

Volusia County Schools

# Holly Hill School



2018-19 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)	2017-18 Title I School	2017-18 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	63%

### School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2018-19 DA Category and Statuses for Holly Hill School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- 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:

Leaders of Tomorrow 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 Leaders of Tomorrow 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); School Improvement Grant (SIG4) Team, 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**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	0	18	18	21	39	0	0	0	0	96
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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/662771>.

## 2. Description

A PIP has been uploaded for this school or district - see the link above.

### 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 along with the School Improvement Team 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

### 1. School Leadership Team

#### a. Membership

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

Name	Title
Watson, Jason	Principal
Polite, Angela	Assistant Principal
Henry, Derrick	Assistant Principal
Dubrulle, Lisa	Instructional Coach
Boggs, Dawn-Marie	Instructional Coach
Brogan, Stephanie	Instructional Coach
Glaenzer, Stephanie	Other
Iannarelli, Heather	Other
	Other
Donald, Adrienne	Teacher, K-12
Zablo, Michael	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, along with the School Improvement Team (SIG4) and Instructional Coaches identify 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., Dean of Students, 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

Restorative Practice  
SEL Curriculum/ Second Step

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
Charna Fagan	Teacher
Jeff Miller	Business/Community
John Penny	Business/Community
Mike Chuven	Parent
Tonia Terry	Education Support Employee
Tracey Warren	Teacher
Tami Minigh	Parent
Susan Bashans	Parent
Ana Chuven	Student
Dawn- Marie Boggs	Teacher
Adrienne Donald	Teacher
Jason Watson	Principal
Sonya Frazier	Parent
Zachary Minigh	Student
Elizabeth Bell	Business/Community

## b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

#### *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 2018-2019. 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 2018 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 2018-2019 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 2018-2019 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 2018-2019 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
Boggs, Dawn-Marie	Instructional Coach
Polite, Angela	Assistant Principal
Dubrulle, Lisa	Instructional Coach
Watson, Jason	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, and Success Maker.

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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).



**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
- Knight Pride Awards
- District Honor Roll
- 100 Book Challenge

\*\*Persons responsible: Faculty, Staff, Administration, PBIS, PTSA, and SAC.  
Implementation of House System in grades K-8

### **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**

**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**

**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**

**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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

**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, Leaders of Tomorrow 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 eight graders, the counselor provides lessons on the high school academies. In addition, the eight grade students are invited out 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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### 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 HHS implements standards aligned instruction within all content areas with collective efficacy, then student achievement will increase.
- G2.** If Holly Hill School creates a supportive environment by implementing a school wide system for social emotional learning, then early warning risk factors will decrease and 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 HHS implements standards aligned instruction within all content areas with collective efficacy, then student achievement will increase. **1a**

 G100536

**Targets Supported** **1b**

Indicator	Annual Target
FSA ELA Achievement	38.0
FSA Mathematics Achievement	41.0
FCAT 2.0 Science Proficiency	45.0
Civics EOC Pass	61.0

**Targeted Barriers to Achieving the Goal** **3**

- \*Lack of knowledge and implementation of standards
- \*Lack of differentiated,small group instruction

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- Teachers
- Curriculum/District Specialist
- Curriculum Maps/Modules(CPALMS)
- Instructional Coaches
- Cadre Members
- Professional Learning (Admin. Institute, Coaches' Trainings, etc.)
- Title 1 Budget
- Digital Learning Teacher Leaders
- School Advisory Council Funds
- Problem Solving Team process
- Restorative Practice/CHAMPS
- Responsive Classroom
- Instructional Technology
- Canvas Models
- TOA Home Visits
- ERPLs (district/school-based)
- SIG 4 Grant
- Model Teachers
- Blended Learning Classrooms
- Intervention Teachers
- Consultation services including UPD, CenterPoint, Amber Brundage
- SEI Curriculum/Second Step

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

SIP Progress Monitoring Meeting

**Person Responsible**

Jason Watson

**Schedule**

On 10/23/2018

**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**

Jason Watson

**Schedule**

Annually, from 6/1/2018 to 6/1/2019

**Evidence of Completion**

Step Zero for 2017-2018 SIP

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

SIP Midyear Review

**Person Responsible**

Dawn-Marie Boggs

**Schedule**

On 1/22/2019

**Evidence of Completion**

Midyear review in CIMS

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

Instructional Reviews and Data Walks

**Person Responsible**

Jason Watson

**Schedule**

On 5/24/2019

**Evidence of Completion**

Walk-through rubric, IPGs, NTC Coaching Tools

**G2.** If Holly Hill School creates a supportive environment by implementing a school wide system for social emotional learning, then early warning risk factors will decrease and positive behaviors will increase. 1a

 G100537

**Targets Supported** 1b

Indicator	Annual Target
2+ Behavior Referrals	1178.0
School Grade - Percentage of Points Earned	54.0
Attendance rate	95.0
Level 1 - All Grades	20.0

**Targeted Barriers to Achieving the Goal** 3

- \*Lack of knowledge and implementation of effective social emotional learning
- \*Home/School communication

**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
- Teachers, coaches, curriculum/district specialists
- CHAMPS
- Professional Learning
- Model teachers
- Intervention teachers
- Master schedule
- Digital parent communication tools
- Social Media
- AVID
- School visits to observe positive school culture
- Morning Meeting
- SEL Curriculum

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

SIP Progress Monitoring Meeting

**Person Responsible**

Jason Watson

**Schedule**

Monthly, from 9/5/2017 to 5/25/2018

**Evidence of Completion**

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

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

SIP Midyear Review

**Person Responsible**

Jason Watson

**Schedule**

On 1/18/2018

**Evidence of Completion**

SLT and SIP Liaison: Midyear Review in CIMS

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

State Assessments Results

**Person Responsible**

Jason Watson

**Schedule**

Annually, from 5/24/2018 to 7/11/2018

**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 HHS implements standards aligned instruction within all content areas with collective efficacy, then student achievement will increase. **1**

 G100536

**G1.B1** \*Lack of knowledge and implementation of standards **2**

 B271128

**G1.B1.S1** Support from instructional coaches and district specialists **4**

 S287022

### **Strategy Rationale**

Drive instruction and PLC problem-solving. team planning and collaboration, expand teacher best practice toolbox

### **Action Step 1** **5**

Weekly Data driven PLCs facilitated by academic coaches and administration

#### **Person Responsible**

Dawn-Marie Boggs

#### **Schedule**

Weekly, from 8/13/2018 to 5/20/2019

#### **Evidence of Completion**

Agendas, sign-in sheets, PLC minutes, lesson plans

### **Action Step 2** **5**

Provide follow-up coaching and feedback for each Professional Learning.

#### **Person Responsible**

Angela Polite

#### **Schedule**

Monthly, from 8/6/2018 to 5/20/2019

#### **Evidence of Completion**

Coaching Cycles, Instructional Coach Calendar, Walk-through Data Collection Results, Intervention Teachers, Tutoring Teachers data and progress monitoring

### Action Step 3 5

Weekly team planning meetings to create lesson plans and common formative assessments

**Person Responsible**

Jason Watson

**Schedule**

Weekly, from 8/13/2018 to 5/21/2019

***Evidence of Completion***

Agendas, sign-in sheets, meeting minutes, lesson plans

### Action Step 4 5

District Specialist led Instructional Reviews

**Person Responsible**

Jason Watson

**Schedule**

Every 2 Months, from 9/26/2018 to 5/20/2019

***Evidence of Completion***

IPGs, walk-through rubrics and checklists

### Action Step 5 5

Implementation of standard focus boards K-8

**Person Responsible**

Jason Watson

**Schedule**

Daily, from 9/24/2018 to 5/20/2019

***Evidence of Completion***

walk- through rubrics and check lists focus boards in classrooms



**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**

Angela Polite

**Schedule**

Quarterly, from 8/13/2018 to 5/20/2019

***Evidence of Completion***

Collected data at the quarterly LLT meetings.

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

Monitor and provide feedback from Learning Walks

**Person Responsible**

Jason Watson

**Schedule**

Monthly, from 8/13/2018 to 5/20/2019

***Evidence of Completion***

Agenda, coaching cycle tools, walk-throughs, observations

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

Provide Professional Learning on standards

**Person Responsible**

Stephanie Glaenzer

**Schedule**

On 8/6/2018

***Evidence of Completion***

Sign-sheets, agendas, MYPGS reports, PD Exit Slips

**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**

Jason Watson

**Schedule**

Monthly, from 8/13/2018 to 5/20/2019

***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** Consistency with posting learning targets and implementation of common boards 4

 S287023

**Strategy Rationale**

Expand teacher best practice toolbox, plan intentional lessons aligned to standards

**Action Step 1** 5

Teachers will participate in content sessions supporting standards aligned instruction

**Person Responsible**

Jason Watson

**Schedule**

Monthly, from 8/7/2017 to 5/20/2019

***Evidence of Completion***

Agendas and Sign-In Sheets

**Action Step 2** 5

Instructional coach facilitation of PLCs and planning sessions with teachers to collaborate for upcoming student tasks

**Person Responsible**

Dawn-Marie Boggs

**Schedule**

Weekly, from 8/16/2018 to 5/16/2019

***Evidence of Completion***

Agenda, minutes

### Action Step 3 **5**

Teachers incorporate the aligned tasks into their instruction with instructional coach observing implementation of lessons

**Person Responsible**

Angela Polite

**Schedule**

Biweekly, from 9/3/2018 to 5/20/2019

***Evidence of Completion***

NTC coaching tools, walk- through rubrics, and common learning boards

### 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**

Jason Watson

**Schedule**

Monthly, from 8/21/2018 to 8/21/2018

***Evidence of Completion***

Agenda, meeting minutes, data results

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

**Person Responsible**

**Schedule**

***Evidence of Completion***

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

4

 S287024

**Strategy Rationale**

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

**Action Step 1** 5

Coaches and admin facilitate PLCs weekly in each content area and grade level

**Person Responsible**

Jason Watson

**Schedule**

Weekly, from 8/23/2018 to 5/16/2019

***Evidence of Completion***

Minutes, agenda

**Action Step 2** 5

Expectations of PLCs and team meetings during pre-planning

**Person Responsible**

Jason Watson

**Schedule**

***Evidence of Completion***

minutes, agenda, sign in sheet

**Action Step 3** **5**

Teachers participate in school-based ERPLs that focus around effective planning and PLCs.

**Person Responsible**

Angela Polite

**Schedule**

***Evidence of Completion***

agenda, sign in, minutes

**G1.B4 \*Lack of differentiated,small group instruction** 2

 B271131

**G1.B4.S1** Create a master schedule to allow for small group targeted instruction with teachers and intervention teachers 4

 S287026

**Strategy Rationale**

Coaches work with teachers and intervention teachers to create small groups for targeted instruction

**Action Step 1** 5

Data Analysis- formative, summative, DIAs and FSA scores and intentional planning of lessons with teacher and intervention teachers to target deficit skills/standards

**Person Responsible**

Angela Polite

**Schedule**

Monthly, from 8/13/2018 to 5/20/2019

***Evidence of Completion***

lesson plans, NTC coaching tools

**Action Step 2** 5

Instructional Reviews/ Learning walks with district specialists, admin and coaches

**Person Responsible**

Jason Watson

**Schedule**

Monthly, from 8/27/2018 to 5/20/2019

***Evidence of Completion***

teacher instruction, walk-through rubric



### Action Step 3 5

Teachers participate in ERPLs focusing on small group strategies and lesson planning.

**Person Responsible**

Jason Watson

**Schedule**

Monthly, from 9/24/2018 to 5/22/2019

**Evidence of Completion**

lesson plans, teacher lesson plans, walk-through rubric

### Action Step 4 5

Teachers incorporate info. from professional learning into their lessons with instructional coach observing implementation of lessons

**Person Responsible**

Angela Polite

**Schedule**

Biweekly, from 9/4/2018 to 5/20/2019

**Evidence of Completion**

NTC Coaching Tools, walk-through rubrics, lesson plans

### Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Walk through rubric

**Person Responsible**

Angela Polite

**Schedule**

Every 6 Weeks, from 8/27/2018 to 5/20/2019

**Evidence of Completion**

admin./coaches complete rubric

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** 6

Teacher Survey

**Person Responsible**

Jason Watson

**Schedule**

On 9/17/2018

***Evidence of Completion***

teacher survey assessing depth of knowledge for team planning/implementation

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1** 7

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G1.B4.S2** Analyze data to plan for instruction 4

 S287027

**Strategy Rationale**

Coaches and intervention teachers work with teachers to provide support with planning small group targeted intervention

**Action Step 1** 5

Instructional coach facilitation of data driven PLCs and lesson planning

**Person Responsible**

Dawn-Marie Boggs

**Schedule**

Weekly, from 9/6/2018 to 5/17/2019

***Evidence of Completion***

minutes, agenda, lesson plans

**Action Step 2** 5

Teachers implement info from PD based on data to plan intentional data driven instruction

**Person Responsible**

Jason Watson

**Schedule**

Monthly, from 9/6/2018 to 5/20/2019

***Evidence of Completion***

lesson plans, teacher instruction

**Action Step 3** **5**

Teachers participate in district based ERPLs 4 times and implement data based lesson plans into their daily instruction

**Person Responsible**

Angela Polite

**Schedule**

Quarterly, from 10/17/2018 to 5/15/2019

***Evidence of Completion***

lesson plans, teacher instruction, and walk-through rubrics

**G2.** If Holly Hill School creates a supportive environment by implementing a school wide system for social emotional learning, then early warning risk factors will decrease and positive behaviors will increase. **1**

 G100537

**G2.B1** \*Lack of knowledge and implementation of effective social emotional learning **2**

 B271135

**G2.B1.S1** Parent-Teacher conference and communication accountability **4**

 S287028

### **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 opportunity and feedback for professional learning for adoption of SEL curriculum

#### **Person Responsible**

Jason Watson

#### **Schedule**

Daily, from 8/7/2018 to 8/7/2018

#### **Evidence of Completion**

Administration and Coaches

### **Action Step 2** **5**

Provide Parent Liason and Resources for Family Center- Weekly communication via Social Media and Parent Broadcast

#### **Person Responsible**

Mallory Cone

#### **Schedule**

Weekly, from 8/13/2018 to 5/20/2019

#### **Evidence of Completion**

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

**Action Step 3** 5

Adoption of AVID program for career and college readiness

**Person Responsible**

Lisa Gilbert

**Schedule**

On 5/20/2019

***Evidence of Completion***

AVID classes daily as part of the master schedule in middle school

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

Monitoring 5th/6th grade AVID students- walk-throughs

**Person Responsible**

Lisa Gilbert

**Schedule**

Weekly, from 8/13/2018 to 5/20/2019

***Evidence of Completion***

Check lists, walk-throughs, student binders

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

SEL curriculum PD

**Person Responsible**

Angela Polite

**Schedule**

On 8/7/2018

***Evidence of Completion***

Agenda and sign in sheet classroom walk-throughs

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

Parent Teacher Communication

**Person Responsible**

Jason Watson

**Schedule**

Weekly, from 8/13/2018 to 5/20/2019

***Evidence of Completion***

Newsletters, Connect Ed, Social Media, Family nights on campus

**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 and SEL Curriculum

**Person Responsible**

Jason Watson

**Schedule**

Monthly, from 8/13/2018 to 5/20/2019

***Evidence of Completion***

Faculty Sign-In Sheets and agendas

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

SEL Professional Development

**Person Responsible**

Jason Watson

**Schedule**

***Evidence of Completion***

agenda, sign in sheet

**G2.B1.S2** Adoption and implementation of School wide system for SEL 4

S287029

**Strategy Rationale**

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

**Action Step 1** 5

Provide designated time within the school day for SEL instruction

**Person Responsible**

Jason Watson

**Schedule**

Daily, from 8/14/2017 to 5/24/2018

**Evidence of Completion**

Time provided by administration embedded in the Master Calendar

**Action Step 2** 5

Provide SEL professional development (ongoing) for teachers implementing the curriculum in MS and Elem.

**Person Responsible**

Audrey Goropeuschek

**Schedule**

Every 2 Months, from 8/7/2018 to 5/20/2019

**Evidence of Completion**

Agenda, sign in sheets, minutes and lesson plans



### Action Step 3 5

Review data elements such as discipline, attendance and personal development section of report cards @ PLCs

**Person Responsible**

Jason Watson

**Schedule**

Quarterly, from 9/4/2018 to 5/13/2019

***Evidence of Completion***

KEEP Reports, Minutes

### Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Follow up and provide support to ensure implementation of SEL curriculum

**Person Responsible**

Jason Watson

**Schedule**

Quarterly, from 8/6/2018 to 5/20/2019

***Evidence of Completion***

sign in sheets, minutes, lesson plans

### Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Administrators and coaches conduct data walks

**Person Responsible**

Jason Watson

**Schedule**

Monthly, from 8/6/2018 to 5/20/2019

***Evidence of Completion***

walk through rubrics


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

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G2.B1.S3** School-wide college and career readiness culture 4

 S287030

**Strategy Rationale**

When we partner with area colleges and adopt AVID program for students, then college and career readiness will increase.

**Action Step 1** 5

Implementation of AVID program in 6th grade

**Person Responsible**

Lisa Gilbert

**Schedule**

Daily, from 8/7/2018 to 5/20/2019

***Evidence of Completion***

Classwork, student binders

**Action Step 2** 5

Professional Development on AVID strategies to use in all classrooms

**Person Responsible**

Lisa Gilbert

**Schedule**

Quarterly, from 9/4/2018 to 5/20/2019

***Evidence of Completion***

Agenda, minutes, sign in sheet and student work samples

### Action Step 3 5

College mentorship with area schools

**Person Responsible**

Lisa Gilbert

**Schedule**

Weekly, from 9/4/2018 to 5/20/2019

***Evidence of Completion***

student work, sign in

### Action Step 4 5

College visits

**Person Responsible**

Lisa Gilbert

**Schedule**

Semiannually, from 9/4/2018 to 5/20/2019

***Evidence of Completion***

college information, field trip permission slips

### Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

AVID site team meetings

**Person Responsible**

Lisa Gilbert

**Schedule**

Monthly, from 9/5/2018 to 5/20/2019

***Evidence of Completion***

Student samples, agenda, minutes, sign in sheets

**Plan to Monitor Fidelity of Implementation of G2.B1.S3** 6

Administration/Coaches data walks

**Person Responsible**

Jason Watson

**Schedule**

Every 6 Weeks, from 8/6/2018 to 5/20/2019

***Evidence of Completion***

walk through rubrics and check list

**Plan to Monitor Effectiveness of Implementation of G2.B1.S3** 7

**Person Responsible**

**Schedule**

***Evidence of Completion***

## V. Professional Development Opportunities

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

**G1.** If HHS implements standards aligned instruction within all content areas with collective efficacy, then student achievement will increase.

**G1.B1** \*Lack of knowledge and implementation of standards

**G1.B1.S2** Consistency with posting learning targets and implementation of common boards

### PD Opportunity 1

Teachers will participate in content sessions supporting standards aligned instruction

#### Facilitator

Administration, Coaches, and Liaison to schedule PD

#### Participants

Faculty

#### Schedule

Monthly, from 8/7/2017 to 5/20/2019

## 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	Weekly Data driven PLCs facilitated by academic coaches and administration				\$75,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			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 follow-up coaching and feedback for each Professional Learning.				\$373,559.61
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			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			
3	G1.B1.S1.A3	Weekly team planning meetings to create lesson plans and common formative assessments				\$0.00
4	G1.B1.S1.A4	District Specialist led Instructional Reviews				\$0.00
5	G1.B1.S1.A5	Implementation of standard focus boards K-8				\$0.00
6	G1.B1.S2.A1	Teachers will participate in content sessions supporting standards aligned instruction				\$22,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			2721 - Holly Hill School	Title I, Part A		\$22,000.00
			Notes: Quarterly Best Practices with district ELA and Math			
7	G1.B1.S2.A2	Instructional coach facilitation of PLCs and planning sessions with teachers to collaborate for upcoming student tasks				\$0.00
8	G1.B1.S2.A3	Teachers incorporate the aligned tasks into their instruction with instructional coach observing implementation of lessons				\$0.00
9	G1.B1.S3.A1	Coaches and admin facilitate PLCs weekly in each content area and grade level				\$0.00
10	G1.B1.S3.A2	Expectations of PLCs and team meetings during pre-planning				\$0.00

11	G1.B1.S3.A3	Teachers participate in school-based ERPLs that focus around effective planning and PLCs.				\$0.00
12	G1.B4.S1.A1	Data Analysis- formative, summative, DIAs and FSA scores and intentional planning of lessons with teacher and intervention teachers to target deficit skills/standards				\$0.00
13	G1.B4.S1.A2	Instructional Reviews/ Learning walks with district specialists, admin and coaches				\$0.00
14	G1.B4.S1.A3	Teachers participate in ERPLs focusing on small group strategies and lesson planning.				\$0.00
15	G1.B4.S1.A4	Teachers incorporate info. from professional learning into their lessons with instructional coach observing implementation of lessons				\$0.00
16	G1.B4.S2.A1	Instructional coach facilitation of data driven PLCs and lesson planning				\$0.00
17	G1.B4.S2.A2	Teachers implement info from PD based on data to plan intentional data driven instruction				\$0.00
18	G1.B4.S2.A3	Teachers participate in district based ERPLs 4 times and implement data based lesson plans into their daily instruction				\$0.00
19	G2.B1.S1.A1	Provide opportunity and feedback for professional learning for adoption of SEL curriculum				\$0.00
20	G2.B1.S1.A2	Provide Parent Liason and Resources for Family Center- Weekly communication via Social Media and Parent Broadcast				\$21,458.62
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			2721 - Holly Hill School	Title I, Part A		\$18,458.62
			Notes: Parent Liason			
			2721 - Holly Hill School	Title I, Part A		\$3,000.00
			Notes: Resources			
21	G2.B1.S1.A3	Adoption of AVID program for career and college readiness				\$0.00
22	G2.B1.S2.A1	Provide designated time within the school day for SEL instruction				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			2721 - Holly Hill School	Title I, Part A		\$3,000.00
			Notes: Ongoing Progress Monitor			
23	G2.B1.S2.A2	Provide SEL professional development (ongoing) for teachers implementing the curriculum in MS and Elem.				\$0.00
24	G2.B1.S2.A3	Review data elements such as discipline, attendance and personal development section of report cards @ PLCs				\$0.00
25	G2.B1.S3.A1	Implementation of AVID program in 6th grade				\$0.00
26	G2.B1.S3.A2	Professional Development on AVID strategies to use in all classrooms				\$0.00
27	G2.B1.S3.A3	College mentorship with area schools				\$0.00



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28	G2.B1.S3.A4	College visits	\$0.00
Total:			\$495,718.23
















## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2019					
G1.B4.S1.MA1 M424951	[no content entered]		No Start Date		No End Date one-time
G2.B1.S1.MA5 M424959	SEL Professional Development	Watson, Jason	5/20/2019	agenda, sign in sheet	No End Date one-time
G1.B1.S2.MA1 M424949	[no content entered]		No Start Date		No End Date one-time
G2.B1.S2.MA1 M424963	[no content entered]		No Start Date		No End Date one-time
G1.B1.S3.A2 A388928	Expectations of PLCs and team meetings during pre-planning	Watson, Jason	8/7/2018	minutes, agenda, sign in sheet	No End Date one-time
G1.B1.S3.A3 A388929	Teachers participate in school-based ERPLs that focus around effective planning and PLCs.	Polite, Angela	9/26/2018	agenda, sign in, minutes	No End Date one-time
G2.B1.S3.MA1 M424966	[no content entered]		No Start Date		No End Date one-time
G2.MA2 M424970	SIP Midyear Review	Watson, Jason	1/18/2017	SLT and SIP Liaison: Midyear Review in CIMS	1/18/2018 one-time
G2.B1.S2.A1 A388940	Provide designated time within the school day for SEL instruction	Watson, Jason	8/14/2017	Time provided by administration embedded in the Master Calendar	5/24/2018 daily
G2.MA1 M424969	SIP Progress Monitoring Meeting	Watson, Jason	9/5/2017	SIP Progress Monitoring Meeting, Minutes, and Sign-In Sheet	5/25/2018 monthly
G2.MA3 M424971	State Assessments Results	Watson, Jason	5/24/2018	Step Zero for 2017-2018	7/11/2018 annually
G1.B1.S1.MA3 M424948	Provide Professional Learning on standards	Glaenzer, Stephanie	8/6/2018	Sign-sheets, agendas, MYPGS reports, PD Exit Slips	8/6/2018 one-time
G2.B1.S1.MA3 M424961	SEL curriculum PD	Polite, Angela	8/7/2018	Agenda and sign in sheet classroom walk-throughs	8/7/2018 one-time
G2.B1.S1.A1 A388937	Provide opportunity and feedback for professional learning for adoption of SEL curriculum	Watson, Jason	8/7/2018	Administration and Coaches	8/7/2018 daily
G1.B1.S2.MA1 M424950	Data review and analyze the effectiveness of implementing standards-aligned instruction with...	Watson, Jason	8/21/2018	Agenda, meeting minutes, data results	8/21/2018 monthly
G1.B4.S1.MA2 M424953	Teacher Survey	Watson, Jason	9/17/2018	teacher survey assessing depth of knowledge for team planning/ implementation	9/17/2018 one-time
G1.MA1 M424954	SIP Progress Monitoring Meeting	Watson, Jason	10/23/2018	SLT Members and District SIP Liaison will provide SIP Progress Monitoring Meeting Minutes and Sign-In Sheet	10/23/2018 one-time
G1.MA3 M424956	SIP Midyear Review	Boggs, Dawn-Marie	1/22/2019	Midyear review in CIMS	1/22/2019 one-time
G2.B1.S2.A3 A388942	Review data elements such as discipline, attendance and personal development section of report...	Watson, Jason	9/4/2018	KEEP Reports, Minutes	5/13/2019 quarterly
G1.B4.S2.A3 A388936	Teachers participate in district based ERPLs 4 times and implement data based lesson plans into...	Polite, Angela	10/17/2018	lesson plans, teacher instruction, and walk-through rubrics	5/15/2019 quarterly

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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
G1.B1.S2.A2 A388925	Instructional coach facilitation of PLCs and planning sessions with teachers to collaborate for...	Boggs, Dawn-Marie	8/16/2018	Agenda, minutes	5/16/2019 weekly
G1.B1.S3.A1 A388927	Coaches and admin facilitate PLCs weekly in each content area and grsde level	Watson, Jason	8/23/2018	Minutes, agenda	5/16/2019 weekly
G1.B4.S2.A1 A388934	Instructional coach facilitation of data driven PLCs and lesson planning	Boggs, Dawn-Marie	9/6/2018	minutes, agenda, lesson plans	5/17/2019 weekly
G1.B1.S1.MA1 M424945	Review and analyze the effectiveness of implementing standards-aligned instruction, and collected...	Watson, Jason	8/13/2018	Evidence will include VXT Data, FAIR, and Data Walks. When applicable the evidence will also include common grade-level assessments.	5/20/2019 monthly
G1.B1.S1.MA1 M424946	Data review and analyze the effectiveness of implementing standards-aligned instruction, and...	Polite, Angela	8/13/2018	Collected data at the quarterly LLT meetings.	5/20/2019 quarterly
G1.B1.S1.MA2 M424947	Monitor and provide feedback from Learning Walks	Watson, Jason	8/13/2018	Agenda, coaching cycle tools, walk-throughs, observations	5/20/2019 monthly
G1.B1.S1.A1 A388919	Weekly Data driven PLCs facilitated by academic coaches and administration	Boggs, Dawn-Marie	8/13/2018	Agendas, sign-in sheets, PLC minutes, lesson plans	5/20/2019 weekly
G1.B1.S1.A2 A388920	Provide follow-up coaching and feedback for each Professional Learning.	Polite, Angela	8/6/2018	Coaching Cycles, Instructional Coach Calendar, Walk-through Data Collection Results, Intervention Teachers, Tutoring Teachers data and progress monitoring	5/20/2019 monthly
G1.B1.S1.A4 A388922	District Specialist led Instructional Reviews	Watson, Jason	9/26/2018	IPGs, walk-through rubrics and checklists	5/20/2019 every-2-months
G1.B1.S1.A5 A388923	Implementation of standard focus boards K-8	Watson, Jason	9/24/2018	walk- through rubrics and check lists focus boards in classrooms	5/20/2019 daily
G1.B4.S1.MA1 M424952	Walk through rubric	Polite, Angela	8/27/2018	admin./coaches complete rubric	5/20/2019 every-6-weeks
G1.B4.S1.A1 A388930	Data Analysis- formative, summative, DIAs and FSA scores and intentional planning of lessons with...	Polite, Angela	8/13/2018	lesson plans, NTC coaching tools	5/20/2019 monthly
G1.B4.S1.A2 A388931	Instructional Reviews/ Learning walks with district specialists, admin and coaches	Watson, Jason	8/27/2018	teacher instruction, walk-through rubric	5/20/2019 monthly
G1.B4.S1.A4 A388933	Teachers incorporate info. from professional learning into their lessons with instructional coach...	Polite, Angela	9/4/2018	NTC Coaching Tools, walk-through rubrics, lesson plans	5/20/2019 biweekly
G2.B1.S1.MA1 M424958	Discussion during faculty meetings of follow-up coaching, walk-throughs for implementation of...	Watson, Jason	8/13/2018	Faculty Sign-In Sheets and agendas	5/20/2019 monthly
G2.B1.S1.MA1 M424960	Monitoring 5th/6th grade AVID students- walk-throughs	Gilbert, Lisa	8/13/2018	Check lists, walk-throughs, student binders	5/20/2019 weekly
G2.B1.S1.MA4 M424962	Parent Teacher Communication	Watson, Jason	8/13/2018	Newsletters, Connect Ed, Social Media, Family nights on campus	5/20/2019 weekly
G2.B1.S1.A2 A388938	Provide Parent Liason and Resources for Family Center- Weekly communication via Social Media and...	Cone, Mallory	8/13/2018	Title I Surveys, Parent Surveys, Climate Surveys, Parent Input	5/20/2019 weekly
G2.B1.S1.A3 A388939	Adoption of AVID program for career and college readiness	Gilbert, Lisa	8/13/2018	AVID classes daily as part of the master schedule in middle school	5/20/2019 one-time
G1.B1.S2.A1 A388924	Teachers will participate in content sessions supporting standards aligned instruction	Watson, Jason	8/7/2017	Agendas and Sign-In Sheets	5/20/2019 monthly

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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
G1.B1.S2.A3  A388926	Teachers incorporate the aligned tasks into their instruction with instructional coach observing...	Polite, Angela	9/3/2018	NTC coaching tools, walk- through rubrics, and common learning boards	5/20/2019 biweekly
G1.B4.S2.A2  A388935	Teachers implement info from PD based on data to plan intentional data driven instruction	Watson, Jason	9/6/2018	lesson plans, teacher instruction	5/20/2019 monthly
G2.B1.S2.MA1  M424964	Follow up and provide support to ensure implementation of SEL curriculum	Watson, Jason	8/6/2018	sign in sheets, minutes, lesson plans	5/20/2019 quarterly
G2.B1.S2.MA3  M424965	Administrators and coaches conduct data walks	Watson, Jason	8/6/2018	walk through rubrics	5/20/2019 monthly
G2.B1.S2.A2  A388941	Provide SEL professional development (ongoing) for teachers implementing the curriculum in MS and...	Goropeuschek, Audrey	8/7/2018	Agenda, sign in sheets, minutes and lesson plans	5/20/2019 every-2-months
G2.B1.S3.MA1  M424967	AVID site team meetings	Gilbert, Lisa	9/5/2018	Student samples, agenda, minutes, sign in sheets	5/20/2019 monthly
G2.B1.S3.MA2  M424968	Administration/Coaches data walks	Watson, Jason	8/6/2018	walk through rubrics and check list	5/20/2019 every-6-weeks
G2.B1.S3.A1  A388943	Implementation of AVID program in 6th grade	Gilbert, Lisa	8/7/2018	Classwork, student binders	5/20/2019 daily
G2.B1.S3.A2  A388944	Professional Development on AVID strategies to use in all classrooms	Gilbert, Lisa	9/4/2018	Agenda, minutes, sign in sheet and student work samples	5/20/2019 quarterly
G2.B1.S3.A3  A388945	College mentorship with area schools	Gilbert, Lisa	9/4/2018	student work, sign in	5/20/2019 weekly
G2.B1.S3.A4  A388946	College visits	Gilbert, Lisa	9/4/2018	college information, field trip permission slips	5/20/2019 semiannually
G1.B1.S1.A3  A388921	Weekly team planning meetings to create lesson plans and common formative assessments	Watson, Jason	8/13/2018	Agendas, sign-in sheets, meeting minutes, lesson plans	5/21/2019 weekly
G1.B4.S1.A3  A388932	Teachers participate in ERPLs focusing on small group strategies and lesson planning.	Watson, Jason	9/24/2018	lesson plans, teacher lesson plans, walk-through rubric	5/22/2019 monthly
G1.MA4  M424957	Instructional Reviews and Data Walks	Watson, Jason	8/31/2018	Walk-through rubric, IPGs, NTC Coaching Tools	5/24/2019 one-time
G1.MA2  M424955	State Assessment Results	Watson, Jason	6/1/2018	Step Zero for 2017-2018 SIP	6/1/2019 annually