

Duval County Public Schools

# Holiday Hill Elementary School



2019-20 Schoolwide Improvement Plan

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# Holiday Hill Elementary School

6900 ALTAMA RD, Jacksonville, FL 32216

<http://www.duvalschools.org/holidayhill>

## Demographics

**Principal: Matthew Peterson**

Start Date for this Principal: 3/16/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	76%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: B (57%) 2017-18: C (53%) 2016-17: A (62%) 2015-16: B (59%) 2014-15: C (52%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

### 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. 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.

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## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p><b>2018-19 Title I School</b></p> <p style="text-align: center;">Yes</p>	<p><b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">77%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">50%</p>

## School Grades History

<b>Year</b>	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>	<b>2015-16</b>
<b>Grade</b>	B	C	A	B

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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. 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: School Information

### School Mission and Vision

**Provide the school's mission statement.**

Holiday Hill creates an engaging learning environment where students collaborate, take ownership of their learning, and demonstrate a passion for knowledge. We build confident leaders by providing safe, supportive, and positive relationships between students, faculty and members of the community. Holiday Hill cultivates success in every student, every day!

**Provide the school's vision statement.**

All members of the Holiday Hill community are committed to inspire and educate our students to achieve individual excellence and become leaders in society.

### School Leadership Team

**Membership**

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

Name	Title	Job Duties and Responsibilities
Peterson, Matt	Principal	Provide and cultivate a positive culture and climate, monitor student achievement, build teacher leaders, provide professional development, implement and adhere to safety guidelines to ensure student safety.
Oneal, Amber	Assistant Principal	Provide and cultivate a positive culture and climate, monitor student achievement, build teacher leaders, provide professional development, implement and adhere to safety guidelines to ensure student safety, and provide discipline guidance.
Minton, Schantel		Provide and cultivate a positive culture and climate, monitor student achievement, build teacher leaders, provide professional development, implement and adhere to safety guidelines to ensure student safety, and provide discipline guidance.
Fleming, Michele	Instructional Coach	Ensures high quality instruction via the coaching model, co-planning, co-teaching, and providing feedback to teachers. Provides professional development to meet the needs of the teachers and students.
Seybert, Jillian	Instructional Coach	Ensures high quality instruction via the coaching model, co-planning, co-teaching, and providing feedback to teachers. Provides professional development to meet the needs of the teachers and students.

### Early Warning Systems

**Current Year**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	89	90	93	93	95	125	0	0	0	0	0	0	0	585
Attendance below 90 percent	19	14	17	24	18	26	0	0	0	0	0	0	0	118
One or more suspensions	8	13	11	11	12	10	0	0	0	0	0	0	0	65
Course failure in ELA or Math	6	1	6	1	0	1	0	0	0	0	0	0	0	15
Level 1 on statewide assessment	13	21	34	49	53	59	0	0	0	0	0	0	0	229
	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	4	12	13	26	26	0	0	0	0	0	0	0	81

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	11	25	40	122	6	21	0	0	0	0	0	0	0	225
Students retained two or more times	32	57	63	73	93	89	0	0	0	0	0	0	0	407

**FTE units allocated to school (total number of teacher units)**

32

**Date this data was collected or last updated**

Saturday 8/17/2019

**Prior Year - As Reported**

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

**The number of students with two or more early warning indicators:**

Indicator	Grade Level	Total
Students with two or more indicators		

**Prior Year - Updated**

**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	17	29	20	23	27	26	0	0	0	0	0	0	0	142
One or more suspensions	7	10	11	13	14	11	0	0	0	0	0	0	0	66
Course failure in ELA or Math	5	7	5	1	0	0	0	0	0	0	0	0	0	18
Level 1 on statewide assessment	6	21	22	45	68	50	0	0	0	0	0	0	0	212

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	10	26	22	30	44	31	0	0	0	0	0	0	0	163

## Part II: Needs Assessment/Analysis

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	58%	50%	57%	61%	49%	55%
ELA Learning Gains	57%	56%	58%	60%	56%	57%
ELA Lowest 25th Percentile	45%	50%	53%	54%	54%	52%
Math Achievement	65%	62%	63%	69%	62%	61%
Math Learning Gains	65%	63%	62%	69%	63%	61%
Math Lowest 25th Percentile	51%	52%	51%	47%	54%	51%
Science Achievement	60%	48%	53%	74%	50%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	89 (0)	90 (0)	93 (0)	93 (0)	95 (0)	125 (0)	585 (0)
Attendance below 90 percent	19 ( )	14 ( )	17 ( )	24 ( )	18 ( )	26 ( )	118 (0)
One or more suspensions	8 ( )	13 (0)	11 (0)	11 (0)	12 (0)	10 (0)	65 (0)
Course failure in ELA or Math	6 ( )	1 (0)	6 (0)	1 (0)	0 (0)	1 (0)	15 (0)
Level 1 on statewide assessment	13 ( )	21 (0)	34 (0)	49 (0)	53 (0)	59 (0)	229 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

### Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	51%	51%	0%	58%	-7%
	2018	54%	50%	4%	57%	-3%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2019	49%	52%	-3%	58%	-9%
	2018	56%	49%	7%	56%	0%
Same Grade Comparison		-7%				
Cohort Comparison		-5%				
05	2019	63%	50%	13%	56%	7%
	2018	62%	51%	11%	55%	7%
Same Grade Comparison		1%				
Cohort Comparison		7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	60%	61%	-1%	62%	-2%
	2018	68%	59%	9%	62%	6%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2019	70%	64%	6%	64%	6%
	2018	69%	60%	9%	62%	7%
Same Grade Comparison		1%				
Cohort Comparison		2%				
05	2019	60%	57%	3%	60%	0%
	2018	71%	61%	10%	61%	10%
Same Grade Comparison		-11%				
Cohort Comparison		-9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	55%	49%	6%	53%	2%
	2018	54%	56%	-2%	55%	-1%
Same Grade Comparison		1%				
Cohort Comparison						

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	17	46	47	26	52	45	16				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ELL	46	78		54	72		45				
ASN	60			90							
BLK	29	46	24	41	50	42	36				
HSP	63	68	60	65	74	60	63				
MUL	80	84		75	58		64				
WHT	66	51	53	74	69	55	69				
FRL	41	53	47	49	60	56	43				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	23	35	32	28	26	15	26				
ELL	15	35	33	46	50						
BLK	34	41	25	58	53	33	33				
HSP	42	58		61	52						
MUL	78	67		91	83						
WHT	71	64	36	75	63	27	68				
FRL	49	49	32	62	54	32	48				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	28	46	43	29	39	33	39				
ELL	30	62	60	38	85	90					
BLK	47	51	50	54	60	28	58				
HSP	51	60	45	54	63		50				
MUL	70			80							
WHT	68	65	61	76	72	58	88				
FRL	53	60	60	58	68	46	68				

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	73
Total Points Earned for the Federal Index	474
Total Components for the Federal Index	8
Percent Tested	99%

<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
<b>English Language Learners</b>	
Federal Index - English Language Learners	61
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
<b>Asian Students</b>	
Federal Index - Asian Students	75
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	72
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

**Analysis**

**Data Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

4th Grade Reading and Writing - Lack of teaching to the Reading and Writing Standards. Unclear expectations for utilizing the standards during instruction.

3rd and 5th MATH - Lack of pedagogy and lack of differentiation in the classroom. Lack of engagement and no follow-up on check for understanding.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

5th Grade MATH (2018) - 71% to 60% in 2018 Lack of pedagogy and lack of differentiation in the classroom. Lack of engagement and no follow-up on understanding of content. No check for understanding. Lack of classroom management.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

Negative - 4th Grade ELA; State 58%, School: 49% - Lack of rigor and text in hand. Students are not exposed to the complexity of the standard. Lack of differentiation.

**Which data component showed the most improvement? What new actions did your school take in this area?**

2018 (29%) - 2019 (51%) in Math: Math Interventionist in place, Differentiation based on their previous math data.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Attendance  
Out of School Suspensions

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Ensure standards based teaching
2. Differentiation
3. Continue with Talented Tuesday collaboration professional development
4. Focus on preemptive regarding behavior; proactive approach towards behaviors
5. Strengthen relationship with community stakeholders.

## **Part III: Planning for Improvement**

**Areas of Focus:**

<b>#1</b>	
<b>Title</b>	Standards Based Teaching
<b>Rationale</b>	Ensuring students are prepared for rigorous independent tasks. (Add data) - 4th grade ELA (-7%), 5th grade Math (-11%), 3rd grade Math (-8%)
<b>State the measurable outcome the school plans to achieve</b>	<p>ELA - 58 to 63                      ELA LG - 57 to 62                      ELA LPQ - 45 to 50                      MATH - 65 to 70                      MATH LQ - 65 to 70                      MATH LPQ - 61 to 66                      SCIENCE - 60 to 65</p> <p>If we implement Acaletics and Reading Mastery, we will see an increase in Reading and Math proficiency via K-5 students.</p>
<b>Person responsible for monitoring outcome</b>	Matt Peterson (petersonm1@duvalschools.org)
<b>Evidence-based Strategy</b>	<p>Implementation of Acaletics (Grades 3-5 Math)                      Implementation of Reading Mastery (Grades K-2)                      Implementation of the Standards Walkthrough Tool</p>
<b>Rationale for Evidence-based Strategy</b>	Reading Mastery and Acaletics are research based programs, Duval County public schools could supplement the core lessons in both K-2 Reading and 3-5 Math. The implementation of the standards walk through tool will be used to for administration to look at lesson and ensure the lessons are aligned to the standards.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Grades K-2 Teachers and administration will be trained on the Reading Mastery program</li> <li>2. Grades 3-5 Teachers and administration will be trained on the implementation of Acaletics</li> <li>3. Monitor and provide feedback to teachers to implementation of Reading Mastery and Acaletics</li> </ol>
<b>Person Responsible</b>	Matt Peterson (petersonm1@duvalschools.org)

<b>#2</b>	
<b>Title</b>	Culture and Climate
<b>Rationale</b>	Holiday Hill has a day treatment program which impacts the number of referrals and Out of School Suspensions.
<b>State the measurable outcome the school plans to achieve</b>	If we implement the Mind Up and Sanford Harmony program, then we will see a decrease in Out of School Suspension by 32 OSS suspensions.  Last Year 2018-2019 - 157 Out of School Suspensions Target 2019-2020 - 125 Out of School Suspensions
<b>Person responsible for monitoring outcome</b>	Amber Oneal (oneala@duvalschools.org)
<b>Evidence-based Strategy</b>	MindUp program Sanford Harmony
<b>Rationale for Evidence-based Strategy</b>	Research based behavior program All behaviors are recorded in the FOCUS platform to track behaviors and incidents.
<b>Action Step</b>	
<b>Description</b>	1. Ensure all behavior referrals are recorded accurately. 2. Monitor and review behavior data weekly. 3. Ensure implementation of Mind Up, Sanford Harmony, Calm classroom behavior support programs.
<b>Person Responsible</b>	Amber Oneal (oneala@duvalschools.org)

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

Out-of-School suspensions need to be addressed. While using the Student Code of Conduct as a guide, my building needs to ensure staff members are in the right place helping students to implement preventative behavioral strategies and de-escalation behavioral strategies. Out-of-School suspensions should only be utilized if a class suspension, social work communication, and intervention work are not successful.

**Part IV: Title I Requirements**

**Additional Title I Requirements**  
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**



We implement a variety of events based on our Parent and Family Engagement Plan to support parents at home with their child(ren). This year, we are implementing the following events to build a positive relationship with our stakeholders:

- 1) Duval Night, which targets academic content areas: Reading, Math, and Science
- 2) Technology Night, which supports parents with getting familiar with Focus, OneView, i-Ready, Achieve3000 platforms.
- 3) Safety First, supports parents understand in looking for signs of abuse.

#### **PFEP Link**

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

**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.**

Holiday Hill ensures the development of the whole child through the implementation of the MindUp program, Sanford Harmony, and the Holiday Hill Baptist Mentoring program.

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

Every year, Holiday Hill have a Middle/Magnet school transition night, where all current and prospective students in Grades K-5 are invited to hear information regarding Holiday Hill, Magnet feeder schools, and Geographical area schools.

**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.**

Due to Holiday Hill having such a diverse population which includes, Gifted and a Day treatment program, we have to ensure all students needs are met academically and socially. We implement and facilitate multi content parent night which provides parents with the tools they need to support their children at home.

We utilized Title One funds, to pay for the Reading and Math Interventionist due to the 17-18 LPQ percentages being below 30% in both Reading and Math, as well as, keeping our Reading and Math coach to support the teachers.

Schantel Minton, our Assistant Principal, along with Jillian Eiseman and Michele Fleming meets at minimum once a week to ensure teachers and students have materials they need to be successful in the classroom.

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

Every year, our guidance counselor coordinates Career Day in the media center. She invites 6-7 organizations such as the Baptist Health system, Jacksonville Fire Department, JEA, and other organizations. During this time, students are broken in to groups of three and with each organization for about 10-15 minutes. This allows the organization to provide background information and answer any questions the students may have in that particular industry.

## **Part V: Budget**

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Standards Based Teaching	\$0.00
2	III.A.	Areas of Focus: Culture and Climate	\$0.00
<b>Total:</b>			<b>\$0.00</b>