

# Holly Hill School



# 2015-16 School Improvement Plan

## Holly Hill School

1500 CENTER AVE, Holly Hill, FL 32117

<http://myvolusiaschools.org/school/hollyhill/pages/default.aspx>

### School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	Yes	92%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	58%

### School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	D	D	C

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan was approved by the Volusia County School Board on 11/10/2015.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>21</b>
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	24
<b>Appendix 1: Implementation Timeline</b>	<b>32</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>33</b>
Professional Development Opportunities	34
Technical Assistance Items	38
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## 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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### 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-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Holly Hill School is committed to creating a learning environment where all students can achieve academic success through rigorous instruction provided by caring, collaborative teachers and supported by involved parents and community members.

##### Provide the school's vision statement

At Holly Hill School, all students are empowered to become life-long learners and successful citizens through the interactions of all stakeholders that convey high expectations, support and mutual respect for students and one another.

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Holly Hill K-8 has a deep understanding of student's culture as it is situated between churches and housing developments in a low-socioeconomic area. Stakeholder involvement in decision-making is a critical component of establishing and maintaining positive relationships between staff, teachers, and students on campus. We utilize a student climate survey and a school climate survey to assess the feelings of safety, cooperation, mutual trust and respect on campus. Another way we promote positive relationships between teachers and students is through our extracurricular activities such as; Junior Honor Society, Year Book Committee, Florida Future Educators of America (FFEA), Morning News Crew, band, basketball teams, Highsteppers, and Pep Squad.

We utilize our Positive Behavior Intervention Support Team, Instructional Leadership Team, Teacher Leadership Team, School Counselors, Parent Teacher Student Advisory (PTSA) and our School Advisory Council (SAC) to inform decision making and expectations.

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

The school based Positive Behavior Intervention Support (PBIS) Team collaborate to develop procedures intended for all students and staff in classrooms and common areas throughout the school. We focus on promoting positive behaviors and building a school community based upon "Living The Code". In addition, the PBIS team will develop lessons and activities to support the implementation of school-wide expectations. We will continue to ensure that all students will follow the code in being responsible, respectful, cooperative, and safe in the school setting.

Positive Behavior Intervention Support (PBIS) strategies are evidence-based. The strategies are considered effective when interventions result in increasing individual's success and personal satisfaction; enhancement of positive social interactions across academic, recreational, and community settings.

School leadership, along with campus advisors, and teachers provide effective monitoring of the campus before, during, and after school with active rotational supervision throughout the school day. Though this active supervision approach, students have access to adults to express any concerns during anytime of the school day.



**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

We will continue to implement a Positive Behavior Intervention Support System (PBIS) at Holly Hill School. We have utilized the PBIS approach for behavior change which incorporates proactive, positive (non-punitive), and instructional strategies exercised over time with consistency. These strategies involve establishing settings, structures, and systems to facilitate positive behavior change in all school settings.

Since the adoption of Positive Behavior Intervention Support (PBIS), instruction regarding behavioral expectations continues to be the most critical antecedent for appropriate student behavior. Former and new teachers will be supported in the implementation of school-wide expectations through lessons that address elements of "Living the Code" and define behavior expectations before every activity. Teachers will continue to use Knight Bucks to reinforce positive behaviors and participation. In addition, the PBIS team will continue to monitor the school's incentive program to increase and ensure adequate student participation. The school will utilize the Morning News Crew to develop media clips to model and support the teaching of "Living the Code" at Holly Hill School. Instructional time is a top priority and protected by administration and staff members. The Holly Hill School approach is to ensure student and parent accountability for absences and tardies. Student misconduct will be handled immediately and with minimal interruption to instruction.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

At Holly Hill our role of education is to give students a broad and foundational knowledge over a wide range of subjects, it is equally important for young people to be aware of and develop their unique strengths. Our school offers the following non-violence and anti-drug programs: Student Mentor Program, Guidance Mediation Programs, Crisis Training Programs, Drug Awareness Program, Suicide Prevention Program, and Bullying Program.

Quarterly, our School Counselors are a part of the special area schedule in primary grades where they focus on an array of social-emotional topics. Also, on the secondary level the School Counselor provide lessons to students to increase positive interactions in the school and community.

Also, in support of establishing an environment to meet social-emotional needs of the students at Holly Hill School, the School Counselor facilitates parent conferences; provide academic counseling and behavioral support; conduct needs assessments; and provide information to parents regarding community resources. Student groups are based on topics predetermined by the district and data analysis; including, individual support requiring immediate intervention.

School counselors also involve district student services personnel to assist with student mentoring and sponsoring family events. Student services personnel (School Psychologists, School Counselors, and School Social Workers) provide direct and indirect evidence-based support to students identified through criteria measurement.

Lastly, our School Counselors will continue to develop partnerships with local churches and agencies that provide holiday assistance to our families help support social-emotional and economical needs.

### Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

The school regularly accesses the Early Warning System, which is a specialized report available to middle schools. The indicators are as follows:

Attendance is below 90%, regardless of whether absence is excused or due to out of school

suspensions

Year to date suspensions ( at risk if 1 or more) including in school or out of school

Course failure in ELA or mathematics

Level score on statewide, standardize assessments in English or Math

Pursuant to Florida Statue, any student who meets at least 2 of the aforementioned indicators is identified on the Early Warning System and the parents are invited to a Problem Solving Team (PST) meeting at the school.

### Provide the following data related to the school's early warning system

***The number of students by grade level that exhibit each early warning indicator:***

Indicator	Grade Level					Total
	4	5	6	7	8	
Attendance below 90 percent	3	18	18	21	39	99
One or more suspensions	1	12	9	19	24	65
Course failure in ELA or Math	0	0	0	0	0	
Level 1 on statewide assessment	3	18	18	21	39	99

***The number of students identified by the system as exhibiting two or more early warning indicators:***

Indicator	Grade Level					Total
	4	5	6	7	8	
Students exhibiting two or more indicators	3	15	12	11	13	54

### Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The Early Warning System is used to determine school-wide trends which impact the academic performance of students. As a result, indicators that are elevated (e.g., attendance below 90%, patterns of office discipline referrals and suspensions) become the focus of school-wide intervention efforts. These areas are addressed through school leadership meetings and during Professional Learning Communities in which group data are considered and evidenced-based interventions are developed to address the areas of concern.

For indicators sensitive to behavioral issues (e.g., office discipline referrals and suspensions), interventions are provided directly and indirectly by the Student Services team and are aligned with the tenets of Positive Behavioral Intervention Supports (PBIS).

Regular review of the Early Warning System report enables the school team to determine if interventions are successful in addressing areas of concern (i.e., if numbers are not increasing). For students exhibiting difficulties beyond larger systemic issues being addressed by the school through the EWS. The student is referred to the school's Problem Solving Team (PST) and the parent is invited so that individual interventions can be developed and monitored.

### Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

Yes

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

#### **Description**

PTSA, SAC, Open House, Evening Computer Class for Parents, Reading and Math Nights, FCAT Night, Science Night to prepare for Science Fair, and Pinnacle Night to explain and demonstrate to parents how to access the gradebook program, and monitor the grades of their child at anytime.

### **Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

The school builds and sustains partnerships with the local community through actively participating in community events. The principal has established a partnership with Holly Hill Commission to share information about school programs and accomplishments. Our local elected officials and police officers participate in our School Advisory Council (SAC), school and community events, and awards assemblies. There is a strong partnership with the YMCA, the Boys and Girls Club and Daytona State College to provide tutoring and mentoring for our students. In addition, Food Brings Hope, will continue to offer food, after school tutoring and after school field trips for our students. Additional ways the school build and sustain relationships with the local community is by hosting events such as: Parent Nights, PTSA Meetings, and Family Literacy Nights.

### Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

#### **School Leadership Team**

##### **Membership:**

Name	Title
Mayo, Billie Jo	Instructional Coach
Levine, Jeff	Assistant Principal
Mallory, Steffan	Assistant Principal
Gill, Jennifer	Instructional Coach
Hoffman, Barbara	Instructional Coach
Myers, Richard	Principal
Barkley, Brenda	Assistant Principal
Zeringue, Katherine	Instructional Coach

##### **Duties**

#### **Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making**

The school-based leadership team identifies school based needs and resources (both materials and personnel) to determine how to best support students and teachers. Academic and behavioral data, teacher and student feedback, classroom walk-throughs, and observations are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Positive Behavior Support Teams, Professional Learning Communities and Teacher Leaders). As the school's

primary instructional leader, the Principal communicates a vision for student achievement and guides the teams' work. Each member of the School Based Leadership Team serves as a representative and liaison for one of the other teams/PLC.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

Personnel: The leadership team considers student achievement data, instructional performance and team dynamics when assigning teachers to grade levels or departments. Throughout the year there is ongoing progress monitoring of both student and teacher performance to ensure the implementation of appropriate intervention and support is given to all. The leadership team provides positive reinforcement to both students and teachers for their achievements.

Instructional Resources: The leadership team participates in weekly PLC meetings that include data review, curriculum discussions and instructional planning. Highly effective teachers are encouraged to take leadership roles within the school. They are also supported and encouraged to participate in professional development that goes beyond what is offered at the district level. Teachers receive immediate feedback on instructional best practices through weekly walk-throughs from both the academic coaches and administrators. Professional development is differentiated to meet the needs of individual grade levels or departments. Due to the diverse levels of proficiency among teachers, every effort is also made to differentiate based on levels of proficiency.

The school improvement plan is data driven and focuses on areas of school- based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with RtI as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

#### Title I Part A

Our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title I at Holly Hill School include:

- Academic Coaches for the purpose of comprehensive staff development
- Reading Intervention Teachers to provide interventions for students in need via a push-in model
- Math Coach to provide comprehensive staff development and support to the math teachers
- STAR Tutor, Success Maker, Wellness Plan, Computer Certification course, RENEW-homeless shelter, Data Chats, Extended PLC Meetings, Bullying Program, Classroom Resources for Engagement, Differentiation, Technology- iPads, Mobi for teachers and students, and Clickers.
- Supplemental materials and supplies needed to close the achievement gap
- Parent To Kids workshops to teach literacy skills to parents so they can help their children to become better readers

#### Title I, Part C- Migrant

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant

Education Program provides the following:

- Academic Assistance through credit accrual/recovery, tutoring, and summer school
- Translation Services for parent/teacher conferences
- Parental support through parent/kid activity nights and workshops on school success
- Migrant Parent Advisory Council (MPAC)
- Medical Assistance through referrals to outside community agencies
- Food Assistance through referrals to food assistance programs

Title I, Part D

The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

Title II

The district receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

Title III

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the progress of ELL students to identify specific needs, as well as target interventions and enrichment that ensure the appropriate pathway toward graduation.

Title X- Homeless

The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.

Violence Prevention Programs

Holly Hill School offers the following non-violence and anti-drug programs:

- Student Mentoring Program
- Peer Mediation Program
- Crisis Training Program
- Suicide Prevention Program
- Bullying Program

Nutrition Programs

Holly Hill School offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Wellness Policy School Plan
- Nutrition and Wellness classes through PE
- Health classes at the secondary level
- Physical Activity Centers for Elementary students

Housing Programs

N/A

Head Start

The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school.
- Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.
- Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible.



- Coordinating the services being provided by Head Start with services in elementary schools.
- Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.

Adult Education

N/A

Career and Technical Education

-8200110/YSC BUSINESS KEYBOARDING

-8200520/YSK COMPUTER APPLICATIONS IN BUSINESS 1

-8209020/VME COMPUTING FOR COLLEGE & CAREERS

-8600010/YSQ INTRODUCTION TO TECHNOLOGY

-8600020/YSR EXPLORING TECHNOLOGY 1

-8600020B/YSRB EXPLORING TECHNOLOGY 2

-8600040/XTI EXPLORATION OF PRODUCTION TECHNOLOGY

Career and Education Planning

Per Section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields. MyCareerShines, a service of FloridaShines, is a navigator to help students learn about themselves, explore careers, build an education plan, and prepare for work.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Beverly Gadson	Teacher
Jan Gartrell	Business/Community
Roger Healy	Business/Community
Jeff Levine	Education Support Employee
Jeff Miller	Business/Community
John Penny	Business/Community
Lorena Reed	Parent
Zina Johns	Parent
Jennifer Vierra	Parent
	Student

#### Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

In order to ensure that the School Advisory Council is well informed and involved in the decision-making process for the school, a council meets monthly to provide input for the development of a school improvement plan for the school year of 2015-2016. In order to evaluate the effectiveness of last year's school improvement plan, our school leadership team met to engage in Step Zero. Using a reflective approach, the team brainstormed an 8-step planning and problem-solving process to identify goals and set targets based on the previous year's data. Analyzing this data, allowed the team to effectively determine our current strengths and weaknesses, which provided key information to determine the future needs of the stakeholders.

*Development of this school improvement plan*

The SAC participated in a data review of student achievement on the Florida Comprehensive Assessment Test, the Florida Alternate Assessment, the End-of-Course (EOC) Assessments, and feedback of the Climate Survey data from stakeholders. Collaboratively, the SAC team reviewed the data and discussed specific information to understand the root causes for identified areas of weaknesses. In addition, the SAC discussed both resources and specific barriers to increasing student achievement and positive interactions at HHS. The discussion of the specific strategies for improvement was started and will continue at our next SAC meeting.

*Preparation of the school's annual budget and plan*

The preparation of the school's annual budget and plan will align with the school improvement plan. At the SAC meetings, we will continue the discussion of the school's annual budget and plan; which is shared for the purpose of obtaining input and monitoring of the appropriate allocation of funds. Throughout the year, updates on the school's budget, spending, and progress of projects will be provided at SAC meetings.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

The allocation of the school's improvement funds are based on the guidelines established by the Florida Statutes. The use of funds are aligned with the goals and implementation of the school improvement plan. The requests for funds are submitted by faculty and staff. All actions regarding the expenditure of funds are voted upon by the SAC members.

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
	Instructional Coach
Gill, Jennifer	Instructional Coach
Levine, Jeff	Assistant Principal
Woody, Debra	Instructional Media

**Duties**

***Describe how the LLT promotes literacy within the school***

The school based LLT identifies school based resources (both materials and personnel) to determine the continuum of academic supports available to students to support literacy at the individual school site. The school-based LLT leadership team meets regularly throughout the school year in order to address the literacy needs that develop throughout the year, as well as to monitor outcomes of supports and interventions.

Programs supported by LLT: Scholastic Reading Counts, 100 Book Challenge, National Writing Project, Literacy Fair, Family Literacy Night, Young Author's Celebration, and Literacy Week.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Common planning, Professional Learning Communities, (PLCs), and academic coaching are critical practices to help build positive, collaborative relationships among teachers.

Common planning allows teachers to participate in weekly PLCs to regularly review formative assessment data, plan for and adjust their instruction accordingly. When necessary, PLCs make recommendations for students to be reviewed and assisted by the school's Problem Solving Team (PST). Through the PLC structure teachers are encouraged and supported to work together on common goals with clear objectives. PLCs also allow teachers to regularly engage in a reflective dialogue to deepen shared language and understanding of instructional practices. The common planning and regular PLC infrastructure also ensures that teachers have the structure and time to provide feedback on implementation of new instructional strategies, assessments and planning future units of study. The use of academic coaches to assist with teacher collaboration and professional development plays a significant part in designing instruction to meet student needs and encouraging the collaborative process. Instructional Reviews combined with administrative walk throughs, provide leadership with data to identify areas in which additional follow-up coaching is needed. The leadership team (which includes coaches) meets weekly to talk about what trends are being seen in classrooms. This process also provides opportunities to identify exemplary teachers for the purposes of allowing class visits from peers. The coaches work side by side with teachers to enhance instruction and reflective practices.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

1. New Teacher Programs (Individual PD, small group professional development, New Teacher Orientation, Teacher Retention Program, PLC activities, PAR teachers assigned by district, mentors, peer classroom visits, other site visits as needed) Persons responsible: Academic Coaches, Administration, District Staff.
2. PLC Activities (Data analysis to drive instruction, Best Practices: Language Arts Florida Standards, Mathematical Florida Standards, Interactive Science Notebooks, Building the Instructional Block, Formative Assessments, VIMS, new curriculum material) Persons responsible: Faculty, Academic Coaches, Administration)
3. Celebration/Acknowledgement/Recognition of Teacher Accomplishments (Teacher of the Year, FFEA Teacher of the Month, Individual recognitions)  
Persons responsible: TOTY Committee, FFEA, Administration, Knight Life Committee, Faculty)
4. Student showcase/acknowledgement (Knight Bucks, 100 Book Challenge Grades K-2, Reading Counts Grades 2-8, Knight Pride Awards, District Honor Roll, etc.) Persons responsible: Faculty, Staff, Administration, Team Leaders, PTSA, SAC)

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

School based mentors and coaches have been paired with beginning teachers or teachers who are new to our school or department to provide support as needed.

Planned Activities: Observations/visitations of same grade level peer; model lessons; observations and coaching, academic coaches; assist with lesson plans and provide support; conference/discuss

## Ambitious Instruction and Learning



## Instructional Programs and Strategies

### Instructional Programs

#### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

All Volusia County public schools meet or exceed state requirements. The district leads teacher teams to create curriculum maps and resources for all grade levels and content areas aligned to Florida Standards. District teams create summative assessments to monitor student achievement. School leaders and teachers are given professional development on the implementation of curriculum maps, resources and assessments.

Professional Learning Communities, administration and Academic Coaches help to ensure that instruction is aligned to Florida Standards, it's well-paced, rigorous and engaging.

### Instructional Strategies

#### ***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

There is fifty minutes of dedicated time built into the master schedule for grades K-5 and Common Planning in grades 6-8 which allows teachers to participate in weekly PLCs to regularly review formative assessment data, plan for and adjust their instruction accordingly. Assessment data is used to identify groups of students to receive targeted instruction during an intervention period. Teachers, alongside academic coaches and interventionists, create targeted instruction for intervention. Students requiring intensive remediation receive additional support from interventionists and Success Maker. When necessary, PLCs make recommendations for students to be reviewed and assisted by the school's Early Warning System (EWS) team or Problem Solving Team (PST). Additionally, grade level meetings are held to review student data and address specific academic and behavioral concerns across the content areas. In doing so, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility.

The use of academic coaches and administrators to assist with teacher collaboration and professional development plays a significant part in designing instruction to meet student needs and encouraging the collaborative process. Instructional Reviews combined with administrative walkthroughs, provide leadership with data to identify areas in which additional follow-up coaching is needed. The leadership team (which includes coaches) meets weekly to talk about what trends are being seen in classrooms. This process also provides opportunities to identify exemplary teachers for the purposes of allowing class visits from peers. The coaches work side by side with teachers to enhance instruction and reflective practices. Coaches diligently complete the coaching cycle to provide maximum support, including the use of specific feedback instruments. The modeling of lessons is common practice on campus.

#### ***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Extended School Day

**Minutes added to school year:** 10,800

Plus One School- school day extended by one hour each school day

**Strategy Rationale**

Extends the number of minutes available for core instruction grades K-5 and provides an additional period for intervention and enrichment in grades 6-8.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Mallory, Steffan, samallor@volusia.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Administrative observations and monitoring PLC and data meeting discussions to address instructional strategies for implementation. Data that will be monitored will include PLC Minutes, FAIR, District Interim Assessments, Formative and Summative Assessment, FCAT Explorer, FCAT 2.0, and End of Course Exams.

**Strategy:** Summer Program

**Minutes added to school year:** 4,800

Tutoring for both math and reading using iReady, 5 days a week for 2 hours a day

**Strategy Rationale**

Keep our students engaged in learning over the summer and provide more individualized instruction to help close the achievement gap

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Mallory, Steffan, samallor@volusia.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Results from diagnostic and post assessment will be compared to determine student's academic growth

**Strategy: After School Program**

**Minutes added to school year: 3,240**

After school tutoring using iReady

**Strategy Rationale**

Provide extra support for students that scored a level 1 on FCAT in reading or math.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Mallory, Steffan, samallor@volusia.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Results from diagnostic and post assessment will be compared to determine student's academic growth

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
- Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
- Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
- Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

The school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships. Every year, after state testing, students and parents participate in a course selection fair that exposes them to next year's curriculum to inform their course selection. After the course selection fair, students meet one-on-one with a counselor to decide what classes will be taken. Parents are invited to these meetings and final course selection is sent home for parent's signature.

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

The school offers students elective courses in art, business, technology, and career study courses and electives. Many of these courses focus on job skills and offer students internships. A daily focus of the school is for teachers and students to ask each other, “why are we learning this?” to ensure that instruction is always relevant. Teachers are also provided reading materials and “bell ringers” that are based on current events.

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

.

#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## School Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If we implement highly effective literacy instruction with fidelity within all content areas, then, student achievement in all content areas at Holly Hill School will increase.
- G2.** If we establish and consistently communicate high expectations of student success at Holly Hill School, in our community and with all stakeholders, then positive student behaviors in all areas will increase.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** If we implement highly effective literacy instruction with fidelity within all content areas, then, student achievement in all content areas at Holly Hill School will increase. 1a

G069642

**Targets Supported** 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	20.0
FSA Mathematics - Achievement	30.0
FCAT 2.0 Science Proficiency	40.0

**Resources Available to Support the Goal** 2

- Teachers
- Academic Coaches
- Intervention Teachers
- DBQ's
- Title I funding
- Curriculum Support Materials
- SuccessMaker, Waterford, Think-Through Math
- DA Team

**Targeted Barriers to Achieving the Goal** 3

- Lack of knowledge/strategies
- Focused professional development

**Plan to Monitor Progress Toward G1.** 8

Measure the effectiveness of literacy strategies through interim and report card grades, VLT's, and ELA FSA

**Person Responsible**

Richard Myers

**Schedule**

Monthly, from 9/18/2015 to 6/3/2016

**Evidence of Completion**

Climate survey, attendance rate and number of discipline referrals

**G2.** If we establish and consistently communicate high expectations of student success at Holly Hill School, in our community and with all stakeholders, then positive student behaviors in all areas will increase. 1a

G069643

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

2+ Behavior Referrals

**Resources Available to Support the Goal** 2

- Positive Behavior Intervention Support (PBIS)
- District Support
- Administration
- Parent Teacher Student Advisory (PTSA)
- Business Partners
- School Advisory Council (SAC)
- School Resource Deputy (SRD)
- Staff
- Year Book Committee
- Morning News Crew
- National Junior Honor Society (NJHS)
- Florida Future Educators of America (FFEA)
- Student Government Association (SGA)
- 

**Targeted Barriers to Achieving the Goal** 3

- Communication

**Plan to Monitor Progress Toward G2.** 8

Diagnostic, formative and summative student assessment data, script taping, rubrics, walk-through and observation evidence

**Person Responsible**

Brenda Barkley

**Schedule**

Quarterly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Student performance on State Assessments, PLC minutes, reports from VIMS, PMRN, Eduphoria, lesson plans, script tapes, and coaching and walk-through feedback forms

## Action Plan for Improvement

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       **S123456** = Quick Key

**G1.** If we implement highly effective literacy instruction with fidelity within all content areas, then, student achievement in all content areas at Holly Hill School will increase. **1**

 **G069642**

**G1.B13** Focused professional development **2**

 **B181144**

**G1.B13.S1** Strategic Professional Development **4**

 **S192566**

### Strategy Rationale

Training and implementing school-wide literacy strategies will establish common literacy language and expectations.

### Action Step 1 **5**

Implement school-literacy strategies to support instruction

#### Person Responsible

Richard Myers

#### Schedule

Monthly, from 7/30/2015 to 5/4/2016

#### Evidence of Completion

agendas/minutes, lesson objectives



## Action Step 2 5

Decide Early Release PD calendar dates

**Person Responsible**

Richard Myers

**Schedule**

On 7/30/2015

***Evidence of Completion***

calendar, teacher handbook

## Action Step 3 5

Create and administer a needs assessment survey for teachers

**Person Responsible**

Michael Zablo

**Schedule**

Annually, from 7/30/2015 to 5/4/2016

***Evidence of Completion***

survey results

## Action Step 4 5

Review literacy resources & align with maps

**Person Responsible**

Jennifer Gill

**Schedule**

Daily, from 7/30/2015 to 8/13/2015

***Evidence of Completion***

Inventory, Resource Map

### Action Step 5 5

Design ERPD sessions based on survey-literacy strategies

**Person Responsible**

Richard Myers

**Schedule**

Monthly, from 9/2/2015 to 5/4/2016

***Evidence of Completion***

Flowchart, planning committees

### Action Step 6 5

Review procedures, best practices for PLCs

**Person Responsible**

Richard Myers

**Schedule**

Weekly, from 9/14/2015 to 10/2/2015

***Evidence of Completion***

Agendas, minutes

### Action Step 7 5

Gradual Release of PLCs to grade level teams

**Person Responsible**

Richard Myers

**Schedule**

Weekly, from 10/5/2015 to 5/4/2016

***Evidence of Completion***

Agendas, minutes

### Action Step 8 5

PLC's analyze data and adjust instruction

**Person Responsible**

Richard Myers

**Schedule**

Quarterly, from 9/14/2015 to 5/4/2016

***Evidence of Completion***

lesson plans, minutes, grades

### Action Step 9 5

Service low performing students based on data analysis

**Person Responsible**

Jennifer Gill

**Schedule**

Monthly, from 9/30/2015 to 5/4/2016

***Evidence of Completion***

### Plan to Monitor Fidelity of Implementation of G1.B13.S1 6

Observe implementation of literacy strategies in all classrooms

**Person Responsible**

Richard Myers

**Schedule**

Monthly, from 9/11/2015 to 6/3/2016

***Evidence of Completion***

Academic coaches and administration will monitor implementation of literacy strategies teachers have learned through Profession Development given. Coaches will give follow-up individual coaching, as needed.

**Plan to Monitor Effectiveness of Implementation of G1.B13.S1** 7

Classroom, district, and state assessments

**Person Responsible**

Richard Myers

**Schedule**

Monthly, from 9/11/2015 to 6/3/2016

***Evidence of Completion***

Analysis of student scores using Eduphoria, FAIR, Pinnacle, FSA and FCAT scores.

**G2.** If we establish and consistently communicate high expectations of student success at Holly Hill School, in our community and with all stakeholders, then positive student behaviors in all areas will increase. 1

G069643

**G2.B1** Communication 2

B181145

**G2.B1.S1** Communicate consistent expectations to all stakeholders. 4

S192568

**Strategy Rationale**

To reduce barriers, the school will effectively communicate school-wide rules and expectations, mini lessons, student demonstration videos, and activities etc. This will help communicate expectations and decrease undesired behaviors. Also, providing professional development for students, staff, and parents in the use of various forms of communication; such as, Twitter, Remind, Edmodo, Social Media, etc. will help the school convey pertinent information to stakeholders. Lastly, showcasing the student leadership and ownership of learning will increase student motivation, and increase parent participation.

**Action Step 1** 5

The PBIS team will establish, communicate, and model expectations through PBIS strategies, incentives, and interventions.

**Person Responsible**

Brenda Barkley

**Schedule**

Monthly, from 8/27/2015 to 12/18/2015

**Evidence of Completion**

Some forms of evidence will include management strategies that are emphasized and posted in common areas around the school: such as, walk ways, cafeteria, parent pickup, bus loop, and school assemblies. Additional evidence will include archived videos and lessons, minutes, gallery walk posters from faculty meetings; and information provided by faculty and staff. This information will be used to develop and implement strategies; as well as, make adjustments throughout the school year.

### Action Step 2 5

The school will increase avenues of communication among stakeholder by establishing a HHS Twitter account.

**Person Responsible**

Richard Myers

**Schedule**

On 10/30/2015

***Evidence of Completion***

Activated Twitter account; instructional flyer on using Twitter

### Action Step 3 5

The school will increase avenues of communication: social media and online instructional tools.

**Person Responsible**

Brenda Barkley

**Schedule**

On 11/30/2015

***Evidence of Completion***

Activated accounts and instructional flyer

### Action Step 4 5

The school will educate avenues of communication through Family/Social Media Technology Nights.

**Person Responsible**

Brenda Barkley

**Schedule**

Quarterly, from 11/30/2015 to 6/10/2016

***Evidence of Completion***

Sign-in sheet and surveys

### Action Step 5 5

The school will increase avenues of communication through social media technology staff training.

**Person Responsible**

Brenda Barkley

**Schedule**

Monthly, from 11/2/2015 to 6/10/2016

***Evidence of Completion***

Sign-in sheets and surveys

### Action Step 6 5

The school will showcase student leadership and ownership of learning through PD on Student Led Conferences.

**Person Responsible**

Richard Myers

**Schedule**

***Evidence of Completion***

PD Agenda and sign-in sheets

### Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

The PBIS team will meet monthly to discuss feedback and analyze data of the implemented strategy.

**Person Responsible**

Brenda Barkley

**Schedule**

Monthly, from 9/1/2015 to 5/11/2016

***Evidence of Completion***

The evidence will show an increase in attendance and participation of students and parents in school events. Also, the increase of Twitter followers for Holly Hill School K-8 will reflect data to determine if the strategy is effective. Stakeholder survey feedback and observational data will be used to determine effectiveness. This information can be gathered and discussed as needed during weekly faculty meetings.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7**

The PBIS team will conduct surveys through various avenues of communication, to monitor and support the effectiveness of the implementation,

**Person Responsible**

Brenda Barkley

**Schedule**

Quarterly, from 11/18/2015 to 5/11/2016

**Evidence of Completion**

Surveys and observational data

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B13.S1.A1	Implement school-literacy strategies to support instruction	Myers, Richard	7/30/2015	agendas/minutes, lesson objectives	5/4/2016 monthly
G2.B1.S1.A1	The PBIS team will establish, communicate, and model expectations through PBIS strategies, incentives, and interventions.	Barkley, Brenda	8/27/2015	Some forms of evidence will include management strategies that are emphasized and posted in common areas around the school: such as, walk ways, cafeteria, parent pickup, bus loop, and school assemblies. Additional evidence will include archived videos and lessons, minutes, gallery walk posters from faculty meetings; and information provided by faculty and staff. This information will be used to develop and implement strategies; as well as, make adjustments throughout the school year.	12/18/2015 monthly
G1.B13.S1.A2	Decide Early Release PD calendar dates	Myers, Richard	7/30/2015	calendar, teacher handbook	7/30/2015 one-time
G2.B1.S1.A2	The school will Increase avenues of communication among stakeholder by establishing a HHS Twitter account.	Myers, Richard	10/30/2015	Activated Twitter account; instructional flyer on using Twitter	10/30/2015 one-time
G1.B13.S1.A3	Create and administer a needs assessment survey for teachers	Zablo, Michael	7/30/2015	survey results	5/4/2016 annually
G2.B1.S1.A3	The school will increase avenues of communication: social media and online instructional tools.	Barkley, Brenda	11/30/2015	Activated accounts and instructional flyer	11/30/2015 one-time
G1.B13.S1.A4	Review literacy resources & align with maps	Gill, Jennifer	7/30/2015	Inventory, Resource Map	8/13/2015 daily
G2.B1.S1.A4	The school will educate avenues of communication through Family/Social Media Technology Nights.	Barkley, Brenda	11/30/2015	Sign-in sheet and surveys	6/10/2016 quarterly
G1.B13.S1.A5	Design ERPD sessions based on survey-literacy strategies	Myers, Richard	9/2/2015	Flowchart, planning committees	5/4/2016 monthly
G2.B1.S1.A5	The school will increase avenues of communication through social media technology staff training.	Barkley, Brenda	11/2/2015	Sign-in sheets and surveys	6/10/2016 monthly



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B13.S1.A6	Review procedures, best practices for PLCs	Myers, Richard	9/14/2015	Agendas, minutes	10/2/2015 weekly
G2.B1.S1.A6	The school will showcase student leadership and ownership of learning through PD on Student Led Conferences.	Myers, Richard	2/29/2016	PD Agenda and sign-in sheets	one-time
G1.B13.S1.A7	Gradual Release of PLCs to grade level teams	Myers, Richard	10/5/2015	Agendas, minutes	5/4/2016 weekly
G1.B13.S1.A8	PLC's analyze data and adjust instruction	Myers, Richard	9/14/2015	lesson plans, minutes, grades	5/4/2016 quarterly
G1.B13.S1.A9	Service low performing students based on data analysis	Gill, Jennifer	9/30/2015		5/4/2016 monthly
G1.MA1	Measure the effectiveness of literacy strategies through interim and report card grades, VLT's, and ELA FSA	Myers, Richard	9/18/2015	Climate survey, attendance rate and number of discipline referrals	6/3/2016 monthly
G1.B13.S1.MA1	Classroom, district, and state assessments	Myers, Richard	9/11/2015	Analysis of student scores using Eduphoria, FAIR, Pinnacle, FSA and FCAT scores.	6/3/2016 monthly
G1.B13.S1.MA1	Observe implementation of literacy strategies in all classrooms	Myers, Richard	9/11/2015	Academic coaches and administration will monitor implementation of literacy strategies teachers have learned through Profession Development given. Coaches will give follow-up individual coaching, as needed.	6/3/2016 monthly
G2.MA1	Diagnostic, formative and summative student assessment data, script taping, rubrics, walk-through and observation evidence	Barkley, Brenda	9/1/2014	Student performance on State Assessments, PLC minutes, reports from VIMS, PMRN, Eduphoria, lesson plans, script tapes, and coaching and walk-through feedback forms	5/29/2015 quarterly
G2.B1.S1.MA1	The PBIS team will conduct surveys through various avenues of communication, to monitor and support the effectiveness of the implementation,	Barkley, Brenda	11/18/2015	Surveys and observational data	5/11/2016 quarterly
G2.B1.S1.MA1	The PBIS team will meet monthly to discuss feedback and analyze data of the implemented strategy.	Barkley, Brenda	9/1/2015	The evidence will show an increase in attendance and participation of students and parents in school events. Also, the increase of Twitter followers for Holly Hill School K-8 will reflect data to determine if the strategy is effective. Stakeholder survey feedback and observational data will be used to determine effectiveness. This information can be gathered and discussed as needed during weekly faculty meetings.	5/11/2016 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** If we implement highly effective literacy instruction with fidelity within all content areas, then, student achievement in all content areas at Holly Hill School will increase.

### **G1.B13** Focused professional development

#### **G1.B13.S1** Strategic Professional Development

##### **PD Opportunity 1**

Implement school-literacy strategies to support instruction

##### **Facilitator**

SLT/District Support Staff

##### **Participants**

Faculty

##### **Schedule**

Monthly, from 7/30/2015 to 5/4/2016

##### **PD Opportunity 2**

Design ERPD sessions based on survey-literacy strategies

##### **Facilitator**

Administration and Instructional Coaches

##### **Participants**

faculty

##### **Schedule**

Monthly, from 9/2/2015 to 5/4/2016

### **PD Opportunity 3**

Gradual Release of PLCs to grade level teams

**Facilitator**

Myers, Grade level teams

**Participants**

Faculty

**Schedule**

Weekly, from 10/5/2015 to 5/4/2016

### **PD Opportunity 4**

PLC's analyze data and adjust instruction

**Facilitator**

Academic Coaches, Teachers

**Participants**

Faculty

**Schedule**

Quarterly, from 9/14/2015 to 5/4/2016

### **PD Opportunity 5**

Service low performing students based on data analysis

**Facilitator**

Academic coaches, teachers

**Participants**

faculty

**Schedule**

Monthly, from 9/30/2015 to 5/4/2016

**G2.** If we establish and consistently communicate high expectations of student success at Holly Hill School, in our community and with all stakeholders, then positive student behaviors in all areas will increase.

**G2.B1** Communication

**G2.B1.S1** Communicate consistent expectations to all stakeholders.

**PD Opportunity 1**

The PBIS team will establish, communicate, and model expectations through PBIS strategies, incentives, and interventions.

**Facilitator**

PBIS Team

**Participants**

All faculty

**Schedule**

Monthly, from 8/27/2015 to 12/18/2015

**PD Opportunity 2**

The school will increase avenues of communication through social media technology staff training.

**Facilitator**

Administration

**Participants**

All faculty and Staff

**Schedule**

Monthly, from 11/2/2015 to 6/10/2016

### **PD Opportunity 3**

The school will showcase student leadership and ownership of learning through PD on Student Led Conferences.

#### **Facilitator**

Citrus Grove Representative

#### **Participants**

Teachers

#### **Schedule**

## Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

### Budget

#### Budget Data

1	G1.B13.S1.A1	Implement school-literacy strategies to support instruction				\$484,328.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2721 - Holly Hill School			\$47,000.00
			Notes: iPads			
			2721 - Holly Hill School	Title I Part A		\$365,028.00
			Notes: Academic Coaches and Intervention Teachers			
			2721 - Holly Hill School	Title I Part A		\$57,300.00
			Notes: Brain Pop 3,000 Scholastic 4,300 Misc 50,000			
			2721 - Holly Hill School	Title I Part A		\$15,000.00
			Notes: SuccessMaker			
2	G1.B13.S1.A2	Decide Early Release PD calendar dates				\$0.00
3	G1.B13.S1.A3	Create and administer a needs assessment survey for teachers				\$0.00
4	G1.B13.S1.A4	Review literacy resources & align with maps				\$0.00
5	G1.B13.S1.A5	Design ERPD sessions based on survey-literacy strategies				\$0.00
6	G1.B13.S1.A6	Review procedures, best practices for PLCs				\$0.00
7	G1.B13.S1.A7	Gradual Release of PLCs to grade level teams				\$0.00
8	G1.B13.S1.A8	PLC's analyze data and adjust instruction				\$40,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2721 - Holly Hill School	Title I Part A		\$18,500.00
			Notes: ELA Teachers			
			2721 - Holly Hill School	Title I Part A		\$6,500.00
			Notes: Math Teachers			
			2721 - Holly Hill School	Title I Part A		\$15,000.00
			Notes: Ongoing Monitoring Data			
9	G1.B13.S1.A9	Service low performing students based on data analysis				\$46,320.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2721 - Holly Hill School	Title I Part A		\$26,320.00

Budget Data						
			Notes: 1/2 credit retrieval teacher			
			2721 - Holly Hill School	Title I Part A		\$20,000.00
			Notes: Before/After school tutoring and Saturday tutoring			
10	G2.B1.S1.A1	The PBIS team will establish, communicate, and model expectations through PBIS strategies, incentives, and interventions.				\$0.00
11	G2.B1.S1.A2	The school will Increase avenues of communication among stakeholder by establishing a HHS Twitter account.				\$0.00
12	G2.B1.S1.A3	The school will increase avenues of communication: social media and online instructional tools.				\$0.00
13	G2.B1.S1.A4	The school will educate avenues of communication through Family/Social Media Technology Nights.				\$12,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2721 - Holly Hill School			\$12,000.00
			Notes: Family Center/Parent Support Paraprofessional			
14	G2.B1.S1.A5	The school will increase avenues of communication through social media technology staff training.				\$0.00
15	G2.B1.S1.A6	The school will showcase student leadership and ownership of learning through PD on Student Led Conferences.				\$0.00
Total:						\$582,648.00