

Volusia County Schools

Holly Hill School



2016-17 Schoolwide Improvement Plan

Holly Hill School

1500 CENTER AVE, Holly Hill, FL 32117

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	Yes	93%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	58%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	D*	D	D

**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 is pending approval by the Volusia County School Board.

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 a monitoring status of "Former F" (see page 4). 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>.

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Holly Hill School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

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

Holly Hill K-8 continues to develop an understanding of our students' 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. The information below provide examples of how the school learns about students' culture and build relationships.

School Programs to Support School Environment:

Where Everybody Belongs (WEB) is a program for our in-coming sixth grade students. The School Counselor for grades 5-8 adopted this concept to welcome all sixth grade students; alleviate the fears of students and parents; and help develop positive relationships with teachers. In addition, the program helps our students build positive relationships with other 6th grade peers; including, 7th and 8th grade WEB Leaders. Embedded in the program, our in-coming 6th grade students are also introduced to the school's school-wide positive behavior plan.

Responsive Classrooms:

School-wide teachers will receive professional development, materials/resources, and classroom support to implement school-wide effective Responsive Classrooms at Holly Hill School. Based on research and results provided by other schools, this program is best suited for the teachers and students at Holly Hill School. Outcomes of Responsive Classroom Practices will serve to support:

- Improved social skills
- Increased academics engagement
- Positive classroom climate
- Greater learner investment and independence
- Fewer disruptive behaviors

Other ways Holly Hill School 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); Student Senate (serves as a liaison between students and administration); Holly Hill School Band; Holly Hill School Boys & Girls Basketball Teams; Shining Knights; High-Steppers, Chess Club, and Christian Fellowship Club. Holly Hill School uses various school-wide teams such as the Positive Behavior Intervention Support (PBIS); School Leadership

Team (SLT); Teacher Leadership Team; Certified School Counselors; Parent Teacher Student Advisory (PTSA); and the School Advisory Council (SAC). The various teams include stakeholders in decision-making, while creating positive relationship among stakeholders. Lastly, to help build positive relationships and establish a culture conducive to student achievement, Holly Hill School will be establish a committee dedicated to recognizing student achievement thought the school year. For example, students will be recognized quarterly for student achievement in honor roll, academic growth, and attendance.

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

School-Wide Behavior Plan-Holly Hill School works diligently to maintain an environment where students feel safe and respected. Positive Behavior Intervention Support (PBIS) strategies are evidence-based. PBIS strategies are considered effective when interventions result in increasing an individual's success and personal satisfaction. With proper implementation, the results include enhancing positive social interactions across academic, recreational, and community settings. The school-based PBIS team collaborate to develop procedures intended for all students and staff in classrooms and common areas throughout the school day. The primary goal is promoting positive behaviors and building a school community based upon "Living The Code". This is accomplished with the development of lessons and activities to support the implementation of school-wide expectations. The PBIS team works throughout the year to ensure that all students understand the school's code: Being Responsible, Respectful, Cooperative, and Safe in the school setting.

Effective Supervision-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. Through active supervision, students have access to adults to express any concerns during anytime of the school day. In addition to all teachers participating in rotational supervisory campus duties, supplemental pay is provided to ensure supervision to students outside of contractual hours. This ensures safety in areas across campus such as the cross-walk, cafeteria, gym, and bus loop.

Security and Safety-To prepare for emergencies, faculty, staff, teachers, resource officer, and students practice safety drills throughout the school year. By way of administration, the school conducts periodic safety drills such as: Severe Weather, Lock Down, Bomb Threat, Fire Drill, Hazmat. The ongoing practice of drills and faculty training helps create an environment where students feel safe and valued.

c. 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.

The school utilizes the Positive Behavior Intervention Support (PBIS) approach to promote 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 PBIS, instruction regarding behavioral expectations continues to be the most critical antecedent for appropriate student behavior. PBIS members support the implementation of school-wide expectations through lessons that address elements of "Living the Code" that define behavior expectations before every activity. Each teacher has PBIS expectations posted in their classrooms. Additionally, the expectations are posted across the campus in common areas for students and parents to adhere to. Faculty and staff 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. Lastly, the school supports the district's Code of Conduct for Volusia County.

This information is provided to the students and parents at the start of the school year. Students and parents must sign to indicate that they received the Code of Conduct information. Instructional time is a top priority at Holly Hill School and protected by administration and staff members. The Holly Hill School approach is to be proactive and deter misconduct. Student misconduct is handled immediately and with minimal interruption to instruction.

d. 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.

Holly Hill School ensures the social-emotional needs of all students are being met, by providing counseling, mentoring and other pupil services. At Holly Hill School our role in 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.

Our Certified School Counselors are a part of the special area schedule in primary grades where the focus is on an array of social-emotional topics. On the secondary level, the School Counselor provides individual and group counseling; including, social skill lessons to increase positive interactions in the school and in the community.

Additionally, 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. At times, student groups are based on topics predetermined by the district and data analysis; including, individual support requiring immediate intervention. Holly Hill School Counselors also work closely with 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 continue to work in an effort to develop partnerships with local churches and agencies that provide holiday assistance to our families, which help support social-emotional and economical needs.

3. Early Warning Systems

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

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

Holly Hill School administrators and counselors regularly access 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	3	18	18	21	39	0	0	0	0	99
One or more suspensions	0	0	0	0	1	12	9	19	24	0	0	0	0	65
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	3	18	18	21	39	0	0	0	0	99

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	3	15	12	11	13	0	0	0	0	54

c. 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.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Holly Hill School works diligently to build a culture conducive to a productive learning environment and positive relationships. Our school sponsored meetings such as PTSA and SAC, allow our parents the opportunity to help with the decision-making of the school's operations. At the start of the school

year, families were invited out to pick up school schedules and bus information. In addition, parents were able to speak with the School Counselor regarding academic guidance and other concerns. PTSA was available to provide parents information regarding parent involvement opportunities and membership. The school also provides a Parent Handbook regarding procedures and policies. Holly Hill School's events such as Open House, Literacy Night, Math Night, Science Night, and Technology Nights are developed to provide our parents knowledge and support throughout the school year. For example, Open House allows parents to meet teachers, learn about curriculum, and classroom expectations for each teacher. Our Literacy, Math, and Science Nights help provide the parent knowledge and support to assist their child at home with academics. Our Technology Nights provide the parents the proper training to monitor their child's academic progress on a daily basis. Holly Hill School utilizes various forms of communication with the parents. To help provide parents information concerning the school-wide events and student activities, the school communicates via Remind, ConnectEd, in-school conferences, student planners, school marquee, school newsletters, parent flyers, Facebook, Twitter, and the school website. These are various ways Holly Hill School ensures our parents are included in building a positive environment and culture for the school.

2. 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 has a coordinator to help establish and maintain community partnerships. 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 support to Holly Hill students.

In addition, Holly Hill School established a relationship with Food Brings Hope. With the support of Food Brings Hope, HHS is able to provide food bags, homework help and enrichment activities such as field studies; while building social skills to improve relationships among our students, parents, and teachers. Throughout the year, students are engaged in activities including arts and crafts; health and wellness; and etiquette sessions to help provide a variety of new learning experiences. Students are provided the opportunity and encouraged to implement their new learning experiences in their daily routines. Food Brings Hope required end-of-year reports providing data of the use of resources provided and student success rate. Additional ways the school build and sustain relationships with the local community is by hosting events and inviting community members to school events such as Parent Nights, PTSA Meetings, Family Literacy Nights, and SAC monthly meetings.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Myers, Richard	Principal
Mallory, Steffan	Assistant Principal
Beery, Brenda	Assistant Principal
Polite, Angela	Assistant Principal

b. Duties

1. 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.

2. 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 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 eight-step problem-solving process for continuous improvement, with Rtl 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

Business Keyboarding (8200110)

Computer Applications in Business 1 (8200520)

Digital Information Technology (8207310)

INTROD TO TECH (8600010)

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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Edward Fisher	Parent
Jeff Miller	Business/Community
John Penny	Business/Community
Zina Johns	Parent
Mike Chuven	Parent
Tonia Terry	Education Support Employee
Tracey Warren	Teacher
Beverly Gadson	Teacher
Brenda Barkley	Education Support Employee
Richard Myers	Principal
Sheila Maxwell	Teacher
Lisa Bubrule	Teacher
Tami Minigh	Parent
Susan Bashans	Parent
Hope Dutton	Education Support Employee
	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

In order to ensure that the School Advisory Council (SAC) 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 2016-2017. In order to evaluate the effectiveness of last year's school improvement plan, our School Leadership Team (SLT) met over the summer to review data associated with the previous SIP and 2016 standardized testing (EOCs). Using a reflective approach and the help of district team leaders, the SLT brainstormed through 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 the school's current strengths and areas in need of improvement. This information provided key information to determine the future needs of the stakeholders. SAC members are actively involved in reviewing and providing feedback of the 2016-2017 School Improvement Plan.

b. Development of this school improvement plan

The SAC participates in a data review of student achievement State and District (EOC) Assessments. Collaboratively, the SAC team will review the data and discuss specific information to understand the root causes for identified areas of weaknesses. In the month of September, SAC will be provided with the proposed goals of the 2016-2017 SIP. At that time, SAC will discuss the plan and make recommendations. SAC will monitor the progress of the SIP throughout the school year and participate in the mid-year and end-of-year review.

c. Preparation of the school's annual budget and plan

SAC was presented the with the budget at the first meeting of the 2016-2017 school year. The preparation of the school's annual budget and plan aligns with the school improvement plan. At the

August SAC meeting, the agenda included the discussion of the school's annual budget and plan. This was shared for the purpose of monitoring the appropriate allocation of SAC funds from the previous year. Throughout the year updates on the school's budget, spending, and progress of school projects funded by SAC will be provided at SAC meetings.

2. 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. Some use of SAC allocated last year covered travel and food expenses for band students to travel to Tampa, Florida. Also, SAC voted to provide the following funds during the month of May, 2016 school year. SAC granted the amount of \$10,000 for the purchase of the program, "Responsive Classroom", professional development, materials, and consultant.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Brooks, Vernita	Instructional Coach
Beery, Brenda	Assistant Principal
Mallory, Steffan	Assistant Principal
Polite, Angela	Assistant Principal
Boggs, Dawn-Marie	Instructional Coach
Boudreau, Jamie	Instructional Coach
Brogan, Stephanie	Instructional Coach
Myers, Richard	Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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. These supports and interventions include SIPPS, Making Meaning, Success Maker, Being a Writer, and Being a Reader.

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.

D. Public and Collaborative Teaching

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

1. 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.

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

New Teacher Programs:

- Individual PD
- Small group professional development
- New Teacher Orientation
- Teacher Retention Program
- PLC activities
- PAR teachers assigned by district
- Teacher mentors
- Peer classroom visits
- Other site and district visits as needed

**Persons responsible: Academic Coaches, Administration, District Staff

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 materials

**Persons responsible: Faculty, Academic Coaches, and Administration

Celebration/Acknowledgement/Recognition of Teacher Accomplishments:

- Teacher of the Year and Teacher Appreciation Week

**Persons responsible: TOTY Committee, FFEA, Administration, and Knight Life Committee

Student Showcase/Acknowledgement

- Knight Bucks
- Reading Counts Grades 2-8
- Knight Pride Awards
- District Honor Roll
- 100 Book Challenge

**Persons responsible: Faculty, Staff, Administration, PBIS, PTSA, and SAC.

3. 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
- Academic follow-up and discussions

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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.

2. 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, 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

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

Middle School Transition:

At the beginning of the new school year, Where Everybody Belongs (WEB) is a program provided to our incoming sixth grade students. The School Counselor for grades 5-8 adopted this concept to welcome all sixth grade students; alleviate the fears of students and parents; and to help develop positive relationships with teachers. Before the end of the previous school year, the school counselor provides a Parent Night/Orientation to help students and parents prepare to transition and register for middle school. During this time, parents and students are provided pertinent information such as middle school expectations. In addition, parents and students are given a campus tour of classrooms providing information concerning electives.

For our eighth graders, the counselor provides lessons on the high school academies. In addition, the eighth grade students are invited out to the district sponsored High School Showcase. At this showcase, the students are able to meet representatives from local high schools to discuss the programs and academies available to students transitioning into high school.

b. College and Career Readiness

1. 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. Every year, 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. In addition, students in grades 6-8 participate in interest inventories to help identify career clusters. This information is used to help students develop educational plans in middle and high school.

2. 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. 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. In addition, HHS offers a Digital Information Technology course to students which provide the opportunity to earn industry certification as a Microsoft Office Specialist in Word 2016, PowerPoint 2016, and Excel 2016.

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

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.

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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 Holly Hill School implements standards-aligned instruction within all content areas, then student achievement will increase.
- G2.** If Holly Hill School implements a school-wide system for social emotional learning, then positive behaviors will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If Holly Hill School implements standards-aligned instruction within all content areas, then student achievement will increase. 1a

 G083390

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	20.0
FSA Mathematics Achievement	30.0
FCAT 2.0 Science Proficiency	40.0

Targeted Barriers to Achieving the Goal 3

- *Lack of knowledge and implementation

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teachers
- *Curriculum/District Specialist
- *Curriculum Models
- *CPALMS
- *Instructional Coach
- *Cadre Member
- *Professional Learning (Admin. Institute, Coaches' Trainings, etc.)
- *Title 1
- *Digital Learning Teacher Leaders
- *School Advisory Council Funds
- *Problem Solving Team process
- *Center for Collaborative Classrooms (CCC)
- *Responsive Classroom
- *Instructional Technology

Plan to Monitor Progress Toward G1. 8

SIP Progress Monitoring Meeting

Person Responsible

Richard Myers

Schedule

On 10/31/2016

Evidence of Completion

SLT Members and District SIP Liaison will provide SIP Progress Monitoring Meeting Minutes and Sign-In Sheet

Plan to Monitor Progress Toward G1. 8

State Assessment Results

Person Responsible

Richard Myers

Schedule

Annually, from 5/25/2017 to 7/11/2017

Evidence of Completion

Step Zero for 2017-2018 SIP

G2. If Holly Hill School implements a school-wide system for social emotional learning, then positive behaviors will increase. 1a

G0833391

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	

Targeted Barriers to Achieving the Goal 3

- *Lack of Knowledge and Implementation

Resources Available to Help Reduce or Eliminate the Barriers 2

- Positive Behavior Intervention Support (PBIS)
- School Advisory Council (SAC)
- Title 1
- Responsive Classroom
- Training and follow-up training
-

Plan to Monitor Progress Toward G2. 8

SIP Progress Monitoring Meeting

Person Responsible

Richard Myers

Schedule

On 10/31/2016

Evidence of Completion

SIP Progress Monitoring Meeting, Minutes, and Sign-In Sheet

Plan to Monitor Progress Toward G2. 8

SIP Midyear Review

Person Responsible

Richard Myers

Schedule

On 2/14/2017

Evidence of Completion

SLT and SIP Liaison: Midyear Review in CIMS

Plan to Monitor Progress Toward G2. 8

State Assessments Results

Person Responsible

Richard Myers

Schedule

Annually, from 5/25/2017 to 7/11/2017

Evidence of Completion

Step Zero for 2017-2018

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

 = Problem Solving Step  S123456 = Quick Key

G1. If Holly Hill School implements standards-aligned instruction within all content areas, then student achievement will increase. 1

 G083390

G1.B1 *Lack of knowledge and implementation 2

 B221036

G1.B1.S1 Increase knowledge and implementation of standards-aligned instruction based on instructional shifts 4

 S233351

Strategy Rationale

The rationale is HHS will increase the number of teachers effectively implementing the Instructional Shifts (IS).

Action Step 1 5

Provide professional learning on standards and curriculum maps including coherence maps, text, use of complex embedded resources, and Center of Collaborative Classroom (CCC).

Person Responsible

Richard Myers

Schedule

Biweekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Agendas, sign-in sheets, instructional calendar

Action Step 2 5

Provide professional learning on success criteria and learning targets.

Person Responsible

Richard Myers

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Agendas and Sign-In Sheets

Action Step 3 5

Provide follow-up coaching and feedback for each Professional Learning. In addition, provide targeted intervention and tutoring for students showing deficits in OPM.

Person Responsible

Richard Myers

Schedule

Biweekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Coaching Cycles, Instructional Coach Calendar, Walk-through Data Collection Results, Intervention Teachers, Tutoring Teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Data review and analyze the effectiveness of implementing standards-aligned instruction, and collected data at the quarterly LLT meetings.

Person Responsible

Richard Myers

Schedule

Quarterly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Collected data at the quarterly LLT meetings.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Review and analyze the effectiveness of implementing standards-aligned instruction, and collected data at the quarterly LLT meetings.

Person Responsible

Richard Myers

Schedule

Quarterly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Evidence will include VXT Data, FAIR, and Data Walks. When applicable the evidence will also include common grade-level assessments.

G1.B1.S2 Increase knowledge and implementation of instructional shifts **4**

 S233352

Strategy Rationale

Expand teacher best practice toolbox

Action Step 1 **5**

Provide professional learning on Instructional Shifts (IS)

Person Responsible

Richard Myers

Schedule

Monthly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Agendas and Sign-In Sheets

Action Step 2 **5**

Provide follow-up coaching opportunities learning walks, observations, and feedback

Person Responsible

Richard Myers

Schedule

Biweekly, from 8/22/2016 to 5/25/2017

Evidence of Completion

Administration and Coaches will provide evidence of coaching cycles and liaison walk-through data

Action Step 3 5

Provide opportunities for learning walks and observations of high impact instructional shifts.

Person Responsible

Richard Myers

Schedule

On 5/26/2017

Evidence of Completion

Administration and coaches will provide dates for the school & instructional coach calendar, agendas, walk-through data

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Data review and analyze the effectiveness of implementing standards-aligned instruction with fidelity, and collected data at the quarterly LLT meetings.

Person Responsible

Richard Myers

Schedule

Quarterly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Agenda, meeting minutes, data results

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Data review and analyze the effectiveness of implementing standards-aligned instruction, and collected data at the quarterly LLT meetings.

Person Responsible

Richard Myers

Schedule

Quarterly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Agenda, meeting notes, data collection results

G1.B1.S3 Increase knowledge of effective implementation in Professional Learning Communities (PLC)

4

 S233353

Strategy Rationale

Effectively use data to develop instructional plan to meet the needs of all students

Action Step 1 5

Provide professional learning on the implementation of PLCs

Person Responsible

Richard Myers

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Administration and Coaches will provide professional learning on the implementation of PLCs

Action Step 2 5

Monitor and model effective PLC with faculty

Person Responsible

Richard Myers

Schedule

Weekly, from 5/26/2017 to 5/26/2017

Evidence of Completion

LLT and Teachers will provide agenda and Sign-In sheets

G2. If Holly Hill School implements a school-wide system for social emotional learning, then positive behaviors will increase. 1

 G083391

G2.B1 *Lack of Knowledge and Implementation 2

 B221043

G2.B1.S1 Develop knowledge of Responsive Classroom and implementation and resources 4

 S233354

Strategy Rationale

When we increase the knowledge and implementation of the social and emotional awareness, we will increase positive behaviors.

Action Step 1 5

Provide initial and follow-up professional learning on Responsive Classroom

Person Responsible

Richard Myers

Schedule

On 8/23/2016

Evidence of Completion

Agenda and Sign-In sheets

Action Step 2 5

Provide follow-up and feedback for professional learning

Person Responsible

Richard Myers

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Walk-through data provided by Administration, Liaison, and Coaches

Action Step 3 5

Provide opportunity and feedback for professional learning

Person Responsible

Richard Myers

Schedule

Biweekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Administration and Coaches

Action Step 4 5

Provide Parent Liason and Resources for Family Center

Person Responsible

Richard Myers

Schedule

Daily, from 8/15/2016 to 5/26/2017

Evidence of Completion

Title I Surveys, Parent Surveys, Climate Surveys, Parent Input

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

Walk-throughs and data results for implementation of Responsive Classroom Strategies

Person Responsible

Richard Myers

Schedule

Monthly, from 9/19/2016 to 5/26/2017

Evidence of Completion

Faculty Sign-In providing evidence of Administration, Coaches, and District support

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

Discussion during faculty meetings of follow-up coaching, walk-throughs for implementation of Responsive Classroom Strategies

Person Responsible

Richard Myers


Schedule

Monthly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Faculty Sign-In Sheets

G2.B1.S2 Provide designated time for implementation 4

 S233355

Strategy Rationale

When we provide time in the master calendar for the implementation of Responsive Classroom in support of social and emotional awareness, we will increase positive behaviors.

Action Step 1 5

Provide designated time within the school day

Person Responsible

Richard Myers

Schedule

Daily, from 8/22/2016 to 5/26/2017

Evidence of Completion

Time provided by administration embedded in the Master Calendar

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Discuss the effectiveness of Responsive Classroom and analyze collected data using observational data and liaison notes during faculty meetings

Person Responsible

Richard Myers




















Schedule

Monthly, from 9/1/2016 to 5/26/2017







Evidence of Completion

Observational Data and Liaison Notes

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
 G2.B1.S1.A1 A299086	Provide initial and follow-up professional learning on Responsive Classroom	Myers, Richard	8/23/2016	Agenda and Sign-In sheets	8/23/2016 one-time
 G1.MA1 M303346	SIP Progress Monitoring Meeting	Myers, Richard	10/31/2016	SLT Members and District SIP Liaison will provide SIP Progress Monitoring Meeting Minutes and Sign-In Sheet	10/31/2016 one-time
 G2.MA1 M303351	SIP Progress Monitoring Meeting	Myers, Richard	10/31/2016	SIP Progress Monitoring Meeting, Minutes, and Sign-In Sheet	10/31/2016 one-time
 G2.MA2 M303352	SIP Midyear Review	Myers, Richard	2/14/2017	SLT and SIP Liaison: Midyear Review in CIMS	2/14/2017 one-time
 G1.B1.S2.A2 A299082	Provide follow-up coaching opportunities learning walks, observations, and feedback	Myers, Richard	8/22/2016	Administration and Coaches will provide evidence of coaching cycles and liaison walk-through data	5/25/2017 biweekly
 G1.B1.S1.MA1 M303342	Review and analyze the effectiveness of implementing standards-aligned instruction, and collected...	Myers, Richard	8/22/2016	Evidence will include VXT Data, FAIR, and Data Walks. When applicable the evidence will also include common grade-level assessments.	5/26/2017 quarterly
 G1.B1.S1.MA1 M303343	Data review and analyze the effectiveness of implementing standards-aligned instruction, and...	Myers, Richard	8/22/2016	Collected data at the quarterly LLT meetings.	5/26/2017 quarterly
 G1.B1.S1.A1 A299078	Provide professional learning on standards and curriculum maps including coherence maps, text, use...	Myers, Richard	8/22/2016	Agendas, sign-in sheets, instructional calendar	5/26/2017 biweekly
 G1.B1.S1.A2 A299079	Provide professional learning on success criteria and learning targets.	Myers, Richard	8/22/2016	Agendas and Sign-In Sheets	5/26/2017 weekly
 G1.B1.S1.A3 A299080	Provide follow-up coaching and feedback for each Professional Learning. In addition, provide...	Myers, Richard	8/22/2016	Coaching Cycles, Instructional Coach Calendar, Walk-through Data Collection Results, Intervention Teachers, Tutoring Teachers	5/26/2017 biweekly
 G2.B1.S1.MA1 M303348	Discussion during faculty meetings of follow-up coaching, walk-throughs for implementation of...	Myers, Richard	8/22/2016	Faculty Sign-In Sheets	5/26/2017 monthly
 G2.B1.S1.MA1 M303349	Walk-throughs and data results for implementation of Responsive Classroom Strategies	Myers, Richard	9/19/2016	Faculty Sign-In providing evidence of Administration, Coaches, and District support	5/26/2017 monthly
 G2.B1.S1.A2 A299087	Provide follow-up and feedback for professional learning	Myers, Richard	8/22/2016	Walk-through data provided by Administration, Liaison, and Coaches	5/26/2017 weekly
 G2.B1.S1.A3 A299088	Provide opportunity and feedback for professional learning	Myers, Richard	8/22/2016	Administration and Coaches	5/26/2017 biweekly
 G2.B1.S1.A4 A299089	Provide Parent Liason and Resources for Family Center	Myers, Richard	8/15/2016	Title I Surveys, Parent Surveys, Climate Surveys, Parent Input	5/26/2017 daily
 G1.B1.S2.MA1 M303344	Data review and analyze the effectiveness of implementing standards-aligned instruction, and...	Myers, Richard	8/22/2016	Agenda, meeting notes, data collection results	5/26/2017 quarterly
 G1.B1.S2.MA1 M303345	Data review and analyze the effectiveness of implementing standards-aligned instruction with...	Myers, Richard	8/22/2016	Agenda, meeting minutes, data results	5/26/2017 quarterly
 G1.B1.S2.A1 A299081	Provide professional learning on Instructional Shifts (IS)	Myers, Richard	8/22/2016	Agendas and Sign-In Sheets	5/26/2017 monthly
 G1.B1.S2.A3 A299083	Provide opportunities for learning walks and observations of high impact instructional shifts.	Myers, Richard	8/22/2016	Administration and coaches will provide dates for the school & instructional coach calendar, agendas, walk-through data	5/26/2017 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.MA1  M303350	Discuss the effectiveness of Responsive Classroom and analyze collected data using observational...	Myers, Richard	9/1/2016	Observational Data and Liaison Notes	5/26/2017 monthly
G2.B1.S2.A1  A299090	Provide designated time within the school day	Myers, Richard	8/22/2016	Time provided by administration embedded in the Master Calendar	5/26/2017 daily
G1.B1.S3.A1  A299084	Provide professional learning on the implementation of PLCs	Myers, Richard	8/22/2016	Administration and Coaches will provide professional learning on the implementation of PLCs	5/26/2017 weekly
G1.B1.S3.A2  A299085	Monitor and model effective PLC with faculty	Myers, Richard	5/26/2017	LLT and Teachers will provide agenda and Sign-In sheets	5/26/2017 weekly
G1.MA2  M303347	State Assessment Results	Myers, Richard	5/25/2017	Step Zero for 2017-2018 SIP	7/11/2017 annually
G2.MA3  M303353	State Assessments Results	Myers, Richard	5/25/2017	Step Zero for 2017-2018	7/11/2017 annually

V. Professional Development Opportunities

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

G1. If Holly Hill School implements standards-aligned instruction within all content areas, then student achievement will increase.

G1.B1 *Lack of knowledge and implementation

G1.B1.S1 Increase knowledge and implementation of standards-aligned instruction based on instructional shifts

PD Opportunity 1

Provide professional learning on standards and curriculum maps including coherence maps, text, use of complex embedded resources, and Center of Collaborative Classroom (CCC).

Facilitator

District Instructional Services, Center for Collaborative Classroom, and LLT

Participants

Faculty

Schedule

Biweekly, from 8/22/2016 to 5/26/2017

PD Opportunity 2

Provide professional learning on success criteria and learning targets.

Facilitator

Administration, Academic Coaches, and coordination with liaison to schedule PD

Participants

Faculty

Schedule

Weekly, from 8/22/2016 to 5/26/2017

G1.B1.S2 Increase knowledge and implementation of instructional shifts

PD Opportunity 1

Provide professional learning on Instructional Shifts (IS)

Facilitator

Administration, Coaches, and Liaison to schedule PD

Participants

Faculty

Schedule

Monthly, from 8/22/2016 to 5/26/2017

G1.B1.S3 Increase knowledge of effective implementation in Professional Learning Communities (PLC)

PD Opportunity 1

Provide professional learning on the implementation of PLCs

Facilitator

LLT

Participants

Faculty

Schedule

Weekly, from 8/22/2016 to 5/26/2017

G2. If Holly Hill School implements a school-wide system for social emotional learning, then positive behaviors will increase.

G2.B1 *Lack of Knowledge and Implementation

G2.B1.S1 Develop knowledge of Responsive Classroom and implementation and resources

PD Opportunity 1

Provide initial and follow-up professional learning on Responsive Classroom

Facilitator

Administration

Participants

Faculty

Schedule

On 8/23/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide professional learning on standards and curriculum maps including coherence maps, text, use of complex embedded resources, and Center of Collaborative Classroom (CCC).				\$75,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			2721 - Holly Hill School	Title I, Part A		\$57,700.00
			Notes: Materials K-2			
			2721 - Holly Hill School	Title I, Part A		\$18,000.00
			Notes: Consultant			
2	G1.B1.S1.A2	Provide professional learning on success criteria and learning targets.				\$0.00
3	G1.B1.S1.A3	Provide follow-up coaching and feedback for each Professional Learning. In addition, provide targeted intervention and tutoring for students showing deficits in OPM.				\$373,559.61
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			2721 - Holly Hill School	Title I, Part A		\$217,647.20
			Notes: Academic Coaches			
			2721 - Holly Hill School	Title I, Part A		\$142,019.50
			Notes: Intervention Teachers and Credit Retrieval			
			2721 - Holly Hill School	Title I, Part A		\$13,892.91
			Notes: Before/After-School/Saturday Tutoring			
4	G1.B1.S2.A1	Provide professional learning on Instructional Shifts (IS)				\$22,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			2721 - Holly Hill School	Title I, Part A		\$22,000.00
			Notes: Quarterly Best Practices with district ELA and Math			
5	G1.B1.S2.A2	Provide follow-up coaching opportunities learning walks, observations, and feedback				\$0.00
6	G1.B1.S2.A3	Provide opportunities for learning walks and observations of high impact instructional shifts.				\$0.00
7	G1.B1.S3.A1	Provide professional learning on the implementation of PLCs				\$0.00
8	G1.B1.S3.A2	Monitor and model effective PLC with faculty				\$0.00
9	G2.B1.S1.A1	Provide initial and follow-up professional learning on Responsive Classroom				\$0.00
10	G2.B1.S1.A2	Provide follow-up and feedback for professional learning				\$0.00

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11	G2.B1.S1.A3	Provide opportunity and feedback for professional learning				\$0.00
12	G2.B1.S1.A4	Provide Parent Liason and Resources for Family Center				\$21,458.62
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			2721 - Holly Hill School	Title I, Part A		\$18,458.62
			<i>Notes: Parent Liason</i>			
			2721 - Holly Hill School	Title I, Part A		\$3,000.00
			<i>Notes: Resources</i>			
13	G2.B1.S2.A1	Provide designated time within the school day				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			2721 - Holly Hill School	Title I, Part A		\$3,000.00
			<i>Notes: Ongoing Progress Monitor</i>			
Total:						\$495,718.23