

Pasco County Schools

Hudson Middle School



2015-16 School Improvement Plan

Hudson Middle School

14540 COBRA WAY, Hudson, FL 34669

www.pasco.k12.fl.us

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	80%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	15%

School Grades History

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

**Preliminary Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Pasco County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	23
Appendix 2: Professional Development and Technical Assistance Outlines	24
Professional Development Opportunities	25
Technical Assistance Items	26
Appendix 3: Budget to Support Goals	0

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to provide the necessary environment, opportunities, and strategies to promote students' academic, social, and emotional growth. Through collaboration with family and community, we will create a safe, respectful, and trusting environment that prepares students' for the challenges of high school and society.

Provide the school's vision statement

Pasco County's vision is to create a community which works together so all students will reach their highest potential.

School Environment

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

Hudson Middle School provides multiple opportunities throughout the school year to invite the community and family members to engage in academic activities that promote student growth. During these events we directly interact with families and their students to develop relationships, and learn how we can more effectively meet the academic and social needs of our community. At the end of each event, we request that parents complete surveys to share their perception of the relevance of each particular activity. We, also, utilize information gathered through our District wide surveys as well as through our individual student Gallup Surveys.

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

The Hudson Middle School Campus is a bright, warm and inviting campus situated in a park like setting. It serves as a warm and inviting environment and is nurtured and cultivated by each and every staff member. Each staff member is assigned a duty to assist in ensuring that our campus is well supervised and secure. In addition, our school has adopted a school wide Positive Behavior Support system, with large posters outlining our expectations throughout the school. Posters illustrate expectations for the classroom, cafeteria, hallways, bathrooms, the internet, etc. Upon arrival, students are greeted and provided breakfast during their homeroom time. In homeroom, students view the school news, learn about our school wide expectations and participate in club activities (at least once a month). Students at HMS have the opportunity to share their opinions about the electives that are offered and effort is made to assist to accommodate specific requests.

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

School wide positive behavioral supports are utilized with each and every student on the Hudson Middle School campus. PBS provides HMS staff with a consistent set of expectations that reinforce the expectations for our student population. Having a school wide system, allows for the entire school staff and community to be consistent with our expectations, goals and with reinforcing behaviors for each and every child within the campus.

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

Hudson Middle School has a unique offering of one grade level guidance counselor for each grade. This ensures that students have an assessable adult for each and every grade level who is focused on instruction and well being of a child's social-emotional needs as well as the academic side of their individual needs. At such an impressionable age, students truly have specific needs for a focus on their social and emotional well being. With the focus on guidance support staff, it is an additional layer of support for the whole child. The guidance staff have counseling services they provide, as well as, one on one coaching for academic demands and study skill needs. At Hudson Middle, the graduation enhancement teacher is also an individual on campus who looks over the academic needs of the students and also overlaps with the support of the social and emotional needs of learners. We have, also, added a Behavioral Interventionist, an extra day of Social Worker and School Psychologist support. Finally, We are currently working with a community agency to provide an on-site mental health professional to meet the counseling needs of our students.

Early Warning Systems

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

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

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension (more than three days absent per quarter)
- One or more suspensions, whether in school or out of school (more than one referral per quarter)
- Course failure in English Language Arts or Mathematics (any course failure per quarter)
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	49	45	67	161
One or more suspensions	18	47	77	142
Course failure in ELA or Math	16	32	71	119
Level 1 on statewide assessment	58	86	100	244

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	31	50	96	177

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

Attendance - Our school based attendance core team is comprised of school counselors, administration, the graduation enhancement teacher, academic coaches, district student service supervisor and a member of the Florida PS/Rtl Project at USF. The core team meets regularly to

analyze and plan strategies and supports to implement for increased student achievement. Suspensions - Administration and counselors intercede when students receive an office discipline referral. Students are provided with opportunities to reflect on exhibited behavior and apply replacement strategies. When warranted, after school detention is used as alternatives to suspension. This year, we have added a Behavioral Interventionist to assist staff develop strategies for working with students. School wide PBS is also being implemented.

Course Failures - Students are provided multiple opportunities to improve grades and/or recover courses such as Saturday school, learning lab, Edgenuity course recovery program, or after school tutoring sessions. The Graduation Enhancement teacher also provides additional supports and services.

Level 1 - Teachers work in weekly Professional Learning Communities to ensure standards based instruction, including the creation of authentic common assessments and planning for and responding to the instructional needs of their individual students. Identified students receive support through the school's graduation enhancement teacher and intensive reading courses.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

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 employs a full time parent involvement coordinator who serves a liaison between the school, families, and community. In addition, all staff work toward building and sustaining community partnerships which strengthen the support of the school. We are currently developing a plan with a local community organization that will provide on-site counseling and support to our students and their families.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Musselman, Joe	Principal
Brady, Maria	Assistant Principal
Aday, Michael	Teacher, ESE
Blais, Amber	Teacher, K-12
Casel, Steve	Assistant Principal
Engel, Blair	Teacher, K-12
Field, Jack	Teacher, K-12
Gregoire, Kelly	Teacher, K-12
Mancuso, Gina	Teacher, K-12
Muir, Kathie	Instructional Coach
Rodriguez, Nikki	Instructional Coach
Sareyani, Joanne	Teacher, K-12
Schaltenbrand, Kim	Teacher, K-12
Selover, Stacie	Teacher, K-12

Duties

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

The listed members are either Team Leaders or Dept Heads. Each is responsible for representing their respective team or dept by gathering information for shared decision making. Each disseminates information that impacts school-wide instructional practices and initiatives. Department heads, instructional coaches and admin assist in the facilitation of each dept PLC.

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

Leadership meetings are held to discuss the various initiatives and instructional focus areas to discuss options on how to most effectively impact student learning. The school-wide leaders discuss with their individual teams and depts the options proposed and report back to ensure that all stakeholders have input on key school-wide decisions. PLC meetings are held weekly to discuss student performance data, differentiation of instruction as well student formative assessments.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Rebecca Musselman	Education Support Employee
Joe Musselman	Principal
Diana McCarty	Parent
6th grade student member	Student
6th grade student member	Student
7th grade student member	Student
7th grade student member	Student
8th grade student member	Student
8th grade student member	Student
Parent	Parent
Parent	Parent
Business Partner	Business/Community

Duties

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

Evaluation of last year's school improvement plan

Annually, the SAC members review the performance data of the school and review the current school improvement plan to assess next steps as a community of stakeholders focused on school improvement. The SAC meets regularly through the year to review school needs and prioritize efforts. In the spring, the SAC has an active role in reviewing the current SIP and planning forward with the next school year's plan and the instructional resources provided through title one funding.

Development of this school improvement plan

SAC members review, contribute and add to the school improvement planning cycle by reviewing the initial draft, adding in additional contributions and then checking through the year how the school stakeholders are doing at meeting their goals.

Preparation of the school's annual budget and plan

The SAC members play an active role in budget planning for the fiscal year. In the spring of each school year, title one technical assistance meetings occur and SAC members are presented with current title one funding use and asked to review data with the school principal. They dialogue about the use of funds and reflect on current instructional results on the use of funds.

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

- Professional Development for Teachers \$14,124.50
- Parent Involvement Coordinator \$26,577.50
- Guidance Counselor \$58,542.38
- Instructional Coaches for Science, Math and Literacy \$93,158.05
- Instructional Assistant for Graduation Enhancement \$27,398.95
- Additional Day of Support - School Psychologist \$16,873.23
- Additional Day of Support - School Social Worker \$18,073.38

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Brady, Maria	Assistant Principal
Muir, Kathie	Instructional Coach
Field, Jack	Teacher, K-12
Gregoire, Kelly	Teacher, K-12
Engel, Blair	Teacher, K-12
Pringle, Marcia	Teacher, K-12
Nero, Bill	Teacher, K-12
Rotunda, Terry	Teacher, K-12
Claypool, Andrew	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

To demonstrate the important role of a literacy team.

To establish a literacy vision for the school.

To develop professional development opportunities that match the school's literacy vision and needs.

To support the administration by providing multiple voices that represent the staff.

To create structures to assess and develop plans for cohesive curriculum across grades.

To build a system for handling change, such as a new principal or new state mandates.

Public and Collaborative Teaching

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

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

At Hudson Middle School, priority focus is on creating an environment conducive to collaborative planning for and responding to instruction. The instructional coaches at Hudson Middle School provide support for all academic areas. In addition to their efforts, the school master schedule allows for common planning for grade level content areas (i.e. Math, Science). Weekly PLC time is protected and guaranteed time for all instructional staff.

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

The school works closely with instructional departments in the recruitment of and retaining of instructional personnel. The schools also works closely with the Human Resources Department to ensure highly qualified staff are in positions at Hudson Middle School.

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

The school's teacher mentor program serves as a strong foundation set for new teachers induction. On-site coaching is provided for all instructional personnel within their first year of instructing. In addition, the school ensures that all instructors have a focus on content specific mentors. In fine arts, teachers are provided a mentor in collaboration with the school principal. The mentor will mentee a teacher from another school campus, who teaches a like subject.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The school ensures the core instructional programs and materials are aligned to Florida's standards, through the weekly professional learning community guiding questions, instructional coaches support, use of district approved/aligned resources, and through monitoring instructional efforts.

Instructional Strategies

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

At Hudson Middle School the school works within their PLC structure to uses data to provide and differentiate instruction to meet the diverse needs of students. Through data review, supplementation to the initial instructional delivery are developed to assist students having difficulty attaining the proficient or advanced level on state assessments. In additional, students scoring level 1, are provided within an additional reading course to support acquisition of necessary foundational skills in the area of reading.

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: 8,400

The Extended School Day program is designed as an extension opportunity for identified students to strengthen their content area knowledge with additional support from school personnel. In addition, it is used to help students with recovery needs for prior middle school courses to have additional supports in place.

Strategy Rationale

By providing time outside of the regular school hours, students are able to take advantage of additional support by instructional staff.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Brady, Maria, mbrady@pasco.k12.fl.us

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

Data that will be utilized is the Edgenuity individual student progress, current grades, teacher observation and attendance.

Student Transition and Readiness

PreK-12 Transition

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

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

The strategies developed with goal setting and portfolio development while in the middle school are developed and fostered while the students are in the middle grades and as they promote to the next level of instruction, students take their portfolio electronically with them. In addition to the portfolio, students who have not yet mastered all courses needed for middle grades promotion, shall prepare with academic mindset of courses needed for promotion to 9th grade. As students transition into and out of middle school, the administration and guidance counselors, believe strongly in the model of collaboration and professional planning for incoming and outgoing students of Hudson Middle School.

College and Career Readiness

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

The school fosters a belief of college career and life awareness for the students of Hudson Middle School, which may include establishing partnerships with business, industry or community organizations, and a general belief in the students' ability to perform. The school reaches out into the surrounding community to foster relationships with business and community partnerships.

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

The school has aligned its offerings within the career and technical education programs with the high school program and course offerings. These aligned career academies are developed based on the surrounding school feeder pattern community businesses.

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

At Hudson Middle School, the school has developed an introduction to law course for middle school students to learn more about the various career clusters and paths available in the law enforcement family. In addition to the creation of this new career cluster, which supports the FHS career path of law enforcement, there is the culinary arts, introduction to business, and the agriscience courses.

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

To assist the high school with the support of rigorous offerings that are vast and meet the interest of students, the creation of more offerings of high school courses are on the plan for Hudson Middle School. Students are able to study French at the high school as an elective and more offerings of advanced coursework have been slated for the 2014/2015 school year.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

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

Strategic Goals Summary

- G1.** To ensure delivery of a guaranteed and viable curriculum for all learners.
- G2.** Create an environment which utilizes Positive Behavioral Supports strategies that will increase student attendance and engagement while decreasing incidence which necessitates discipline consequences.

Strategic Goals Detail

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

G1. To ensure delivery of a guaranteed and viable curriculum for all learners. 1a

G072848

Targets Supported 1b

Indicator	Annual Target
Math Achievement District Assessment	70.0
Science Achievement District Assessment	70.0
ELA/Reading Gains District Assessment	70.0

Resources Available to Support the Goal 2

- Instructional coaches, PLC grade level planning, PD, Regional Team

Targeted Barriers to Achieving the Goal 3

- Focus of instructional planning - need to develop intentional planning that aligns with standards, authentic common assessments and reflection of student performance building student mastery

Plan to Monitor Progress Toward G1. 8

Lesson Plans, results of formative assessments, Quarterly checks, student EWS data

Person Responsible

Joe Musselman

Schedule

Quarterly, from 9/28/2015 to 6/10/2016

Evidence of Completion

Lesson Plans, results of formative assessments, Quarterly checks, student EWS data

G2. Create an environment which utilizes Positive Behavioral Supports strategies that will increase student attendance and engagement while decreasing incidence which necessitates discipline consequences. 1a

G072849

Targets Supported 1b

Indicator	Annual Target
Students in sixth grade exhibiting two or more EWS indicators	80.0
Students in seventh grade exhibiting two or more EWS indicators	80.0
Students in eighth grade exhibiting two or more EWS indicators	80.0

Resources Available to Support the Goal 2

- MTSS Team - Graduation Enhancement Teacher, school nurse, psychologist, social worker, guidance counselors, teachers, and administrative team.

Targeted Barriers to Achieving the Goal 3

- Lack of developed strategies necessary to build positive relationships and interventions to address behaviors that create opportunities for increased engagement.

Plan to Monitor Progress Toward G2. 8

Monitor student attendance, discipline data, student achievement data, and the utilization of PBS school wide

Person Responsible

Schedule

Quarterly, from 9/28/2015 to 6/10/2016

Evidence of Completion

Collection of student attendance data, discipline data and student achievement data; meeting minutes from PBS committee meetings

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. To ensure delivery of a guaranteed and viable curriculum for all learners. **1**

 G072848

G1.B1 Focus of instructional planning - need to develop intentional planning that aligns with standards, authentic common assessments and reflection of student performance building student mastery **2**

 B190141

G1.B1.S1 Implementation of strengthened support structure within the professional learning communities for intentional planning school-wide. Increased focus on the development and conversations around common assessments. **4**

 S201536

Strategy Rationale

When teachers work together to plan for and respond to instruction, increased instructional delivery and reflection occurs.

Action Step 1 **5**

Lesson plans, authentic common assessments, PLC discussions regarding student performance and building student capacity for standard mastery

Person Responsible

Joe Musselman

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Samples of Lesson Plans, documentation collected from PLC work, student achievement data, evidence of staff proficiency through PD

Action Step 2 5

Pervasive understanding of the Instructional Framework which guides intentional planning and the delivery of deliberate instruction. Reinforced through PLC work.

Person Responsible

Joe Musselman

Schedule

Daily, from 8/24/2015 to 6/10/2016

Evidence of Completion

Samples of Lesson Plans, documentation collected from PLC work, evidence of staff proficiency through PD

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

Walk throughs, student performance data reviews and teacher evaluations

Person Responsible

Joe Musselman

Schedule

Quarterly, from 9/28/2015 to 6/10/2016

Evidence of Completion

Walk through documentation, summary from PLC meetings, Progress Monitoring data and teacher evaluations

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

Student assessment data will be reviewed to determine effectiveness of and alignment of assessments to standards.

Person Responsible

Joe Musselman

Schedule

Quarterly, from 10/16/2015 to 6/8/2016

Evidence of Completion

Assessments and Student assessment data

G2. Create an environment which utilizes Positive Behavioral Supports strategies that will increase student attendance and engagement while decreasing incidence which necessitates discipline consequences. 1

G072849

G2.B1 Lack of developed strategies necessary to build positive relationships and interventions to address behaviors that create opportunities for increased engagement. 2

B190142

G2.B1.S2 Instructional strategy sessions for staff in the area of engagement 4

S201538

Strategy Rationale

Through providing professional development opportunities structured within the focus of strategies to use within positive behavior supports, teachers and students will have a decrease of incidence that necessitated discipline consequences.

Action Step 1 5

Provide refresher on the MTSS philosophy and practice. This should also outline and support with strategies to use to increase student engagement - alignment with SB850.

Person Responsible

Joe Musselman

Schedule

On 10/6/2015

Evidence of Completion

Training agenda and sign in sheets

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

Training agenda and follow up activity will be reviewed to ensure training was implemented as planned.

Person Responsible

Joe Musselman

Schedule

Monthly, from 10/16/2015 to 6/8/2016

Evidence of Completion

Agenda and follow up activity

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

Classroom walkthroughs will be conducted to determine if training was effective in building positive relationships and interventions to address behaviors that create opportunities for increased engagement.

Person Responsible

Joe Musselman

Schedule

Quarterly, from 10/23/2015 to 6/8/2016

Evidence of Completion

Walkthrough data

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Lesson plans, authentic common assessments, PLC discussions regarding student performance and building student capacity for standard mastery	Musselman, Joe	8/24/2015	Samples of Lesson Plans, documentation collected from PLC work, student achievement data, evidence of staff proficiency through PD	6/10/2016 weekly
G2.B1.S2.A1	Provide refresher on the MTSS philosophy and practice. This should also outline and support with strategies to use to increase student engagement - alignment with SB850.	Musselman, Joe	10/6/2015	Training agenda and sign in sheets	10/6/2015 one-time
G1.B1.S1.A2	Pervasive understanding of the Instructional Framework which guides intentional planning and the delivery of deliberate instruction. Reinforced through PLC work.	Musselman, Joe	8/24/2015	Samples of Lesson Plans, documentation collected from PLC work, evidence of staff proficiency through PD	6/10/2016 daily
G1.MA1	Lesson Plans, results of formative assessments, Quarterly checks, student EWS data	Musselman, Joe	9/28/2015	Lesson Plans, results of formative assessments, Quarterly checks, student EWS data	6/10/2016 quarterly
G1.B1.S1.MA1	Student assessment data will be reviewed to determine effectiveness of and alignment of assessments to standards.	Musselman, Joe	10/16/2015	Assessments and Student assessment data	6/8/2016 quarterly
G1.B1.S1.MA1	Walk throughs, student performance data reviews and teacher evaluations	Musselman, Joe	9/28/2015	Walk through documentation, summary from PLC meetings, Progress Monitoring data and teacher evaluations	6/10/2016 quarterly
G2.MA1	Monitor student attendance, discipline data, student achievement data, and the utilization of PBS school wide		9/28/2015	Collection of student attendance data, discipline data and student achievement data; meeting minutes from PBS committee meetings	6/10/2016 quarterly
G2.B1.S2.MA1	Classroom walkthroughs will be conducted to determine if training was effective in building positive relationships and interventions to address behaviors that create	Musselman, Joe	10/23/2015	Walkthrough data	6/8/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	opportunities for increased engagement.				
G2.B1.S2.MA1	Training agenda and follow up activity will be reviewed to ensure training was implemented as planned.	Musselman, Joe	10/16/2015	Agenda and follow up activity	6/8/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. Create an environment which utilizes Positive Behavioral Supports strategies that will increase student attendance and engagement while decreasing incidence which necessitates discipline consequences.

G2.B1 Lack of developed strategies necessary to build positive relationships and interventions to address behaviors that create opportunities for increased engagement.

G2.B1.S2 Instructional strategy sessions for staff in the area of engagement

PD Opportunity 1

Provide refresher on the MTSS philosophy and practice. This should also outline and support with strategies to use to increase student engagement - alignment with SB850.

Facilitator

Jeremy Blair and Administrative Team

Participants

All staff

Schedule

On 10/6/2015

Technical Assistance Items

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

Budget

Budget Data			
1	G1.B1.S1.A1	Lesson plans, authentic common assessments, PLC discussions regarding student performance and building student capacity for standard mastery	\$0.00
2	G1.B1.S1.A2	Pervasive understanding of the Instructional Framework which guides intentional planning and the delivery of deliberate instruction. Reinforced through PLC work.	\$0.00
3	G2.B1.S2.A1	Provide refresher on the MTSS philosophy and practice. This should also outline and support with strategies to use to increase student engagement - alignment with SB850.	\$0.00
Total:			\$0.00