

Pasco County Schools

# Hudson Elementary School



2016-17 Schoolwide Improvement Plan

# Hudson Elementary School

7229 HUDSON AVE, Hudson, FL 34667

www.pasco.k12.fl.us

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2015-16 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	85%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	26%

## School Grades History

<b>Year</b>	<b>2017-18</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>
<b>Grade</b>	D	F*	D	D

*\*Informational Baseline School Grade*

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

## School Board Approval

This plan was approved by the Pasco County School Board on 10/18/2016.

## SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2016-17 DA Category and Statuses for Hudson Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - <a href="#">Lucinda Thompson</a>	Targeted Support & Improvement - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

Our school will empower all children to reach their highest potential in a positive, supportive, child-centered learning environment that encourages collaboration and respect to meet individual needs.

##### b. Provide the school's vision statement.

We will teach our students the knowledge, skills and dispositions they need in order to have endless possibilities after graduation.

#### 2. School Environment

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

Instructional staff participated in a Welcome Back Scavenger hunt which allowed all staff members to visit homes of our scholars. Teachers begin to build relationships with our students and families by calling each home prior to the start of the school year to introduce themselves and to welcome them to Hudson Elementary. Relationships are reinforced as teachers greet students at the classroom door every morning. Cougar Cafe is way we are reaching our community. Parent trainings will occur weekly as well as dinner will be served every Wednesday!

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

Staff is on duty during arrival and dismissal to support and greet students. Our school-wide expectations are for students to be respectful, responsible and safe. These expectations are posted throughout the school with location specific examples of what those expectations look like (ie cafeteria, hallway, playground, etc). Data collection of how kids feel at school will be taken quarterly and school wide HOPE projects throughout the year.

##### c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

School-wide expectations are posted around the school and communicated daily .. Our tier 1 PBIS plan requires teachers to post and teach classroom rules and to have an agreed upon team-wide behavior system. The behavior specialist, and school counselors support teachers with classroom management, problem solving individual students concerns and developing and implementing behavior intervention plans and FBA's.

The Behavior Education Program (BEP) serves students needing tier 2 support for behavior. This support includes daily check in/check out with a designated staff mentor and home-school communication regarding the students behavior throughout the day.

Professional development is provided throughout the year to reinforce consistent expectations.

**d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

Our student services team consists of 2 school counselors, full time social worker, school psychologist and nurse among others who support the social-emotional needs of our students. Tier 1 support includes monthly guidance lessons. Tier 2 includes small needs based groups facilitated by the school counselor and/or graduation enhancement teacher.

**3. Early Warning Systems**

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

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

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	6	18	18	21	23	16	0	0	0	0	0	0	0	102
One or more suspensions	0	4	4	6	12	7	0	0	0	0	0	0	0	33
Course failure in ELA or Math	1	4	3	4	6	14	0	0	0	0	0	0	0	32
Level 1 on statewide assessment	0	0	0	0	3	18	0	0	0	0	0	0	0	21

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators		1	4	1	5	7	11	0	0	0	0	0	0	29

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

Support Facilitation teachers support students as they work toward their IEP goals. Each support facilitator serves two grade levels in all academic areas.  
Reading Intervention teachers have been assigned to serve students in grades K-1 and 2-3. Their role is to facilitate the planning and implementation of interventions for our students who are at risk in reading.  
Classroom teachers collaborate to provide interventions in reading and math as a team.

Interventions may include: Leveled Literacy Intervention (LLI), iReady Math, iRead, Extended School Day (fourth and fifth grade), additional small group instruction, more frequent 1:1 conferencing.

## B. Family and Community Engagement

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

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

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

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

Yes

##### 1. PIP Link

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

##### 2. Description

Increase the number academic, school-based activities offered to families during the year.

### 2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Our Partner in Education programs goal is to enhance our educational program to help our students reach their highest potential. Partnerships between the business and school are used to recognize students who have made improvements and/or to celebrate and achievement. We invite our business partners to participate in our events and send them a monthly newsletter. Partners are thanked during the year with thank-you notes and recognition on our school marquee.

## C. Effective Leadership

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

### 1. School Leadership Team

#### a. Membership

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

Name	Title
Scilex, Dawn	Principal
Iarussi, Trisha	Assistant Principal

#### b. Duties

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

The school based leadership team consists of grade level facilitators, intervention teachers, guidance, behavior specialists and administration. SBLT members are responsible for leading and facilitating their grade level Professional Learning Communities as they plan for instruction, review data, and implement SIP strategies. The SBLT meets twice a month after school to review data and provide professional development for team members.



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

The school-based leadership team meets twice a month for the purpose of monitoring our MTSS and progress toward our SIP goals. The team will review grade level data from common benchmark assessments to measure progress. In addition, the team will conduct instructional walkthroughs and collect data on the implementation of SIP strategies across the school. These data points will guide professional development and coaching supports for teachers, and intervention support for students.

Title 1 funding is used to support our SIP initiatives. This year funds were used to purchase 2 Early Intervention Teachers ( K and First Grade), and 1 Guidance Counselor and 1 full time parent involvement coordinator.

**2. School Advisory Council (SAC)**

**a. Membership**

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

Name	Stakeholder Group
Dawn Scilex	Principal
Lisa Ganes	Education Support Employee
	Business/Community
	Education Support Employee
	Teacher
	Parent

**b. Duties**

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

*a. Evaluation of last year's school improvement plan*

End of year data was reviewed with the SAC at our final meeting. The committee approved the use of SAC funds to continue to support schoolwide initiatives aligned to our SIP for the current school year.

*b. Development of this school improvement plan*

The SIP goals and action plans will be shared with the SAC during our first meeting for discussion and approval. SAC members will review the school-wide data used to develop the goals and identified action steps in the SIP.

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

The principal will present the Title 1 budget to the committee and explain how expenditures align to SIP goals.

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

Instructional Materials, Parent Involvement activities

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

Yes

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

Pending initial SAC meeting for the 2015-16 school year.

**3. Literacy Leadership Team (LLT)**

**a. Membership**

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

Name	Title
Iarussi, Trisha	Assistant Principal

**b. Duties**

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

The Lead Literacy Team supports the implementation of the Florida Standards and monitors assessment data across the school. We build capacity within the LLT for the implementation of literacy best practices and use of curricular resources. LLT members impact the learning of others as they collaboratively plan with their PLC's.

**D. Public and Collaborative Teaching**

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

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

Teachers meet weekly in grade level Professional Learning Communities for the purpose of collaboratively planning. Teams agree on focus standards, expected proficiency levels, common assessments and plan for instruction based on assessment results.

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

Administrators will work with the Office for Human Resources and Educator Quality to hire teachers who are highly qualified and certified in their area of responsibility. In addition, the teacher evaluation system, job-embedded professional development, and school-wide recognitions will be used to retain highly effective teachers.

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

New teachers will be paired with a mentor to support them during their first year of teaching. Mentors will be selected based on experience and effectiveness in a similar teaching position. Mentors will meet monthly with their new teacher. In addition to the mentor-mentee relationship, new teachers will meet as a group to assist them build knowledge of school specific procedures, culture and to support on areas of common need. All new teachers were given a handbook to help orient them to school and district expectations.

**E. Ambitious Instruction and Learning**

## 1. Instructional Programs and Strategies

### a. Instructional Programs

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

We follow district curriculum maps for all content areas and utilize district approved curriculum resources. Teachers and coaches utilize CPALMS for support with Florida's standards. Eureka Math is being implemented with Fidelity.

### b. Instructional Strategies

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

PLC's routinely review grade level common assessment data and use results to differentiate instruction for students. This may include re-grouping students to provide intervention and/or enrichment. In addition to PLC data reviews, teachers are participating in team-based intervention planning to problem solve individual students who need additional supports in order to achieve grade level standards.

#### **2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Extended School Day

**Minutes added to school year:** 9,000

Extended School Day provides additional explicit instruction in ELA for fourth and fifth grade scholars.

#### **Strategy Rationale**

#### **Strategy Purpose(s)**

- Core Academic Instruction

#### **Person(s) responsible for monitoring implementation of the strategy**

Scilex, Dawn, dscilex@pasco.k12.fl.us

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

Pre/Post data is reviewed to determine if the student made progress as a result of the extended day program.

**Strategy:** Summer Program

**Minutes added to school year:** 5,040

All 3rd grade students scoring a Level 1 on FCAT 2.0 Reading are invited to attend Summer Reading Camp. Students receive explicit instruction in reading and receive support from the teacher during one on one student:teacher conferences. Small groups meet daily and are targeted to student needs.

**Strategy Rationale**

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

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

Teachers assess students on high frequency words, informal conferencing notes and the SAT.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

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

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

The teacher for our Pre-K class plans with our kindergarten PLC.

We offer a kinder camp for incoming kindergarten students in order for them to become familiar with the school and school routines. Parents are invited in for a portion of this camp in order to provide them with information regarding kindergarten expectations.

Kindergarten students are assessed prior to, or upon entering, in order to determine individual and group needs and to assist in the development of effective, core and supplemental instruction. Screening tools include FLKRS and IRLA.

**b. College and Career Readiness**

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

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

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

**4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

**II. Needs Assessment**

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

**A. Problem Identification**

## 1. Data to Support Problem Identification

### b. Data Uploads

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

The following documents were submitted as evidence for this section:

*No files were uploaded*

## 2. Problem Identification Summary

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

## B. Problem Analysis Summary

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

## C. Strategic Goals

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

- G1.** Professional Learning Communities will continue to utilize, and strengthen their use of, Marzano's Instructional Framework to ensure all student learning experiences match the rigor of the standards.
- G2.** Teacher teams will use data to identify, support, and monitor needs of at-risk students to develop core, supplemental and intensive, targeted interventions.
- G3.** Together we will create opportunities to forge purposeful relationships with our colleagues, students, families and community members to increase staff and student engagement.

## Strategic Goals Detail

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

**G1.** Professional Learning Communities will continue to utilize, and strengthen their use of, Marzano's Instructional Framework to ensure all student learning experiences match the rigor of the standards. 1a

G083339

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	50.0
ELA Achievement District Assessment	60.0
FSA Mathematics Achievement	75.0
Math Achievement District Assessment	60.0
FCAT 2.0 Science Proficiency	60.0

**Targeted Barriers to Achieving the Goal** 3

- Teachers have varying levels of understanding of how to use the Marzano Instructional Framework as a tool for planning and implementing rigorous and differentiated daily lessons aligned with grade level standards.

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

- State, Regional and School-based Coaches
- Weekly PLC time for collaborative planning
- Professional Development Schedule
- Marzano Resources (Canvas site, books, School Matters newsletter)
- Daily scheduled Cougar Time for Reading Intervention
- IRLA (K-5)
- iRead (K-2) and Math iready (k-5)

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

Monitor student quarterly assessment data and formative assessment data to monitor student mastery of standards.

**Person Responsible**

Dawn Scilex

**Schedule**

Biweekly, from 9/7/2016 to 5/31/2017

**Evidence of Completion**

Documentation of PLC data reviews and resulting plans for instruction.

**G2.** Teacher teams will use data to identify, support, and monitor needs of at-risk students to develop core, supplemental and intensive, targeted interventions. 1a

G083340

**Targets Supported** 1b

Indicator	Annual Target
ELA Achievement District Assessment	75.0
Math Achievement District Assessment	75.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of consistent use of standards based formative assessments to monitor student achievement at the level of the standard.

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

- CPALMS
- District curriculum resources
- Regional and school coaches
- PLC members
- Additional teachers to allow early intervention to occur

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

Quarterly Assessments, IRLA Data, teacher-led intervention data

**Person Responsible**

**Schedule**

Quarterly, from 10/1/2016 to 5/31/2017

**Evidence of Completion**

Quarterly assessment data, IRLA data, teacher-led intervention data, formative assessment data



**G3.** Together we will create opportunities to forge purposeful relationships with our colleagues, students, families and community members to increase staff and student engagement. 1a

G083341

**Targets Supported** 1b

Indicator	Annual Target
Attendance Below 90%	10.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of student attendance for the entire school day (tardies, early releases, unexcused absences)

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

- School Staff: Behavior specialist, Psychologist, Social Worker, Administrators, Teachers, Parent Involvement Coordinator
- Training for the School Based Leadership Team
- Resources for parent communication (student planners, school website, Twitter, newsletters, school connect calls)
- PTA and SAC

**Plan to Monitor Progress Toward G3.** 8

myStudent data will be reviewed monthly to monitor and follow up on students with excessive absences and/or tardies.

**Person Responsible**

**Schedule**

Monthly, from 9/28/2016 to 5/31/2017

**Evidence of Completion**

Monthly attendance report from myStudent

## 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.** Professional Learning Communities will continue to utilize, and strengthen their use of, Marzano's Instructional Framework to ensure all student learning experiences match the rigor of the standards. 1

G083339

**G1.B1** Teachers have varying levels of understanding of how to use the Marzano Instructional Framework as a tool for planning and implementing rigorous and differentiated daily lessons aligned with grade level standards. 2

B220869

**G1.B1.S1** Schedule and provide coverage for weekly 80 min PLC times for grades K-5. In addition, grade levels will have common planning minimum two times a week. 4

S233198

### Strategy Rationale

PLCs play a critical role in all of this focused work. A PLC is ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators (Dufour, 2006).

A trio of researchers conducted a study of the teaching staffs in 24 schools to determine elements that contributed to the formation of strong professional learning communities (PLCs) and identified collaboration time as the most powerful factor, explaining 70 percent of the variation between schools in their relative strength of PLCs (Louis, et al, 1996). Separate research has found that in schools with well-developed PLCs students performed better in reading, math, science and history (Newman & Wehlage, 1995).

The PLC focus on results leads each team to develop and pursue measurable improvement goals that are aligned to school and district goals for learning. It also drives teams to create a series of common formative assessments that are administered to students multiple times throughout the year to gather ongoing evidence of student learning. Team members review the results from these assessments in an effort to identify and address program concerns (areas of learning where many students are experiencing difficulty). They also examine the results to discover strengths and weaknesses in their individual teaching in order to learn from one another.

Most importantly, the assessments are used to identify students who need additional time and support for learning. Frequent common formative assessments represent one of the most powerful tools in the PLC arsenal (Dufour, Dufour, Eaker & Many, 2006).

### Action Step 1 5

PD to practice to occur monthly.

#### Person Responsible

Dawn Scilex

#### Schedule

Monthly, from 8/25/2016 to 5/18/2017

#### Evidence of Completion

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

Scales, Learning Assignments

**Person Responsible**

Dawn Scilex

**Schedule**

Monthly, from 9/22/2016 to 5/25/2017

***Evidence of Completion***

Scales will show standards-based learning targets.

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

80 % or more of staff to hit learning target

**Person Responsible**

Dawn Scilex


**Schedule**

Monthly, from 9/29/2016 to 5/31/2017

***Evidence of Completion***

Observation logs

**G1.B1.S6** Group all staff members into study groups according to the framework element they have selected for deliberate practice in order to support their learning and professional practice. 4

 S233203

### **Strategy Rationale**

To increase the likelihood of PD to practice, study groups will receive differentiated coaching support according to the framework element they have selected for deliberate practice.

### **Action Step 1** 5

All staff members will complete a self-assessment on the essential elements identified by our district for this year.

#### **Person Responsible**

Dawn Scilex

#### **Schedule**

On 9/2/2016

#### **Evidence of Completion**

Completed DP Plans in MyPGS

### **Action Step 2** 5

Form Deliberate Practice (DP) Study Groups based on the elements that teachers have selected.

#### **Person Responsible**

Dawn Scilex

#### **Schedule**

On 9/30/2016

#### **Evidence of Completion**

Groups will be published to staff by the end of September.

**Action Step 3** 5

Designate time for DP groups to meet monthly to learn about their element.

**Person Responsible**

Dawn Scilex

**Schedule**

Monthly, from 10/1/2016 to 5/31/2017

**Evidence of Completion**

Monthly calendars will show designated DP meeting times. Participation is optional. Individual DP reflection logs in MyPGS would show evidence of participation and growth.

**Plan to Monitor Fidelity of Implementation of G1.B1.S6** 6

All teachers will complete quarterly reflection logs in MyPGS to document growth in their DP element.

**Person Responsible**

Dawn Scilex

**Schedule**

Quarterly, from 10/23/2016 to 5/31/2017

**Evidence of Completion**

Reflection Logs in MyPGS, monitored by administration.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S6** 7

DP elements will be monitored through reflection logs, formal and informal observations.

**Person Responsible**

Trisha Iarussi

**Schedule**

Semiannually, from 10/5/2016 to 5/31/2017

**Evidence of Completion**

Administrator observations will be used as evidence of growth in DP element. PLC rubrics will also indicate a stronger use of framework elements during planning.

**G2.** Teacher teams will use data to identify, support, and monitor needs of at-risk students to develop core, supplemental and intensive, targeted interventions. **1**

G083340

**G2.B3** Lack of consistent use of standards based formative assessments to monitor student achievement at the level of the standard. **2**

B220876

**G2.B3.S2** PLC's review results of formative assessments and use data to plan for changes in core and intervention services. **4**

S233205

### Strategy Rationale

PLCs play a critical role in all of this focused work. A PLC is ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators (Dufour, 2006).

A trio of researchers conducted a study of the teaching staffs in 24 schools to determine elements that contributed to the formation of strong professional learning communities (PLCs) and identified collaboration time as the most powerful factor, explaining 70 percent of the variation between schools in their relative strength of PLCs (Louis, et al, 1996). Separate research has found that in schools with well-developed PLCs students performed better in reading, math, science and history (Newman & Wehlage, 1995).

The PLC focus on results leads each team to develop and pursue measurable improvement goals that are aligned to school and district goals for learning. It also drives teams to create a series of common formative assessments that are administered to students multiple times throughout the year to gather ongoing evidence of student learning. Team members review the results from these assessments in an effort to identify and address program concerns (areas of learning where many students are experiencing difficulty). They also examine the results to discover strengths and weaknesses in their individual teaching in order to learn from one another.

Most importantly, the assessments are used to identify students who need additional time and support for learning. Frequent common formative assessments represent one of the most powerful tools in the PLC arsenal (Dufour, Dufour, Eaker & Many, 2006).

### Action Step 1 **5**

PLC facilitators will monitor implementation of formative assessments and schedule data reviews to guide instructional decision making.

#### **Person Responsible**

Dawn Scilex

#### **Schedule**

Monthly, from 10/1/2016 to 5/31/2017

#### **Evidence of Completion**

PLC agendas and notes, intervention plans, student assessment data

**Plan to Monitor Fidelity of Implementation of G2.B3.S2** 6

Administrators will monitor PLC agendas and conversations for evidence of data collection, review and instructional changes based on data.

**Person Responsible**

Dawn Scilex

**Schedule**

Monthly, from 9/6/2016 to 5/31/2017

***Evidence of Completion***

PLC agendas & notes, student achievement data, lesson plans (core and intervention)

**Plan to Monitor Effectiveness of Implementation of G2.B3.S2** 7

Student achievement data will reflect increases as a result of core and intervention instruction.

**Person Responsible**

Dawn Scilex

**Schedule**

Quarterly, from 10/1/2016 to 5/31/2017

***Evidence of Completion***

Quarterly Assessment Data, IRLA data, results from teacher-led intervention groups



**G3.** Together we will create opportunities to forge purposeful relationships with our colleagues, students, families and community members to increase staff and student engagement. 1

G083341

**G3.B4** Lack of student attendance for the entire school day (tardies, early releases, unexcused absences)

2

B220880

**G3.B4.S2** Notify families daily when they are out. Student service team will make daily phone calls. 4

S233208

### Strategy Rationale

If families are aware that the school is monitoring attendance, attendance will improve.

### Action Step 1 5

The office staff will track student tardies and early releases and notify administration when students reach 5 of either. Administration will contact families via US Mail to communicate the importance of bell to bell attendance.

#### Person Responsible

Dawn Scilex

#### Schedule

Monthly, from 9/28/2016 to 5/31/2017

#### Evidence of Completion

Tardy data can be found in Terms. Early Release data will be tracked by front office staff.

### Action Step 2 5

Administration will monitor student attendance in myStudent and notify parents via US Mail when students have missed 10% of school days. Administration and teachers will also recognize perfect attendance for individual students and classes.

#### Person Responsible

Trisha Iarussi

#### Schedule

Monthly, from 9/28/2016 to 5/31/2017

#### Evidence of Completion

Student attendance data in myStudent.

**Plan to Monitor Fidelity of Implementation of G3.B4.S2 6**

The attendance committee and SBLT's will review monthly attendance data from myStudent and monitor the number of students exceeding 10% absences and excessive tardies/early releases.

**Person Responsible**

**Schedule**

Monthly, from 9/7/2016 to 5/31/2017

**Evidence of Completion**

Reports from myStudent, Attendance agendas & notes, SBLT agenda & notes

**Plan to Monitor Effectiveness of Implementation of G3.B4.S2 7**

Follow up parent contacts by administration, social worker and/or parent involvement coordinator

**Person Responsible**

**Schedule**

Monthly, from 9/28/2016 to 5/31/2017

**Evidence of Completion**

Parent contact logs, copies of parent contacts, teacher contact logs

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G1.B1.S6.A1 A298786	All staff members will complete a self-assessment on the essential elements identified by our...	Scilex, Dawn	8/28/2016	Completed DP Plans in MyPGS	9/2/2016 one-time
G1.B1.S6.A2 A298787	Form Deliberate Practice (DP) Study Groups based on the elements that teachers have selected.	Scilex, Dawn	9/2/2016	Groups will be published to staff by the end of September.	9/30/2016 one-time
G1.B1.S1.A1 A298777	PD to practice to occur monthly.	Scilex, Dawn	8/25/2016		5/18/2017 monthly
G1.B1.S1.MA1 M303011	Scales, Learning Assignments	Scilex, Dawn	9/22/2016	Scales will show standards-based learning targets.	5/25/2017 monthly
G1.MA1 M303022	Monitor student quarterly assessment data and formative assessment data to monitor student mastery...	Scilex, Dawn	9/7/2016	Documentation of PLC data reviews and resulting plans for instruction.	5/31/2017 biweekly
G2.MA1 M303025	Quarterly Assessments, IRLA Data, teacher-led intervention data		10/1/2016	Quarterly assessment data, IRLA data, teacher-led intervention data, formative assessment data	5/31/2017 quarterly
G3.MA1 M303028	myStudent data will be reviewed monthly to monitor and follow up on students with excessive...		9/28/2016	Monthly attendance report from myStudent	5/31/2017 monthly
G1.B1.S1.MA1 M303010	80 % or more of staff to hit learning target	Scilex, Dawn	9/29/2016	Observation logs	5/31/2017 monthly
G2.B3.S2.MA1 M303023	Student achievement data will reflect increases as a result of core and intervention instruction.	Scilex, Dawn	10/1/2016	Quarterly Assessment Data, IRLA data, results from teacher-led intervention groups	5/31/2017 quarterly
G2.B3.S2.MA1 M303024	Administrators will monitor PLC agendas and conversations for evidence of data collection, review...	Scilex, Dawn	9/6/2016	PLC agendas & notes, student achievement data, lesson plans (core and intervention)	5/31/2017 monthly
G2.B3.S2.A1 A298789	PLC facilitators will monitor implementation of formative assessments and schedule data reviews to...	Scilex, Dawn	10/1/2016	PLC agendas and notes, intervention plans, student assessment data	5/31/2017 monthly
G3.B4.S2.MA1 M303026	Follow up parent contacts by administration, social worker and/or parent involvement coordinator		9/28/2016	Parent contact logs, copies of parent contacts, teacher contact logs	5/31/2017 monthly
G3.B4.S2.MA1 M303027	The attendance committee and SBLT's will review monthly attendance data from myStudent and monitor...		9/7/2016	Reports from myStudent, Attendance agendas & notes, SBLT agenda & notes	5/31/2017 monthly
G3.B4.S2.A1 A298790	The office staff will track student tardies and early releases and notify administration when...	Scilex, Dawn	9/28/2016	Tardy data can be found in Terms. Early Release data will be tracked by front office staff.	5/31/2017 monthly
G3.B4.S2.A2 A298791	Administration will monitor student attendance in myStudent and notify parents via US Mail when...	Iarussi, Trisha	9/28/2016	Student attendance data in myStudent.	5/31/2017 monthly
G1.B1.S6.MA1 M303020	DP elements will be monitored through reflection logs, formal and informal observations.	Iarussi, Trisha	10/5/2016	Administrator observations will be used as evidence of growth in DP element. PLC rubrics will also indicate a stronger use of framework elements during planning.	5/31/2017 semiannually
G1.B1.S6.MA1 M303021	All teachers will complete quarterly reflection logs in MyPGS to document growth in their DP...	Scilex, Dawn	10/23/2016	Reflection Logs in MyPGS, monitored by administration.	5/31/2017 quarterly
G1.B1.S6.A3 A298788	Designate time for DP groups to meet monthly to learn about their element.	Scilex, Dawn	10/1/2016	Monthly calendars will show designated DP meeting times. Participation is optional. Individual DP reflection logs in	5/31/2017 monthly

**Pasco - 0301 - Hudson Elementary School - 2016-17 SIP**  
*Hudson Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				MyPGS would show evidence of participation and growth.	

## V. Professional Development Opportunities

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

**G1.** Professional Learning Communities will continue to utilize, and strengthen their use of, Marzano's Instructional Framework to ensure all student learning experiences match the rigor of the standards.

**G1.B1** Teachers have varying levels of understanding of how to use the Marzano Instructional Framework as a tool for planning and implementing rigorous and differentiated daily lessons aligned with grade level standards.

**G1.B1.S1** Schedule and provide coverage for weekly 80 min PLC times for grades K-5. In addition, grade levels will have common planning minimum two times a week.

### **PD Opportunity 1**

PD to practice to occur monthly.

#### **Facilitator**

Admin team / Regional Team

#### **Participants**

D. Scilex, T.Iarussi, L. Frick

#### **Schedule**

Monthly, from 8/25/2016 to 5/18/2017

**G1.B1.S6** Group all staff members into study groups according to the framework element they have selected for deliberate practice in order to support their learning and professional practice.

### **PD Opportunity 1**

Form Deliberate Practice (DP) Study Groups based on the elements that teachers have selected.

#### **Facilitator**

Coaching Team

#### **Participants**

All Instructional Staff

#### **Schedule**

On 9/30/2016

## PD Opportunity 2

Designate time for DP groups to meet monthly to learn about their element.

### Facilitator

Coaching Team

### Participants

All Instructional Staff

### Schedule

Monthly, from 10/1/2016 to 5/31/2017

**G2.** Teacher teams will use data to identify, support, and monitor needs of at-risk students to develop core, supplemental and intensive, targeted interventions.

**G2.B3** Lack of consistent use of standards based formative assessments to monitor student achievement at the level of the standard.

**G2.B3.S2** PLC's review results of formative assessments and use data to plan for changes in core and intervention services.

## PD Opportunity 1

PLC facilitators will monitor implementation of formative assessments and schedule data reviews to guide instructional decision making.

### Facilitator

Administration

### Participants

All Instructional Staff

### Schedule

Monthly, from 10/1/2016 to 5/31/2017

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	PD to practice to occur monthly.	\$0.00
2	G1.B1.S6.A1	All staff members will complete a self-assessment on the essential elements identified by our district for this year.	\$0.00
3	G1.B1.S6.A2	Form Deliberate Practice (DP) Study Groups based on the elements that teachers have selected.	\$0.00
4	G1.B1.S6.A3	Designate time for DP groups to meet monthly to learn about their element.	\$0.00
5	G2.B3.S2.A1	PLC facilitators will monitor implementation of formative assessments and schedule data reviews to guide instructional decision making.	\$0.00
6	G3.B4.S2.A1	The office staff will track student tardies and early releases and notify administration when students reach 5 of either. Administration will contact families via US Mail to communicate the importance of bell to bell attendance.	\$0.00
7	G3.B4.S2.A2	Administration will monitor student attendance in myStudent and notify parents via US Mail when students have missed 10% of school days. Administration and teachers will also recognize perfect attendance for individual students and classes.	\$0.00
<b>Total:</b>			<b>\$0.00</b>