



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Graduation Assistance Program

401 MCLAUGHLIN AVE

Bonifay, FL 32425

850-547-0470

<http://gap.hdsb.org/>

School Demographics

School Type

High School

Title I

No

Free and Reduced Lunch Rate

100%

Alternative/ESE Center

Yes

Charter School

No

Minority Rate

31%

School Grades History

2013-14

C

2012-13**2011-12****2010-11**

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	14
Goals Summary	15
Goals Detail	15
Action Plan for Improvement	18
Part III: Coordination and Integration	20
Appendix 1: Professional Development Plan to Support Goals	21
Appendix 2: Budget to Support Goals	22

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Graduation Assistance Program

Principal

Jean B West

School Advisory Council chair

Katherine Wynn

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Jean West	administrator
Kim Cullifer	paraprofessional
Shane Bush	teacher
Katherine Wynn	Business Member
Brian Brooks	Student
Amanda Smith	Parent
Rhonda Smith	student

District-Level Information

District

Holmes

Superintendent

Mr. Eddie Dixon

Date of school board approval of SIP

12/3/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Jean B. West-Administrator
 Brian Brooks-Student
 Amanda Smith-Parent
 Shane Bush – Teacher
 Katherine Wynn- Business Member
 Rhonda Smith-Student

Involvement of the SAC in the development of the SIP

The SAC provided suggestions and feedback on the use of new online curriculum materials. The committee will help make the decision on the continue use of the program or the expansion of programs that have been implemented in past years. Committee members have also provided financial and other support for rewards such as field trips, food, snacks, etc.

Activities of the SAC for the upcoming school year

The SAC will review relevant data (which is much more than test scores), identify problem areas, develop improvement strategies, monitor the implementation of the strategies, and then start the whole process over when the next round of data becomes available.

Projected use of school improvement funds, including the amount allocated to each project

The use of funds has not been determined at this time.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Jean B West

Principal

Years as Administrator: 31

Years at Current School: 17

Credentials

English, (grades 6 - 12) Professional 7/1/2009 - 6/30/2014
 Exceptional Student Education, (grades K - 12) Professional
 Guidance And Counseling, (prekindergarten - Grade 12)
 Professional
 Middle Grades, Endorsement Professional
 Psychology, (grades 6 - 12) Professional
 Reading, Endorsement
 381938

Performance Record

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials**Performance Record****Classroom Teachers****# of classroom teachers**

2

receiving effective rating or higher

(not entered because basis is < 10)

Highly Qualified Teachers

0%

certified in-field

0, 0%

ESOL endorsed

0, 0%

reading endorsed

0, 0%

with advanced degrees

0, 0%

National Board Certified

0, 0%

first-year teachers

2, 100%

with 1-5 years of experience

0, 0%

with 6-14 years of experience

0, 0%

with 15 or more years of experience

0, 0%

Education Paraprofessionals**# of paraprofessionals**

1

Highly Qualified

1, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

If the academic goals set out in the Common Core Standards are going to be achieved, the GAP administrator will have to overcome serious teacher barriers that limit her ability to recruit and retain the teachers she needs. The highly qualified teacher challenge is almost insurmountable in a hard-to-staff school that serves poor, minority, behavioral disordered, and lower achieving children and have significant proportions of inexperienced, underprepared teachers as well as higher attrition rates. Currently, for this year, the two teachers were recruited out of the adult and DJJ probation offices. Both are willing to complete educational training requirements and both have the skills and willingness to work with this hard to serve population.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Mentoring is a daily activity that may encompass a realm of activities from something as quick as sending an uplifting e-mail to hours of collaboration and planning. The mentoring program involves orientation, planning, observations and documentation. The support that teachers receive may mean the difference between a teacher lasting the school year and returning the following school year. Research shows that 40 to 50% of new teachers leave teaching within the first five years of teaching. Effective mentoring strategies result in:

- increased student test scores and other benefits for students of new teachers
- new teachers becoming more reflective thinkers
- more teacher satisfaction
- more professional school culture
- more teacher collaboration

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The school based leadership team will meet regularly to monitor the progress and implementation of MTSS and SIP. The principal provides leadership and vision to ensure data-based decisions, oversees and assesses implementation of the district RtI plan. General Ed / ESE teachers provide information about core instruction, gathers student data, provide interventions at Tier 1, works with others to implement strategies at the Tier 2 and 3 levels. The instructional coach leads and evaluates core content standards, identifies student needs, identifies appropriate intervention strategies, assists with screening and on-going progress monitoring, data collection and analysis, provides professional

development to support the implementation of Tier 1, Tier 2, and Tier 3 interventions. The guidance counselor provides support for students, teachers and parents through the MTSS process.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The leadership team will work toward a common goal of effectively implementing the district plan for RtI. The team will meet quarterly to review data, identify at-risk students, discuss and share effective instructional practices, make plans regarding interventions, and document progress.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

In our small, rural school, many members of the SIP team and various leadership teams are involved with multiple teams. This overlapping of involvement creates a more cohesive approach between the various teams within the school.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

FOCUS allows us access to information regarding the performance of our students, their behavior, and attendance.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Training is ongoing and available to all staff and parents. Parent portals are in place to improve the parents' ability to be involved in the problem solving process.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students**Minutes added to school year: 10,800****Setting and Practicing Procedures**

Staff is available for students and parents one hour before the regular work day.

The overriding strategy for maximizing learning is to create an environment where school is a serious place where students and staff go to study, work, and produce. This attitude and culture is implemented so our students can acquire knowledge, learn skills, and develop work and behavioral values that will make them productive citizens. The following is a list of strategies that are practiced and learn to maximize instructional time:

- Students arrive on time – tardiness is kept to a minimum through an effective rewards system.
- Limited instructional time is wasted on routines involved in taking and reporting attendance.
- Locker time is limited and just long enough for necessary preparations. Students carry materials they need for multiple classes to avoid repeat trips to lockers.
- Transitions are supervised and orderly to reduce disruptions and delays in starting the next class.
- Protocols and classroom expectations are established for the start of the class period so that students can begin working immediately when they walk in.
- Protocols are established that limit trips to the bathroom and water fountain.
- Teachers actively work to minimize disruptions and maximize engagement.
- Students are actively rewarded for staying on task.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Anecdotal Records will be used by teachers to maintain detailed records on individual students and procedures. Teachers will observe and record students' failure to follow classroom procedures. All teachers and staff will meet daily to analyze and use data that they collect on the students in their classrooms. Anecdotal Records are designed to help teachers gain an awareness of their students as individuals rather than as one homogeneous group, to acquire a thorough understanding of children's individual learning and behavioral needs with a focus on strengths and weaknesses, and to develop strategies that will meet those needs. This practice will help teachers focus not only on the subjects that they teach but also on the students to whom they teach them.

These same anecdotal records will serve as record to review and document the effectiveness of the strategies used to maximize learning for our students.

Who is responsible for monitoring implementation of this strategy?

All Staff

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Jean West	Administrator

Name	Title
Shane Bush	teacher
Denise McGowan	teacher
Kim Cullifer	Para professional

How the school-based LLT functions

The literacy team includes teachers, the administrator and paraprofessional. Since both teachers are first year teachers and will be working toward obtaining certification in the appropriate areas, all meetings will be centered around the areas and strategies that most affects student learning and involvement. The school-based LLT works to create a culture of literacy throughout our school. The team meets quarterly to review current research, identify the status of our school through data study, and to create school-wide initiatives to promote the culture of literacy.

Major initiatives of the LLT

The literacy committee's goals for the teaching of reading and writing in all subject areas will include the following:

Lots of passion and enthusiasm– Passion and enthusiasm are contagious! If we teach literacy in all subjects with lots of passion and enthusiasm, students will respond with mirrored passion and enthusiasm for learning.

Multiple intelligences– Teachers will use a variety of activities and tailor their instruction to the various intelligences and methods of processing information (linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, intrapersonal and interpersonal).

Differentiated instruction and pacing– Teachers will work with student's strengths and will address their weaknesses while respecting their cultural backgrounds. Diversity is the norm...not the exception.

Read aloud – Teachers will read aloud and read aloud OFTEN! - Studies have found that the single most important activity for building the knowledge required for reading success in school is “reading aloud” to students.

Modeling– Teachers will practice what they preach! Students need to see their teachers (and parents) reading and writing. In addition, teachers will need to model “think aloud” strategies in shared and guided reading and writing activities in order to scaffold students learning of good reading and writing habits and strategies.

Comprehension strategies, including building background knowledge- The ultimate goal of reading is to make “meaning” from the text we read. Students need to be taught strategies to pull meaning from the decoded words. Building and using background knowledge is central to comprehension. Once background knowledge is obtained, teachers will help students create mental images, ask questions, make inferences, and determine importance.

Practice, practice, practice!– Students need LOTS of time to independently practice reading and writing. Strategies for decoding text that include meaning (semantic), structure/language (syntactic) and visual (graphophonetic) cues – Teachers need to arm their students with a battery of strategies to figure out unfamiliar words and to monitor their reading. An example of strategies might be as follows:

To help myself read, I can... 1. Check the picture. 2. Go back and read it again. 3. Get my lips ready. 4. Does it sound right? Does it look right? Does it make sense? 5. Find chunks I know.

Word study – working and playing with words– Students need explicit instruction and lots of practice in sight word recognition, phonics and morphemic analysis. Good readers are good decoders.

Writing– Writing mirrors reading. It is conceptually different to “encode” rather than to “decode,” and strengthening writing will strengthen reading and vice versa. Writing needs to include immersion into the study of mentor texts and the authors that write them. It needs to include teaching students to think like writers and to read like writers.

Major initiatives of the LLT will be to work closely to analyze previous years data and current progress monitoring data to identify targets that will lead to great student achievement. LLT will also work to increase the rigor of lessons and the complexity of texts used in all classes.

The Literacy Leadership Team will collaborate to promote rigorous literacy implementation in every academic area. Team members will meet monthly with the intention of addressing reading improvements of students within the classroom, assessment data and incorporation of reading within each lesson. Professional development is continuously being provided for faculty focusing on reading in all content areas.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Reading instruction at the Graduation Assistance Program will be provided in all grades levels and subjects by providing:

- an opportunity to foster a love of lifelong reading and a mastery of reading skills.
- a culture that strongly supports reading, and expands literacy experiences and resources.
- an environment that supports critical learners, who are prepared for lifelong learning, and who read and write for a variety of purposes.
- the opportunity for direct instruction regarding all aspects of reading: informational texts, literary texts, comprehension strategies, and word identification skills.
- practice, remediation and extension of the skills used in reading in all subject areas.
- integrated and interdisciplinary literacy instruction in conjunction with English and content area teachers who support comprehension skills through teaching paraphrasing, summarizing, identifying main idea, vocabulary, and the application of reading strategies.
- daily access to technology supporting readers for future literacy needs.
- data-driven instruction.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Each academic area incorporates real world application into each lesson. Content area teachers also encourage the investigation of career opportunities available within the various subject areas.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Every eighth grade student has a career education class in their curriculum, which includes attending a career fair. The guidance counselor is readily available for consultation and advising in course selections. Eighth grade students have the opportunity to visit the high school and meet with faculty and counselors to advise them in the transition from middle to high school. High School students are given a copy of their cumulative grades, graduation requirements and course selection sheet. Staff reviews graduation requirements, bright futures requirements, and course availability with students.

Strategies for improving student readiness for the public postsecondary level

The GAP is offering more online courses to prepare our students for the increasing number of colleges offering on line courses.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Our goal is to increase parent involvement by 10% at our school.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent involvement 10%	10	50%	60%

Goals Summary

- G1.** Goal # 1 The percentage of students scoring level 3 or higher on FCAT 2.0 Reading will increase to 60%.

Goals Detail

G1. Goal # 1 The percentage of students scoring level 3 or higher on FCAT 2.0 Reading will increase to 60%.

Targets Supported

- All Areas
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Federal and state funds are available to provide additional materials and professional development for teachers to improve their knowledge of reading strategies.

Targeted Barriers to Achieving the Goal

- Students are reading below grade level

Plan to Monitor Progress Toward the Goal

Thinklink Testing, and data analysis meetings

Person or Persons Responsible

faculty, administration and students

Target Dates or Schedule:

Thinklink test will be administered at the beginning of the school year, mid-year, and again prior to FCAT testing.

Evidence of Completion:

Score reports and Results from 2014 FCAT 2.0

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Goal # 1 The percentage of students scoring level 3 or higher on FCAT 2.0 Reading will increase to 60%.

G1.B1 Students are reading below grade level

G1.B1.S1 Utilize research based strategies that emphasize reading instruction in all grades levels and subjects by providing:

- an opportunity to foster a love of lifelong reading and a mastery of reading skills.
- a culture that strongly supports reading, and expands literacy experiences and resources.
- an environment that supports critical learners, who are prepared for lifelong learning, and who read and write for a variety of purposes.
- the opportunity for direct instruction regarding all aspects of reading: informational texts, literary texts, comprehension strategies, and word identification skills.
- practice, remediation and extension of the skills used in reading in all subject areas.
- integrated and interdisciplinary literacy instruction in conjunction with English and content area teachers who support comprehension skills through teaching paraphrasing, summarizing, identifying main idea, vocabulary, and the application of reading strategies.
- daily access to technology supporting readers for future literacy needs.
- data-driven instruction.

Action Step 1

Think Link Testing

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

ongoing at least three times a year

Evidence of Completion

Think Link results FCAT 2.0 Results

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Progress Monitoring Meetings

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

At the end of each nine week period

Evidence of Completion

Think Link Progress 2014 FCAT 2.0 results

Plan to Monitor Effectiveness of G1.B1.S1

Think Link Assessments

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

throughout the year - At least every nine week period

Evidence of Completion

2014 FCAT 2.0 results

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Supplemental educational services are provided through outside agencies to provide the essential additional remediation that is required for our struggling students. Funding is also utilized at our district level to provide professional development, family involvement, and technology needs. Title I, Part A works in coordination with Title I, Part D, Title II, Title III, and Title VI, Part B. Holmes County has a very low percentage of migrant students. Our school will work with the district office to ensure that services and support is provided to parents and students. Our district receives the funds for Title I, Part D and coordinates all services. These funds are utilized for neglected, delinquent and as-risk students. Title VI, Part B funds provide after school tutoring. Title X Homeless funds assist identified homeless students with school supplies, medical care and tutoring opportunities. Holmes District works in coordination with the Holmes County Health Department and CARE to provide education in nutrition and healthy lifestyle changes.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

Appendix 2: Budget to Support School Improvement Goals