



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Holly Hill School

1500 CENTER AVE

Holly Hill, FL 32117

386-239-6320

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

School Demographics

School Type
Combination School

Title I
Yes

Free and Reduced Lunch Rate
92%

Alternative/ESE Center
No

Charter School
No

Minority Rate
51%

School Grades History

2013-14
D

2012-13
D

2011-12
C

2010-11
C

2009-10
C

SIP Authority and Template

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

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

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

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	2	Wayne Green

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

Current School Status

School Information

School-Level Information

School

Holly Hill School

Principal

Tami Fisher

School Advisory Council chair

Laurel Stevenson

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

Name	Title
Jay Strother	ESE Assistant Principal
Steffan Mallory	Assistant Principal
Marci Lockamy	Assistant Principal

District-Level Information

District

Volusia

Superintendent

Dr. Margaret A Smith

Date of school board approval of SIP

12/10/2013

School Advisory Council (SAC)

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

Membership of the SAC

Beverly Gadson Teacher
 Christiana Luciano Teacher
 Laurel Stevenson Teacher
 Tonia Terry Support Staff
 Jan Gartrell Business Partner/ Community Member
 Roger Healy Community Member
 Barbara Mitchell Business Partner/ Community Member
 John Penny Business Partner/Community Member
 Jeff Miller Community Member
 Pedro Dash Parent

The SAC Membership must be comprised of 51% or more non-Volusia County Schools employees. SAC consists of a diverse makeup of varied ethnic, racial, and socioeconomic groups and contains a variety of stakeholder groups including parents, teachers, support staff, students (for middle and high schools), principal, community members, and business partners.

The SAC Membership Rosters must be updated four times annually as follows

Sept. 17 (to confirm SAC membership for the current school year)

Dec. 4 (to check SAC membership at the mid-year point)

April 2 (to confirm SAC membership before elections)

May 21 (to update SAC membership for the coming year after elections)

Any member who has two consecutive, unexcused absences must be removed from the membership roster.

SAC meetings operate under Sunshine Law and all meeting agendas, including items to be voted upon, must be shared at least three days in advance with all SAC members.

Involvement of the SAC in the development of the SIP

The SAC participated in a data review of student achievement on the Florida Comprehensive Assessment Test, the Florida Alternate Assessment, and the End-of-Course (EOC) Assessments. After reviewing the data, the SAC discussed both resources and barriers to increasing student achievement at HHS. The discussion of strategies for improvement was started and will continue at our next SAC meeting.

Activities of the SAC for the upcoming school year

Make revisions to SIP based on input from stakeholders. Review collaborative partnering and shared decision-making guidelines. Review and update bylaws as needed. Discuss findings of SIP Peer Review. Reflect on goal progress. Complete and share Mid-year review. Plan for and complete Climate Survey and Title I Parent Survey.

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

Supplemental instructional materials

Staff development

Extended PLC time for teachers

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

4

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Tami Fisher

Principal

Years as Administrator: 14

Years at Current School: 1

Credentials

Degrees
 Bachelor of Arts
 Master of Education
 Certification
 Elementary Education Grades (1-6)
 Educational Leadership (all Levels)
 Exceptional Student Education (K-12)
 School Principal (all Levels)

Performance Record

Principal Volusia Pines Elementary 2012-2013: Grade: C
 Reading Mastery: 55 %
 Reading Learning Gains: 58%
 Reading Lower 25% Learning Gains: 69%
 Math Mastery: 48%
 Math Learning Gains: 63%
 Math Lower 25% Learning Gains: 76%
 Science Mastery: 67%
 Writing Mastery: 40%
 Principal at Volusia Pines Elementary 2011-2012: Grade: B
 Reading Mastery: 56%
 Reading Learning Gains: %
 Reading Lower 25% Learning Gains: 63%
 Math Mastery: 49%
 Math Learning Gains: %
 Math Lower 25% Learning Gains: 79%
 Science Mastery: 54%
 Writing Mastery: 35%
 Principal Volusia Pines Elementary 2010-2011: Grade: B
 Reading Mastery: 80%
 Reading Learning Gains: 60%
 Reading Lower 25% Learning Gains: 49%
 Math Mastery: 75%
 Math Learning Gains: 59%
 Math Lower 25% Learning Gains: 66%
 Science Mastery: 61%
 Writing Mastery: 83%
 AYP 79%
 Assistant Principal New Smyrna Beach Middle 2009-2010: Grade: A
 Reading Mastery: 73%
 Reading Learning Gains: 62%
 Reading Lowest 25% Learning Gains: 60%
 Math Mastery: 63%
 Math Learning Gains: 69%
 Math Lowest 25% Learning Gains: 65%
 Science Mastery: 59% in 8th grade
 Writing Mastery: 91%
 AYP: 82%

2008-2009: Grade: A
Reading Mastery: 75%
Reading Learning Gains: 68%
Reading Lowest 25% Learning Gains: 67%
Math Mastery: 64%
Math Learning Gains: 67%
Math Lowest 25% Learning Gains: 62%
Science Mastery: 59% in 8th grade
Writing Mastery: 94%
AYP: 85%

2007-2008: Grade: A
Reading Mastery: 71%
Reading Learning Gains: 63%
Reading Lowest 25% Learning Gains: 57%
Math Mastery: 65%
Math Learning Gains: 68%
Math Lowest 25% Learning Gains: 68%
Science Mastery: 55% in 8th grade
Writing Mastery: 91%
AYP: 90%

Assistant Principal Heritage Middle
2006-2007 Grade: A
Reading Mastery: 69%
Reading Learning Gains: 61%
Reading Lowest 25% Learning Gains: 61%
Math Mastery: 64%
Math Learning Gains: 67%
Math Lowest 25% Learning Gains: 65%
Science Mastery: 47% in 8th grade
Writing Mastery: 93%
AYP: 87%

2005-2006: Grade: A
Reading Mastery: 68%
Reading Learning Gains: 65%
Reading Lowest 25% Learning Gains: 70%
Math Mastery: 64%
Math Learning Gains: 69%
Writing Mastery: 92%
AYP: 85%

2004-2005: Grade: A
Reading Mastery: 62%
Reading Learning Gains: 56%
Reading Lowest 25% Learning Gains: 64%
Math Mastery: 66%
Math Learning Gains: 67%
Writing Mastery: 92%
AYP: 80%

Assistant Principal Forest Lake Elementary 2003-2004: Grade: A
Reading Mastery: 85%
Reading Learning Gains: 80%
Reading Lowest 25% Learning Gains: 82%

Math Mastery: 81%
Math Learning Gains: 79%
Writing Mastery: 93%
AYP: 100%
Assistant Principal Debary Elementary 2002-2003: Grade: A
Reading Mastery: 81%
Reading Learning Gains: 71%
Reading Lowest 25% Learning Gains: 69%
Math Mastery: 82%
Math Learning Gains: 83%
Writing Mastery: 72%
AYP: %
2001-2002: Grade: A
Reading Mastery: 78%
Reading Learning Gains: 68%
Reading Lowest 25% Learning Gains: 77%
Math Mastery: 74%
Math Learning Gains: 78%
Writing Mastery: 63%

Steffan Mallory

Asst Principal

Years as Administrator: 8

Years at Current School: 1

Credentials

B.S. Elementary Education
 Masters of Science Elementary and Middle School Curriculum
 Ed. Specialist Educational Leadership
 Certified Elementary Education and Educational Leadership and Supervision.

Performance Record

Assistant Principal
 Assistant Principal River Springs Middle School 2012-2013
 Reading Mastery: 57%
 Reading Learning Gains: 58%
 Reading Lowest 25% Learning Gains: 55%
 Math Mastery: %
 Math Learning Gains: 59%
 Math Lowest 25% Learning Gains: 57%
 Science Mastery: % in 8th grade
 Writing Mastery: 47%
 2011 - 2012,
 Reading Mastery: 55%
 Reading Learning Gains: %
 Reading Lowest 25% Learning Gains: 62%
 Math Mastery: 51%
 Math Learning Gains: 53%
 Math Lowest 25% Learning Gains: 57%
 Science Mastery: % in 8th grade
 Writing Mastery: 55%
 2010-2011, River Springs: A School
 AYP 77% (76%R/62%M;74%R/72%M; 66%R/69%M)
 2009 - 2010: A School,
 AYP 87% (74%R, 67%M;66%R, 70%M; 68%R, 71%M)
 2008 - 2009, B School,
 AYP 72% (70%R, 63%M; 66%R, 65%M; 67%R, 61%M)
 Assistant Principal Discovery Elementary School 2007 - 2008: B
 School, AYP 87% (72%R, 70%M; 63%R, 65%M; 57%R, 72%M)
 2006 - 2007, Discovery Elementary School: A School,
 AYP 97% (81%R, 80%M; 78%R, 71%M; 84%R, 69%M)
 2005 - 2006, Discovery Elementary School: A School,
 AYP 100% (76%R, 81%M; 63%R, 71%M; 56%R)

Jay Strother

Asst Principal

Years as Administrator: 1

Years at Current School: 1

Credentials

Bachelors of Science in Exercise and Sport Sciences from the University of Florida
 Masters of Education in Educational Administration from Grand Canyon University
 Certifications:
 Specific Learning Disabilities Certificate
 Physical Education Certificate
 Integrated Curriculum Certificate
 Ed. Leadership Certificate

Performance Record

2013 – D* School (41%R/31%M; 55%R/47%M; 56%R/54%M)*
 2012 – C School (41% R/39% M; 51% R/63% M; 60% R/67% M) *
 *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)

Marci Lockamy

Asst Principal

Years as Administrator: 5

Years at Current School: 12

Credentials

Degrees: BA Elementary Education MS Educational Leadership

Performance Record

2013 – D* School (41%R/31%M; 55%R/47%M; 56%R/54%M)*
 2012 – C School (41% R/39% M; 51% R/63% M; 60% R/67% M) *
 2011 – C School, AYP 79% (65% R/57% M; 57% R/51% M; 54% R/71% M) *
 2010 – C School, AYP 74% (64% R/62% M; 60% R/53% M; 52% R/52% M) * *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)

Instructional Coaches**# of instructional coaches**

4

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Karen Troutman		
Full-time / School-based	Years as Coach: 2	Years at Current School: 3
Areas	Reading/Literacy	
	BA Elementary Education	
Credentials	Certifications: Specific Learning Disabilities K-12 Reading K-12	
Performance Record	Holly Hill School 2013-2014: D School Reading Mastery: 41% Reading Learning Gains: 52 % Reading Lowest 25% Learning Gains: 52% Math Mastery: 31% Math Learning Gains: 45% Math Lowest 25% Learning Gains: 50% Science Mastery: 24% in 8th grade Writing Mastery: 27% 2011 - 2012: C School (41% R/39% M; 51% R/63% M; 60% R/67% M) * 2010 - 2011: C School, AYP 79% (65% R/57% M; 57% R/51% M; 54% R/71% M) *I	

Barbara Hoffman		
Full-time / School-based	Years as Coach: 5	Years at Current School: 27
Areas	Mathematics	
Credentials	Degrees: BA Elementary Education Certifications: Elementary Education 1-6	
Performance Record	Holly Hill School 2012-2013: D School Reading Mastery: 41% Reading Learning Gains: 52 % Reading Lowest 25% Learning Gains: 52% Math Mastery: 31% Math Learning Gains: 45% Math Lowest 25% Learning Gains: 50% Science Mastery: 24% in 8th grade Writing Mastery: 27% 2011 - 2012: C School (41% R/39% M; 51% R/63% M; 60% R/67% M) * 2010 - 2011: C School, AYP 79% (65% R/57% M; 57% R/51% M; 54% R/71% M) * 2009 - 2010: C School, AYP 74% (64% R/62% M; 60% R/53% M; 52% R/ 52% M) * *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)	

Billie Jo Mayo		
Full-time / School-based	Years as Coach: 1	Years at Current School: 0
Areas	Mathematics	
Credentials	BS Deaf Education Education k-12, M.Ed. Literacy education, Ed.D. (ABD) Teacher Leadership FL Certifications: Elem k-6, ESE Hearing Impaired k-12, English 6-12, Math 5-9	
Performance Record	Math Coach Westside Elementary 2012-2013: Grade: A Reading Mastery: 45% Reading Learning Gains: 59% Reading Lowest 25% Learning Gains: 80% Math Mastery: 57% Math Learning Gains: 52% Math Lowest 25% Learning Gains: 84% Writing Mastery: 70%	

Tracy Haigh

Full-time / School-based

Years as Coach: 4

Years at Current School: 0

Areas

Reading/Literacy

Credentials

B.A. Elem. Ed
 M.A., Leadership K-12,
 National Board Certification AYA/ELA 6-12
 Reading Endorsed K-12,

Performance Record

Reading Coach Campbell Middle School 2012-2013: Grade: C
 Reading Mastery: 40%
 Reading Learning Gains: 59%
 Reading Lowest 25% Learning Gains: 56%
 Math Mastery: 33%
 Math Learning Gains: 52%
 Math Lowest 25% Learning Gains: 56%
 Science Mastery: 19% in 8th grade
 Writing Mastery: 54%
 2011-2012 --C School, HS (37%R 33%M) LG (52%R 49%M) LQ (50%R 50%M)
 2010-2011---B School, AYP 74%, HS (57%R 53%M)LG (62%R 65%M) LQ (66%R 74%M)
 2009-2010 --- B School, AYP 74%, HS (58%R 57%M) LG (57%R 70%M) LQ (55%R 76%M)
 2008-2009 ---B School, AYP 82%, HS (59%R 56%M) LG (63%R 64% M) LQ (75%R 69%M)

Classroom Teachers**# of classroom teachers**

80

receiving effective rating or higher

80, 100%

Highly Qualified Teachers

100%

certified in-field

0, 0%

ESOL endorsed

27, 34%

reading endorsed

13, 16%

with advanced degrees

28, 35%

National Board Certified

8, 10%

first-year teachers

4, 5%

with 1-5 years of experience

26, 33%

with 6-14 years of experience

24, 30%

with 15 or more years of experience

26, 33%

Education Paraprofessionals**# of paraprofessionals**

4

Highly Qualified

4, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

1. New Teacher Programs (Individual PD, small group professional development, New Teacher Orientation, Teacher Retention Program, PLC activities, PAR teachers assigned by district, mentors, peer classroom visits, other site visits as needed) Persons responsible: Academic Coaches, Administration, District Staff. Projected Completion Date: June 2013
2. PLC Activities (Data analysis to drive instruction, Best Practices: Common Core State Standards (CCSS), Interactive Science Notebooks, Building the Instructional Block, Formative Assessments, Pinnacle/Standards Referenced Grading, etc.; New curriculum material) Persons responsible: Faculty, Academic Coaches, Administration) Projected Completion Date: June 2013
3. Celebration/Acknowledgement/Recognition of Teacher Accomplishments (Teacher of the Year, FFEA Teacher of the Month, Staff Bucket Drop Recognition Board, Individual recognitions) Persons responsible: TOTY Committee, FFEA, Administration, Celebration, Faculty) Projected Completion Date: June 2013
4. Student showcase/acknowledgement (Positive Behavior Referral, 100 Book Challenge Grades K-2, Reading Counts Grades 2-8, A-List, District Honor Roll, etc.) Persons responsible: Faculty, Staff, Administration, Team Leaders, PTA, SAC) Projected Completion Date: June 2013

Teacher Mentoring Program/Plan

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

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

Mentors: Ed Dinninger (District PAR Teacher) and Nicole Jackson (Holly Hill School ESE Teacher),
Mentee: Kayla King (Holly Hill ESE Teacher)

Additional: Academic Coaches and team peer will lead/participate in PLC or other team activities.
Planned Activities: Observations/visitations of same grade level peer; model lessons; observations and

coaching via PAR teacher, academic coaches; assist with lesson plans and provide support; conference/discuss

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

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

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

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

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

The school-based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Positive Behavior Support Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress.

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

The school-based MTSS leadership team meets regularly throughout the school year in order to address the academic and behavioral needs that develop throughout the year, as well as to monitor outcomes of supports and interventions. The MTSS looks at data that pertains to Interim Reports, Tutoring Data, I Ready, District Assessments, Scholastic Reading Reports, and Achievement Series Reports.

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

Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, DRAs, OPM probes, interim assessments and FCAT provide valuable information regarding reading performance for both individuals and groups of students. Interim assessments and FCAT also provide critical information regarding student performance in the areas of mathematics, science, and writing. Pinnacle Insight reports provide further information regarding performance by both individual and groups of students (disaggregated by specific groups) in order to inform instruction and intervention. Behavioral expectations are communicated by the school to all students and parents. Those students who do not obtain proficiency in behavioral expectations are provided supports and interventions matched to student need. Office discipline data are maintained and monitored by the school site. Tier 2 and tier 3 supports/interventions and the response to these interventions are entered into the electronic PST system. Summary reports within the system are available to MTSS school-based leadership (i.e. the Principal, PST Chair, and school psychologist). Other sources of data would include Volusia Writes Prompts, FCAT Reports, F.A.I.R. Reports, District Assessments in Content Areas, Pinnacle Gradebook, CrossPointe-District Data Management Software, and Parent Portal.

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

School-based support for MTSS will be provided by the District MTSS Leadership Team. In turn, the school-based MTSS Leadership team will disseminate relevant MTSS information to teachers and parents. Data-based meetings throughout the school year will identify those students in need of academic and/or behavioral supports. Furthermore, based on this data-based decision making, supports will be implemented and monitored. School-specific reports, such as those available in Pinnacle Insight, will facilitate the development of a data-based MTSS framework. This data, in conjunction with identified school-based tiered resources, will ensure that a Multi-Tiered System of Supports is an overarching framework that guides the work of the school.

Increased Learning Time/Extended Learning Opportunities

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

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

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

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

Strategy Purpose(s)

- Instruction in core academic subjects

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

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

Who is responsible for monitoring implementation of this strategy?

Instructional Leadership Team and Classroom Teachers.

Strategy: Extended Day for All Students**Minutes added to school year:**

U-Knight Time allows teachers the opportunity for remediation and reteaching of concepts or skills that students may have had difficulties mastering. Also provides students the chance to retake assessments they may not have scored well on.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?**Who is responsible for monitoring implementation of this strategy?****Literacy Leadership Team (LLT)****Names and position titles of the members of the school-based LLT**

Name	Title
Karen Troutman	Reading Coach
Barbara Hoffman	Math Coach
Tracy Haigh	Reading Coach
Debra Woody	Media Specialist
Kimberly Johns	Reading Intervention Teacher

Name	Title
Susan Galico	Reading Intervention Teacher

How the school-based LLT functions

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. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (Problem Solving Team, Positive Behavior Support Team, and Professional Learning Communities). The Problem Solving process (Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress. 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.

Major initiatives of the LLT

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

Every Teacher Contributes to Reading Instruction

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

Every secondary school has the support of a Reading Coach to ensure that all teachers receive professional development related to current reading research and instructional pedagogy. All classroom teachers integrate Common Core Literacy Standards into their content-specific curriculum to support their students' critical reading and writing skills.

Preschool Transition

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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

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

College and Career Readiness

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

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

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

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

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

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

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

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	54%	41%	No	59%
American Indian		0%		
Asian		0%		
Black/African American	43%	31%	No	49%
Hispanic	63%	40%	No	66%
White	63%	47%	No	67%
English language learners	46%	25%	No	51%
Students with disabilities	34%	18%	No	41%
Economically disadvantaged	53%	40%	No	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	147	26%	39%
Students scoring at or above Achievement Level 4	84	15%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	235	52%	59%
Students in lowest 25% making learning gains (FCAT 2.0)	66	52%	59%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	28	60%	62%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	11	23%	51%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	12	26%	51%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	<i>[data excluded for privacy reasons]</i>		0%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	52	27%	40%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	43%	31%	No	49%
American Indian				
Asian				
Black/African American	33%	23%	No	40%
Hispanic	51%	33%	No	56%
White	52%	36%	No	57%
English language learners	32%	33%	Yes	39%
Students with disabilities	26%	19%	No	33%
Economically disadvantaged	40%	29%	No	46%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	118	21%	37%
Students scoring at or above Achievement Level 4	53	9%	12%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		100%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	203	45%	49%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	60	50%	54%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	18	49%	52%
Middle school performance on high school EOC and industry certifications	12	67%	70%

High School Mathematics**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	43%		No	49%
American Indian				
Asian				
Black/African American	33%		No	40%
Hispanic	51%		No	56%
White	52%		No	57%
English language learners	32%		No	39%
Students with disabilities	26%		No	33%
Economically disadvantaged	40%		No	46%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	12	63%	69%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		10%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	19	24%	31%
Students scoring at or above Achievement Level 4	16	20%	21%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Middle School Science**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	19	19%	23%
Students scoring at or above Achievement Level 4	14	14%	15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	339	36%	36%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	270	5%	8%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	50%
Students taking CTE industry certification exams	0	0%	80%
Passing rate (%) for students who take CTE industry certification exams		0%	66%
CTE program concentrators	215	80%	85%
CTE teachers holding appropriate industry certifications	1	33%	33%

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.	37	7%	5%
Students who are not proficient in reading by third grade	59	62%	30%
Students who receive two or more behavior referrals	116	15%	10%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	91	11%	5%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course	66	19%	10%
Students who fail an English Language Arts course	40	12%	8%
Students who fail two or more courses in any subject	49	14%	10%
Students who receive two or more behavior referrals	191	43%	20%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	199	45%	20%

Area 9: Parent Involvement

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

Parental involvement targets for the school

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent Involved Associations	13	1%	2%
Curriculum Parent Nights	70	7%	10%
Parent Engagement Opportunities	200	20%	25%
Open House	450	45%	50%

Goals Summary

- G1.** Increase student achievement by analyzing and responding to data, making instructional decisions that align to standards while cultivating rigor and student engagement.

Goals Detail

G1. Increase student achievement by analyzing and responding to data, making instructional decisions that align to standards while cultivating rigor and student engagement.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- Additional Targets

Resources Available to Support the Goal

- Math and Reading Coaches
- Instructional Support Teacher on Assignment
- District support from content area specialists
- Reading Interventionists
- Before, during and after school tutors
- Collaboration with post secondary institutions
- Title I funding

Targeted Barriers to Achieving the Goal

- Teachers' knowledge and skills

Plan to Monitor Progress Toward the Goal

Diagnostic, formative and summative assessments, script taping, rubrics, walk-through and observation evidence

Person or Persons Responsible

Instructional leadership, teachers

Target Dates or Schedule:

Weekly

Evidence of Completion:

PLC minutes, reports from VIMS, PMRN, Achievement Series, lesson plans, script tapes, coaching feedback forms, action plan

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase student achievement by analyzing and responding to data, making instructional decisions that align to standards while cultivating rigor and student engagement.

G1.B4 Teachers' knowledge and skills

G1.B4.S1 Participate in weekly professional learning communities

Action Step 1

Establish a consistent weekly schedule for professional learning communities to meet both during the day and after school. Facilitate/participate in professional learning communities, embedded with professional development when appropriate. Develop professional learning community data rooms to host weekly meetings.

Person or Persons Responsible

Instructional leadership, teachers, district level Instructional Services Staff

Target Dates or Schedule

On-going throughout the 2013-14 school year

Evidence of Completion

Schedules, agendas, minutes, artifacts

Facilitator:

Instructional leadership, district level Instructional Services Staff

Participants:

Teachers

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

Each professional learning community meeting will have an agenda, corresponding minutes and an action plan.

Person or Persons Responsible

Instructional leadership will compile meeting evidence.

Target Dates or Schedule

At each meeting

Evidence of Completion

Agendas, minutes, action plans, artifacts

Plan to Monitor Effectiveness of G1.B4.S1

Agendas, minutes, action plans, and artifacts will reflect the use of data to make instructional decisions and positively impact rigor and student engagement. Data includes formative and summative assessments as well as script taping and walk-through evidence.

Person or Persons Responsible

Instructional leadership, teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Agendas, minutes, action plans, artifacts, script taping, walk-through and observation evidence

G1.B4.S2 Provide targeted professional development

Action Step 1

Using data from walk-throughs, script tapes, PLC minutes and student assessments to develop professional learning opportunities before, during, and after school. Make explicit connections to research-based best practices by modeling throughout delivery of professional development.

Person or Persons Responsible

Instructional leadership team, district level Instructional Services Staff

Target Dates or Schedule

On-going throughout the 2013-14 school year

Evidence of Completion

Schedules, agendas, artifacts, exit slips, participant survey

Facilitator:

Instructional leadership, district level Instructional Services Staff

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G1.B4.S2

Weekly instructional leadership team PLCs, participant surveys, exit slips, walk-through and script tape data.

Person or Persons Responsible

Instructional leadership and PD facilitators

Target Dates or Schedule

At each professional development

Evidence of Completion

Participant surveys, exit slips, MyPGS course data and in-service credits

Plan to Monitor Effectiveness of G1.B4.S2

Agendas, minutes, action plans, and artifacts will reflect the use of data to make instructional decisions and positively impact rigor and student engagement. Data includes diagnostic, formative and summative assessments as well as script taping and walk-through evidence.

Person or Persons Responsible

Instructional leadership, teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Agendas, minutes, action plans, artifacts, script taping, walk-through and observation evidence

G1.B4.S3 Implement Fisher and Frey gradual release**Action Step 1**

Introduce the Gradual Release framework through professional learning communities. Establish the relationship to content areas. Model lesson planning using the framework. Facilitate the application of the framework in team planning. Coach the implementation of the framework at both teacher and team level. Provide a means for teachers to video record their lessons for personal reflection.

Person or Persons Responsible

Instructional Leadership Team

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Script tapes and walk-throughs.

Facilitator:

Instructional Leadership Team

Participants:

Instructional Personnel K-8

Plan to Monitor Fidelity of Implementation of G1.B4.S3

Instructional Leadership Team will conduct classroom walkthroughs/observations collecting data specifically focused on the components of the gradual release model. Additional data will be gathered from PLC meetings and documented in the PLC minutes. Coaching logs and walkthrough feedback will reflect and support with the gradual release model. After viewing recorded lessons, teachers will reflect in their interactive notebooks on their implementation of the gradual release model.

Person or Persons Responsible

Instructional Leadership Team. teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Coaching logs, PLC minutes, walkthrough/observation evidence

Plan to Monitor Effectiveness of G1.B4.S3

Anecdotal data will be collected and applied to a rubric will indicate whether all parts of the gradual release model are being implemented. Data will also be compiled from the evidence collected for the components of the Danielson Framework. Teachers will also self assess based on reflections from their interactive notebook and rubric of implementation.

Person or Persons Responsible

Instructional leadership team, teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Rubrics, anecdotal data, component ratings

Coordination and Integration

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

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

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 Coach for the purpose of comprehensive staff development
- Reading Intervention Teacher 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 Tutoring, IReady, Wellness Plan, Computer Certification course, RENEW-homeless shelter, Teacher Tutors, Data Chats, Extended PLC Meetings, Bullying Program, Classroom Resources for Engagement, Differentiation, Technology- Mobi for teachers and students, and Clickers.
- Supplemental materials and supplies needed to close the achievement gap
- Supplemental funds for ongoing staff development as determined by the results of FCAT data
- Parent To Kids workshops to teach literacy skills to parents so they can help their children to become better readers

Title I, Part C- Migrant

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

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

Title I, Part D

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

Title II

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

Title III

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

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

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

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

Nutrition Programs

Holly Hill School offers a variety of nutrition programs including:

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

Housing Programs

N/A

Head Start

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

- Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school.
- Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.
- Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible.
- Coordinating the services being provided by Head Start with services in elementary schools.
- Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.

Adult Education

N/A

Career and Technical Education

Middle Schools: Please list all the Career and Technical Courses offered at your school.

Job Training

Holly Hill School offers students' career awareness opportunities through Jr. Achievement programs, job shadowing opportunities, guest speakers from business and industry, and field trips to business and industry locations.

Our school offers students career awareness opportunities through Career and Technical Education in the , Business, Technology, and Health classes.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Increase student achievement by analyzing and responding to data, making instructional decisions that align to standards while cultivating rigor and student engagement.

G1.B4 Teachers' knowledge and skills

G1.B4.S1 Participate in weekly professional learning communities

PD Opportunity 1

Establish a consistent weekly schedule for professional learning communities to meet both during the day and after school. Facilitate/participate in professional learning communities, embedded with professional development when appropriate. Develop professional learning community data rooms to host weekly meetings.

Facilitator

Instructional leadership, district level Instructional Services Staff

Participants

Teachers

Target Dates or Schedule

On-going throughout the 2013-14 school year

Evidence of Completion

Schedules, agendas, minutes, artifacts

G1.B4.S2 Provide targeted professional development**PD Opportunity 1**

Using data from walk-throughs, script tapes, PLC minutes and student assessments to develop professional learning opportunities before, during, and after school. Make explicit connections to research-based best practices by modeling throughout delivery of professional development.

Facilitator

Instructional leadership, district level Instructional Services Staff

Participants

Teachers

Target Dates or Schedule

On-going throughout the 2013-14 school year

Evidence of Completion

Schedules, agendas, artifacts, exit slips, participant survey

G1.B4.S3 Implement Fisher and Frey gradual release**PD Opportunity 1**

Introduce the Gradual Release framework through professional learning communities. Establish the relationship to content areas. Model lesson planning using the framework. Facilitate the application of the framework in team planning. Coach the implementation of the framework at both teacher and team level. Provide a means for teachers to video record their lessons for personal reflection.

Facilitator

Instructional Leadership Team

Participants

Instructional Personnel K-8

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Script tapes and walk-throughs.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase student achievement by analyzing and responding to data, making instructional decisions that align to standards while cultivating rigor and student engagement.	\$45,000
Total		\$45,000

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Program	Total
Title 1	\$30,000	\$15,000	\$45,000
Total	\$30,000	\$15,000	\$45,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Increase student achievement by analyzing and responding to data, making instructional decisions that align to standards while cultivating rigor and student engagement.

G1.B4 Teachers' knowledge and skills

G1.B4.S1 Participate in weekly professional learning communities

Action Step 1

Establish a consistent weekly schedule for professional learning communities to meet both during the day and after school. Facilitate/participate in professional learning communities, embedded with professional development when appropriate. Develop professional learning community data rooms to host weekly meetings.

Resource Type

Evidence-Based Program

Resource

Substitute Funding for extended PLC's, Stipend for participation in PLC's outside of instructional day

Funding Source

Title 1

Amount Needed

\$15,000

G1.B4.S2 Provide targeted professional development**Action Step 1**

Using data from walk-throughs, script tapes, PLC minutes and student assessments to develop professional learning opportunities before, during, and after school. Make explicit connections to research-based best practices by modeling throughout delivery of professional development.

Resource Type

Professional Development

Resource

Substitute Funding for extended PLC's, Stipend for participation in PD outside of instructional day

Funding Source

Title 1

Amount Needed

\$15,000

G1.B4.S3 Implement Fisher and Frey gradual release**Action Step 1**

Introduce the Gradual Release framework through professional learning communities. Establish the relationship to content areas. Model lesson planning using the framework. Facilitate the application of the framework in team planning. Coach the implementation of the framework at both teacher and team level. Provide a means for teachers to video record their lessons for personal reflection.

Resource Type

Professional Development

Resource

Substitute Funding for extended PLC's, Stipend for participation in PD outside of instructional day

Funding Source

Title 1

Amount Needed

\$15,000