered were 5th grade Reading/ELA and 5th grade Mathematics.**

- The major needs that we discovered in 5th Grade ELA/Reading was in Writing and Language.
- The major needs that we discovered is 3rd – 5th Reading/ELA and Mathematics.
 - 3rd -5th Mathematics *Numbers and Operations and Algebra* domain
 - 3rd-5th Reading/ELA *Constructed and Extended Response and Writing and Language Usage*

➤ The root cause(s) that we discovered for each of the needs are described below.

3rd - 5th Grade Reading: Students lacked opportunities to respond to text that mimicked the new testing format. Tasks and activities lacked alignment to the standards. Writing activities were independent of the text and did not require students to respond directly to the text.

3rd - 5th Grade Mathematics: Students lacked opportunities to engage in strategies that would assist them with automaticity and fluency. For example, Number Talks with an emphasis on justification and discussion. Additionally, students needed opportunities in class that were structured and cyclical on numbers and operations concepts. Problem

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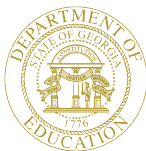
solving and utilizing a formalized approach to algebraic problems was lacking. While problems were presented to students in the task, consistent problem solving challenges were not offered.

H. The measurable goals/benchmarks we have established to address the needs are listed below.

3rd -5th Grade Mathematics will increase from 41% Developing and Above to 51%.

3rd – 5th Grade Reading/ELA will increase from 31% Developing and Above to 41%.

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***2. Schoolwide reform strategies that are scientifically-researched based.**

2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.

Response:

The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standard are:

Small Group Instruction

Teachers will work closely with identified students in small groups during Reading and Mathematics instruction. In ELA/Reading, the ALL Block structure using the EL Education curriculum will be used. ALL Block provides specific ELA skills based on diagnostic and benchmark data. The ALL Block provides teachers the opportunity to provide targeted skills in writing, grammar and language. In Mathematics, Station and Center teaching will be used to address deficient skills.

EL Education /STEM Curriculum.

The EL Education Curriculum provides 2-3 hour blocks of instruction dedicated to increasing students love for reading, pinpointing and addressing specific skills for development, and engaging students in relevant integrated units of study. For students who struggle with various skills, EL Education units provide a K-2 Reading Foundations block and a 3-5 ALL Block. During this hour of instruction, students are given targeted skill development in ELA/Reading skills. Students are given benchmarks and short cycle assessment data to help teachers structure groups and provide targeted instruction.

Social Emotional Learning (SEL)

EL Education is a CASEL approved curriculum that intentionally embeds relational and performance character instruction in the units and modules. Students are encouraged to track and monitor their character traits. They are challenged to see how skills like perseverance support academic progress. For students that struggle academically, behavior may also become a concern that creates barriers for learning. SEL strategies offers an opportunity for students to learn self-regulation strategies and supports their ability to participate in small groups and challenging tasks.

Early Intervention Program (EIP).

The EIP teachers provide additional support for forty-five minutes daily in the areas of reading and/or math.

Intervention Classes

Students requiring more targeted assistance will be pulled for small group classes with a Reading or Mathematics Specialist. Students will be provided this support three times a week for 45 minutes.

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*2. Schoolwide reform strategies that are scientifically-researched based.
2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.
<p><i>Academic Tutorial</i></p> <p>A variety of academic tutorial will be provided at Hollis. During the 1st semester, students that scored on the Beginner level in mathematics will be provided intense after-school tutorial Monday – Thursday. Additional academic tutorial will be provided in reading and mathematics on Wednesday after-school beginning in January. This tutorial will be offered by the homeroom teacher to address specific skills in reading and mathematics.</p> <p><i>Self-Paced Computer Programs</i></p> <p>A variety of self-paced computer programs will be used to enhance the learning opportunities at Hollis. iReady Mathematics, Do the Math, and IXL will be used by classroom teachers during the instructional day and after-school tutorial.</p> <p><i>RTI/SST Team</i></p> <p>The RTI/SST Team will support teachers in quickly addressing deficient skills by meeting regularly with the teacher and providing specific strategies around literacy, mathematics and behavior.</p>
2(b). Are based upon effective means of raising student achievement.
<p><i>Response:</i></p> <p>In our appendices are examples of the scientifically-based research supporting our effective methods and instructional practices or strategies.</p> <ul style="list-style-type: none">• <i>Guided Reading & Station Teaching</i> Guided reading is a small group approach designed to provide differentiated instruction to students at various reading levels (Fountas & Pinnell, 1996). The guided reading lessons include opportunities for students to engage in reading and writing at different stations during the literacy block. Students receive intentional and intensive instruction from teachers on various reading and writing strategies.• <i>EL Education</i> After three years of attending a school in the EL Education network, students gain an average of 10 months in math achievement and 7 months of ELA achievement (EL Education 2014). EL Education curriculum brings standards alive, empowering them to engage in meaningful writing, and present their learning to an authentic audience with an expressed purpose to improve their community, school or society.• <i>Social Emotional Learning (SEL)</i> Research shows that schools that focus on social emotional learning competencies see positive impacts on academic performance, improved attitudes and behaviors, fewer

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disruptive and disciplinary issues and reduced emotional distress (CASEL, 2015).

- ***STEM Curriculum***

A STEM focused curriculum married with EL Education strategies, approach and protocols for instruction provides students an academically rigorous curricula focused on 21st century learning skills. This form of curriculum engages and encourages students in science, technology, engineering and mathematics (Hanover, 2011).

- ***EIP***

Early Intervention Program (EIP) is designed to serve students in grades K-5. Students who are at risk of not reaching or maintaining academic grade level can be supported through pull-out, reduced classes, augmented or self-contained classes. (GADOE, 2006)

- ***Academic Tutorial***

Structures after-school and extended day tutorial programs are a means of improving academic achievement and providing opportunities for academic enrichment (Campbell & Flaker, 1985; Boyer, 1987; Burns, 1992; Halper, 1992). In addition extended-day and after-school programs have been identified as a means of accelerating the achievement of students placed at risk (Frymier & Gansneder, 1989; McGillis, 1996; McAdoo, 1988).

- ***Response To Intervention (RTI)/Student Support Team(SST)***

The practice of RTI provides high quality instruction and interventions that matches the student's needs. Utilizing progress monitoring, data team processes, and specific interventions for behavior and/or academic students are able to get support and improve (Deno, 2003; NASDSE, 2005). RTI is a problem-solving and progress monitoring framework to be used within the classroom or as grade-level teams (Kratowill, 1990).

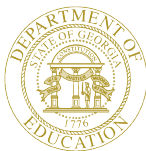
2(c). Use effective instructional methods that increase the quality and amount of learning time.

Response:

- A. We will increase the amount and quality of learning time by providing students who need additional instruction through small groups and pull out math and reading intervention classes. Weekly, students who are identified as needing additional tutoring during the school day can receive support in a small group setting by their teacher. This is achieved through ALL Block or Reading Foundations grouping structures in the classroom. A reading or mathematics intervention teacher will also provide targeted pull out services to students needing additional support beyond the classroom. The intervention segments are 45 minutes a day in small group settings of 14 or less students.

In addition, the after school program will provide assistance in reading and mathematics on Monday- Thursdays through self-paced computer programs and targeted assistance. Grades K- 5 can receive support on Wednesday beginning in January for reading and Math.

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2(c). Use effective instructional methods that increase the quality and amount of learning time.

If students continue to struggle, time during the school day is also available for one-on-one or small group instruction. Each teacher is provided one additional 45 minute planning time that is designated for planning, data analysis or individual and small group student support.

Instruction will also be supported through the use of varied instructional resources (e.g. math and reading games, manipulatives, and activities created using computer software called Study Island, IXL, iReady, Do the Math resources, iPads, Promethean technology, listening centers, and Teacher Created resource practice workbooks for tutorial, remediation, and enrichment.

2(d). Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).

Response: After reviewing and analyzing data, a targeted population of students to consider and monitor is the Students with Disabilities (SWD) population in grades 3rd – 5th. This targeted populations had 90% of students performing at the Beginner Level on ELA/Reading and Mathematics GMAS. To address how the school will determine if academic needs are met, the Special Education team will ensure a co-taught environment will be implemented for students whose IEP support this model. Co-Teaching professional development will be offered and implementation of these research based strategies will be monitored. Special Education Teachers will be provided the same content coaching on EL units as general education teachers. SWD progress will be monitored using STAR Assessment and EL Reading/ELA benchmark and cycle assessments. In addition, individual goals on the IEP will be monitored by case load managers.

2(e). Must include documentation to support that any educational field trip used as an instructional strategy is aligned to the comprehensive needs assessment found in the schoolwide plan and must be connected to the support of assisting students to achieve proficiency or advanced status in relation to the state academic content standards. Documentation must be provided during the budget approval process. Required based on FY12 US ED monitoring finding for Georgia.

Response: Title I Instructional Field Trips will not be included in this years' school-wide plan.

***3. Instruction by highly qualified professional staff.**

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***3. Instruction by highly qualified professional staff.**

Response: The instructional staff meet all Georgia standards for high quality. Teachers are provided ongoing professional development in the following areas:

- *Social Emotional Learning Strategies
- *Student Engaged Assessment
- *Learning Targets
- *EL Education Curriculum modules

Based on this professional development, teachers are expected to utilize best practices and research-based strategies, such as:

- *unpack learning targets for tier 1, tier 2 and tier 3 words
- *utilize social emotional learning strategies support a positive learning environment
- *utilize station and centers for mathematics and ELA/Reading
- *organize students into small groups using formative data
- *provide students an opportunity to demonstrate mathematical learning using concrete to abstract representation.
- *provide students with opportunities to self-assess and progress monitoring.
- *create varied groups including independent work stations, pairs and small groups
- *provide ongoing commentary and feedback on student work
- *utilize performance tasks type problems

***3(a). Strategies to attract highly qualified teachers to high-needs schools.**

Response:

We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. Currently, 100 % of the teachers at Hollis Innovation Academy are highly qualified. We have a team of professionally trained staff members who participate in continuous improvement through graduate and staff development courses. Several staff members possess degrees at the Master's level or higher.

Teachers who are not highly qualified are provided with a district remediation plan. This plan provides guidance on becoming highly qualified. Teachers on the remediation plan are required to meet with the principal periodically throughout the year to review their remediation plan. Professional learning opportunities are also offered by the district in the 10 domains Teacher Keys Evaluation System (TKES).

In an effort to attract, recruit, and retain highly qualified teachers, we market our school via our partners, the school website, twitter, brochures, and community networks. The school is able to share with potential candidates positive characteristics about Hollis Innovation Academy.

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***3(a). Strategies to attract highly qualified teachers to high-needs schools.**

Attractive aspects about Hollis Innovation include technology availability for instructional purposes. Most classes are outfitted with Promethean Boards and classroom computers. In addition, Hollis is supported by a plethora of large partners that provide monetary and volunteer help that enhance instruction. Teachers are given an opportunity to participate in a variety of in-state and out-of state professional development to enhance their knowledge base.

Whenever vacancies occur on the teaching staff, every effort is made to recruit and retain, highly qualified teachers. The principal reviews applications with the assistance of the HR Generalist and then selects applicants to interview with the assistance/input of the Leadership Team members and other support staff. Candidates are selected based on the needs of the school and the strengths of the potential staff member.

To retain highly qualified instructors at Hollis Innovation Academy, teachers are assigned a team member as a mentor. Administrators, coaches, and grade-level chairpersons, also provide mentoring and instructional support for new teachers to Hollis Innovation Academy or novice teachers to the profession.

***4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.**

Response:

- A. We will include teachers, principals, paraprofessionals, and, if appropriate, pupil services personnel, parents, and other staff in the following professional development activities. These activities are designed to address the root causes of our identified needs. For example:
- 3rd-5th Grade Mathematics-Station and Center Teaching, High Leverage Instructional Practices and Guiding Questions
 - 3rd- 5th Reading/ELA- Student Engaged Assessment and EL Education Modules
- B. We will align professional development with the State's academic content and student academic achievement standards. Data analysis will be used continuously to identify specific academic weaknesses, influence curriculum decisions, and direct decisions regarding the types of professional development offered to the school's staff. Professional Development opportunities include Station and Center Teaching, High Leverage Instructional Practices and Guiding Questions, EL Education and STEM Education. Two (2) Instructional Coaches will support the professional development initiatives at the school. Their role will be to facilitate the professional development, model best practices in mathematics and reading STEM integration, support teachers in EL Education unit implementation, lead and facilitate PLCs (common planning time), and monitor teacher unit and benchmark data in order to provide targeted instructional support.

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***4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.**

C. We will devote sufficient resources to carry out effective professional development activities that are primarily job embedded and address the root causes of academic problems. For example, teachers are provided with professional development by instructional coaches at least twice a week. Professional development activities include modeling of instruction, observation and feedback, and facilitating PLC and professional development workshops.

D. We will include teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways:

*Teachers work collaboratively in PLCs to analyze common assessment Unit data and STAR assessment data

*Data Team members provide ongoing training to teachers on how to analyze student data

*As a professional learning team, they work collaboratively to create lessons and assessments.

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***5. Strategies to increase parental involvement.**

In completing this section, you should review the parental involvement strategies already defined in your school's parental involvement policy. These could include many of the suggested responses below, although other strategies may still be considered.

Response:

- A. We will involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of schoolwide programs and the school parental involvement policy in three ways:
 - 1) Parents will be invited to attend an initial Title I School-wide planning meeting in August.
 - 2) Parents will be invited to monthly Principal meetings to review and discuss the progress of the school-wide program starting in September. A calendar will be provided to ensure parents have an opportunity to support in reviewing and monitoring the plan.
 - 3) The School Improvement Plan will be posted on the schools website. Parents will be reminded and invited to view the plan at monthly Principal meetings.
- B. We will update the school parental involvement policy periodically to meet the changing needs of parents and the school and distribute it to the parents of participating children and make the parental involvement plan available to the local community in three ways:
 - 1) The Parent Involvement Policy will be available on the Parent Table located in the front of the school and in the Parent Center.
 - 2) The Parental Involvement Policy will be posted on the school's website.
 - 3) The policy will be shared at Principal Roundtables, Reading and Math Nights, and other Parent events.
- C. We will conduct an annual meeting, at a convenient time, to inform parents about the school's Title I program, the nature of the Title I program, the parents' requirements and the school parental involvement policy, the schoolwide plan, and the school-parent compact and encourage and invite all parents of participating children to attend in three ways:
 - 1) The Infinite Campus calling post system will be used to phone parents after-school to inform them of upcoming meetings.
 - 2) Flyers and Parent Calendars will be sent home with students monthly.
 - 3) Meetings dates and times will be posted on the Parent Pick Up area, in the Wrap Around area and main office.
- D. We will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, transportation, child care, or home visits, as such services relate to parental involvement by scheduling meetings in both the morning and afternoon times. Parents will be invited to Principal meeting that are offered in the morning, after school meetings immediately following dismissal and evening

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meetings. Meetings times will vary from month to month. Additionally, parents are invited to come in during the day monthly for Parent Volunteer Day. Informal meetings with the Parent Liaison will also be offered at that time.

- E. We will provide parents of participating children with timely information about the Title I program, a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet, and provide opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child, and respond to any such suggestions as soon as practicably possible. This communication will be done in multiple ways.
- 1) The school will share the academic assessment data used to measure student progress at the Open House Meeting in August.
 - 2) Parents will learn about additional specific standards and levels of proficiency at STEM Reading Night in September and STEM Night in October. At each meeting, the Principal will share current data of student progress. Teachers will share specific standards and learning goals for the subject.
 - 3) Teacher will conduct Parent-Teacher conferences on an ongoing basis to discuss with parents the academic assessments, standards, and requirements for each grade level. Parents will be invited to provide suggestions and strategies to support their child's education.
 - 4) SST meetings will be conducted for students requiring additional support on an ongoing basis. At these meetings, academic assessment data, proficiency levels, and strategies to support student learning will be discussed. Parents, teachers and other stakeholders will be engaged in developing strategies and educational plans to support student learning.
- F. We will jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards by:
- 1) Agreeing on three school, parent, teacher and student expectations. These components will be discussed at our School Improvement Meeting in August.
 - 2) The agreements will be presented at a series of parent meetings in September.
 - 3) Compacts will be provided to students by mid-September.
- G. We will provide assistance to parents of participating children, as appropriate, in understanding the state's academic content standards, the state's student academic achievement standards, the state and local academic assessments including alternate assessments, the requirements of Title I, Part A, how to monitor their child's progress, and how to work with educators, by:

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- 1) Parent Liaison will regularly hold monthly “How to..” and Informational meetings to assist parents in understanding the academic requirements of the school.
 - 2) Academic information, such as brochures on the GSE and GMAS will be regularly available in the Parent Center and at the Parent Table.
 - 3) Parents will receive content specific academic content expectations in September Volunteer Day and October PTSA Meeting.
 - 4) Teachers will communicate academic content standards and required assessments at Teacher/Parent Conferences on an on-going basis.
- H. We will provide materials and training to help parents to work with their child to improve their child’s achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by:
- 1) Parents will be invited to two STEM Academic Nights. One is held in the Fall and one is held in the Spring.
 - 2) Information on how to support student learning and progress monitoring the School Improvement Plan will be conducted at the monthly Principal Roundtables starting in September.
 - 3) The Parent Liaison will offer monthly trainings on ways to support students in school.
- I. We will provide training to educate the teachers, pupil services personnel, principal, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and the school, by:
- 1) Expectations and ways to communicate with and work with parents are included in the Hollis Innovation Academy Faculty & Staff Handbook.
 - 2) Resources for Faculty & Staff and Parents will be available in the Parent Center.
 - 3) Training and support to teachers needing additional professional development on communicating and working with parents will be offered as necessary.
 - 4) Teacher Keys Evaluator System (TKES) Standard #10 will be reviewed during TKES Orientation. Familiarization and training videos are available for additional support on the TLE Platform.
- J. We will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other 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, by offering Pre-K Informational Meetings and a Pre-K to Kindergarten Transition Meeting in May.
- K. We will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon

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request, and, to the extent practicable, in a language the parents can understand, by:

- 1) ESOL Teacher will provide Home Language Surveys at the beginning of the year. Information will be provided to those parents in their native language.
 - 2) Flyers, calendars and other information will follow a basic format of title of meeting, where, when and time.
- L. We will provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand, by:
- 1) ESOL Teacher will provide Home Language Survey at the beginning of the year. Information will be provided to those parents in their native language.
 - 2) Flyers, calendars and other information will follow a basic format of title of meeting, where, when and time.

***6. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.**

Response:

We will plan activities for assisting preschool children in the transition from early childhood programs. We have also included transition plans for students entering middle school or high school and for students entering from private schools including students entering our school throughout the school year.

- Following are our plans for assisting preschool children in the transition from early childhood programs. Also included are transition plans for students entering middle school or high school and entering from private schools plus students entering our school throughout the school year.

Pre-K to Kindergarten

A Pre-K Orientation is held and facilitated by district personnel. New parents and students are invited to the classroom for activities. During the first week of school, the teachers and

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paraprofessionals help students practice cafeteria procedures (i.e. standing in the lunch line, entering identification numbers into the system, and carrying their own lunch tray), as well as procedures for walking quietly in a straight line in the hallway. Throughout the year, the teachers continue to practice routines and procedures and work with students to prepare them to become kindergarten students. Open House days are scheduled to allow Pre-Kindergarten parents and prospective parents to see the classroom and meet the teachers. Two dates are scheduled on the calendar to co-inside with Pre-K to Kindergarten enrollment. The first date is tentatively planned in the month of March for current Pre-K students. The second date is scheduled in May for potential Kindergarten students.

Elementary to Middle

Hollis Innovation Academy will transition into a PK-6 program in the fall of 2017. To prepare for this transition, the following action items will implemented:

- Meet with CTAE Director to create a vertical articulation plan for a whole school elementary STEM program to a middle school STEM program.
- Provide students transition counseling during the April and May, post GMAS assessment on schedules, expectations for middle school curriculum and requirements for successful completion.
- Provide a 6th grade Parent Night to inform parents of what to expect for August 2017

Private to Public

To support students entering Hollis Innovation Academy from a private school, the following will be done.

- Within the first 5 day, offer a Parent meeting and Orientation with Parent Liaison. This meeting will provide the parent with an overview of the school, policies, volunteer opportunities, grading policy, etc.
- Within the first 2 days, student will be assigned a student mentor to assist the student in acclimating to the school.
- Within the first 2 days provide parents an APS Student Handbook, Hollis FAQs and monthly calendar.
- Within the first 5 days, provide an introduction meeting to the Wrap-Around staff and leadership team.

New Students Entering during the Year

To support students entering Venetian Hills Elementary School throughout the school year, the following will be done.

- Parent meeting and Orientation with Parent Liaison. This meeting will provide the parent within the first 5 day, offer a Parent meeting and Orientation with Parent Liaison. This meeting will provide the parent with an overview of the school, policies, volunteer opportunities, grading policy, etc.
- Within the first 2 days, student will be assigned a student mentor to assist the student in acclimating to the school.
- Within the first 2 days provide parents an APS Student Handbook, Hollis FAQs and monthly calendar.

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- Within the first 5 days, provide an introduction meeting to the Wrap-Around staff and leadership team.

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- *7. Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program.**

Response:

The ways that we include teachers in decisions regarding use of academic assessments are:

- Teachers work collaboratively with literacy and mathematics coach to create weekly and unit assessments. Assessment questions or performance tasks are created based on the GSE.
- Teachers are supported by the instructional coach in reviewing unit, benchmark and district assessments to make instructional decisions. Teachers employ flexible grouping, re-focus lessons, and centers are developed by the teacher to accelerate or remediate concepts based on assessment results.
- Teachers work in grade level teams to develop different forms of assessment ranging from performance tasks, projects, open-response or paper pencil.
- Teachers work in partnership with the administrative team to identify how the assessments will be used to drive instructional programs.
- Teachers are also provided the opportunity to develop culminating projects that are aligned to the GSE. Teachers plan collaboratively to create quarterly projects.
- Teachers work in grade-level teams to review student work and offer standards-based aligned commentary.

- *8. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:**

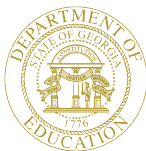
8(a). Measures to ensure that student's difficulties are identified on a timely basis.

Response:

We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely, and additional assistance. Those activities are (especially for those students who are struggling)...

- Intervention classes during the day (which includes additional time for Tutorial/Remediation)
- Early Intervention Program (EIP) small group pullout.
- After-School Tutorial on Monday-Thursday.
- Instructional aids created using Vista Print Technology
- Students will use iReady, Study Island, IXL, MobyMax and Brain Pop web based assessment to get immediate feedback.
- Ongoing daily and weekly formative assessments to identify students struggling on GSE tasks and activities.
- Unit Assessment and STAR data to identify students needing Tier 2 services through EIP and Intervention classes.
- Team Leaders will analyze and disaggregate multiple sources of student data to inform instruction or RTI Team.

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8(b). Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties.

Response: Instruction is closely monitored at Hollis Innovation Academy through short and extended observations and walk-throughs. Teachers identified as having difficulty in curriculum and instruction will be supported by instructional coaches, administrative staff and lead teachers. Instructional Coaches will use aspects of Cognitive Coaching and coaching cycle to support teachers. Efforts to support teachers in identifying students with weaknesses will be provided through periodic training which include:

- Data Team Training
- Peer observations
- Model lessons by Instructional Coaches
- Lesson plan development support and feedback
- Data Teams will be guided through analysis and disaggregation of student data to inform instruction or RTI Team. Guidance and professional development will be provided by administrative team and Instructional Coaches.
- Teachers will be provided bi-weekly training by Instructional Coaches on formative assessment strategies which are ongoing and daily methods to assess students understanding of the standards.
- Teachers will be provided training on Station Teaching, Guided Reading, and Flexible Grouping strategies to assist in structuring the class in supporting students who are struggling.

8(c). Parent-Teacher conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to the student at the school or in the community.

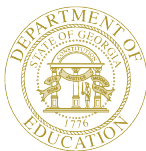
Response: Parents are strongly encouraged to attend regularly scheduled parent-teacher conferences. Parent Conferences can be scheduled weekly after-school on Wednesdays. Parents are welcome to come to the school at that time to meet with teachers about their child's academic performance. Parents may also request conferences by calling the school or providing a written request.

- Student academic performance is communicated through bi-weekly progress reports, Parent Portal, report cards, quarterly deficiencies, etc.
- In addition, RTI/SST meetings are scheduled by teachers for students who are consistently struggling to perform on grade-level so that they may receive additional support. Parents are invited to attend these meetings, as well as behavior interventionist and school psychologist when necessary.
- Parents may also conference with teachers before school between 7:30a.m. and 7:45a.m.

*9. Coordination and integration of federal, state, and local services and programs.

This component requires a description of how the school will implement the programs listed above, a description of how Title I resources and other resources will be coordinated to

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support student achievement goals in the school improvement plan, and a listing of all state and federal programs consolidated in the schoolwide plan.

9(a). List of state and local educational agency programs and other federal programs that will be included.

Response: The following programs are available at Hollis Innovation Academy:

- State funded Pre-K Head Start
- General Budget funded Early Intervention Program (EIP)

9(b). Description of how resources from Title I and other sources will be used.

Response: Title I funds will be used in the following way to support the targeted population and 3rd Grade Reading and Math and 5th Grade Writing.

Instructional Material & Supplies

Resources, paper, ink, construction paper, rulers, dry erase markers, dry erase boards, markers, colored pencils, scissors, highlighters, glue, tape, pencil sharpener, stapler, and sentence strips will be purchased for instruction. Instructional aids made by Hands to Mind and Museum of Science materials will be purchased to for Science and mathematics instruction.

Classroom Libraries and Supplies

To enhance the literacy program and encourage independent and small group reading, classroom libraries will be purchased. To support teachers and students in the management and upkeep of the books, chair pockets will be purchased. Chair pockets are individual sleeves that fit over the back of the back of the chair to hold classroom library books.

Professional Development Stipend

Teachers and Paraprofessionals will be provided two opportunities during the year to engage in full day Professional Development on Saturdays around Student Engaged Assessment strategies, ELA/Reading Module implementation and mathematics High Leverage Instructional Strategies.

Parent Liaison

The Parent Liaison will be used to provide academic resources and trainings for parents. Parents will be invited to the Parent Center monthly for academic focused activities. Activities such as how to assist your child with homework will be provided. Additionally, the Parent Liaison will coordinate monthly parent classroom observations and activities during the Reading and Writing Block to allow parents insight into what students do daily in Reading.

Instructional Coaches

Instructional Coaches will focus on Reading and Mathematics. The Instructional Coaches will provided classroom observations, offer critical feedback on instructional practices, model lessons, provide professional development, facilitate PLC and monitor and review lesson plans.

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Computer Programs

Online computer software, programs and equipment will be purchased to support literacy and mathematics instruction. The computer programs and software to be purchased are IXL, Brain Pop, Moby Max, Scoot Pad, Brain Pop, and Study Island.

Computer Equipment & Expendable Equipment

2 Panel Record Ex Boards will be purchased for 2 Kindergarten classrooms. The boards will be used to enhance instruction using video and audio tools. 15 Listening centers will be purchased for K-2nd grade core content classrooms. Listening Centers will assist students in developing reading fluency skills and enhance reading instruction. To further support STEM education, ELA/Reading and Mathematics instruction 2 Google Chrome Laptop Carts will be purchased. The Google Chrome books can support in providing students access to the computer software programs and self-paced programs purchased through Title I.

Tutorial Program

A tutorial program will be offered during and after school. 4 Buses will be funded through Title I to encourage students to participate. In addition Tutors will be funded for reading and mathematics for the after-school programs. The tutorial program will run from January 11th – March 29th. This program will be a 13 week tutorial program for students demonstrating deficiencies in ELA/Reading and Math. 12 Tutors will be funded to provide small ratios. STAR data, informal classroom assessments and Benchmarks will be used to determine students for program.

Professional Development

Teachers and administrators will be engaged in EL Education Professional Site Based and Regional Conferences, STEM Think Tank, SEL Training, ASCD Teaching and Learning Conference, and Museum of Science Professional Development.

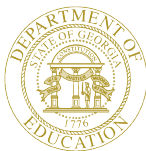
9(c). Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.

Response: Hollis Innovation Academy does not offer or coordinate with any other state or federal programs or agencies.

10. Description of how individual student assessment results and interpretation will be provided to parents.

Response: Assessment data is shared throughout the school year using a variety of

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communication methods. Parents are informed on student progress and test data results bi-weekly, telephone calls, written notes home, progress reports, deficiency notices, report cards, and individual parent conferences. Parents can also review student assessment results using the Infinite Campus Parent Portal.

The process that will be used to assist parents in interpreting school data will be:

- to provide the information in vivid graphs.
- provide parents a comparison between Hollis Innovation Academy, the district and the state in vivid bar graphs.
- provide parent information from the GaDOE website.

11. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.

Response: Preliminary data are received during the month of May. The administrative team and instructional coaches work to disaggregate the data by grade, teacher, content and domain. Upon the opening of the school year, the administrative team will lead the teachers through “data talks” during PLCs on GMAS test results. During these sessions, instructional coaches share strengths and weaknesses identified in the data. The GMAS data are used in combination with the universal screener and unit assessment results to determine strengths and weaknesses in grade-level, subject areas, and domains. SMART goals are then created by grade-levels based on subject and domains.

Additionally these data points support in identifying students struggling in mathematics and reading.

12. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.

Response: The school has a testing plan in place to ensure that the results for each category are valid and reliable. This plan includes specific procedures and protocols that the teachers and administrators must follow. Infinite Campus is used to verify the students that are marked Economically Disadvantaged matches the number of students that are tested. In addition, the tests are kept in a safe and secured location during times of non-testing, and they are returned to the district testing coordinator immediately after the testing process is complete. This process ensures that the results will be valid and reliable.

13. Provisions for public reporting of disaggregated data.

Response: An annual Title I Meeting is held at the beginning of each school year. During this meeting, the school’s GMAS data are shared with parents, teachers, and community members. In addition, a copy of the School Improvement Plan will be posted on the school’s website.

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14. The plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers under section 1117, determines that less time is needed to develop and implement the schoolwide program.

Response: The Title I School-wide plan is updated on a yearly basis in an effort to ensure that the data included in the report are the most recent data available at the time. These data are used to help make decisions regarding staffing and professional development, as well as set new goals for the upcoming year.

15. Plan developed with the involvement of the community to be served and individuals who will carry out the plan including teachers, principals, other school staff, and pupil service personnel, parents and students (if secondary).

Response: All stakeholders, including administrators, teachers, other school staff and parents who will carry out the plan play an active role in the development of the plan to obtain buy-in and ensure that they thoroughly understand it and agree with its contents.

16. Plan available to the LEA, parents, and the public.

Response: An electronic copy of the plan will be posted on the school's website, and a hard copy of it will be available in the main office for parents as well as the public to view. The plan is also available to the LEA and the executive director for M.R. Hollis Innovation Academy.

17. Plan translated to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.

Response: The plan is not translated in an additional language. At this current time English is the language of the significant percentage of parents at M.R. Hollis Innovation Academy. M.R. Hollis Innovation Academy does not service a high percentage of second language families. However, additional translations can be made available if requested.

18. Plan is subject to the school improvement provisions of section 1116 of ESEA as amended by Georgia's ESES Flexibility Waiver.

Response: The Title I School-wide Planning Team and Design/Leadership team work collaboratively to analyze assessments to determine the strategies and programs needed

* Required component of SWP as set forth in section 1114 of ESEA