2013-2014 SCHOOL IMPROVEMENT PLAN

Hudson Elementary School

7229 HUDSON AVE

Hudson, FL 34667

727-774-4000

www.pasco.k12.fl.us

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	81%

Alternative/ESE Center	Charter School	Minority Rate
No	No	22%

School Grades History

2013-14	2012-13	2011-12	2010-11
D	D	D	D

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	4	Jim Browder

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

Current School Status

School Information

School-Level Information

School
Hudson Elementary School

Principal
Tracy Graziaplene

School Advisory Council chair
Nancy Richie

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

Name	Title
Tracy Hlady	Assistant Principal
Cara Rothenberger	Teacher
Sheri Stipp	Teacher
Nicole Berberich	Art Teacher
Janet Blossfield	Speech Teacher
Robin Borick	ICT Coach
Liza Lopez-Burgos	ITC Literacy
Allison Witt	Teacher
Dawn Swan	Teacher
Theresa Reardon	Teacher
Ashleigh Homko	Teacher
Tracy Graziaplene	Principal

District-Level Information

District
Pasco

Superintendent
Mr. Kurt S Browning

Date of school board approval of SIP
Pending

School Advisory Council (SAC)

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

Membership of the SAC

Tracy Graziaplene, Principal
Tracy Hlady, Assistant Principal
Jan Huntinger, District SAC Liason

Lisa Ganes, Parent Involvement Coordinator
Mark Englander, Teacher
Nancy Richie, Teacher
Debbie Caruso, Teacher
Milagros Ortiz, ESOL Instructional Assistant
Cinnemon Weinhauer, Parent
Donna Harris, Parent
John Thompson, Parent
John Hesting, Parent
Erica Burchfield, Parent/PTA
Theresa Casey, Parent
Deborah Triglia, Parent
Barbara Sharp, Business Partner
Jason Parrish, Business Partner

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

Monthly meetings will focus on reflecting on school-wide data and initiatives that support our SIP. Ideas for continued improvement will be discussed. SAC will receive regular updated on activities and initiatives across the school.

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

Instructional materials, Parent Involvement activities

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

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

Elections for SAC members will be held on September 10, 2013. Our parent involvement coordinator is actively seeking community and business members for SAC.

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

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Tracy Graziaplene		
Principal	Years as Administrator: 18	Years at Current School: 0

Credentials	BA, Counselor Ed MA, Educational Leadership Guidance and Counseling PK-12 School Principal
Performance Record	2007-grade A, AYP no; 2008, grade B, AYP no; 2009, grade C, AYP, no; 2010 grade C, AYP no; 2011, grade C; 2012, gade C; 2013, grade C

Tracy Hlady		
Asst Principal	Years as Administrator: 1	Years at Current School: 0

Credentials	Degrees: Bachelor of Arts in Education Master of Education Certifications: Elementary Education 1-6 Educational Leadership Reading K-12 Gifted Endorsement
Performance Record	2013, district grade C

Instructional Coaches

of instructional coaches
2

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Liza Lopez-Burgos		
Full-time / School-based	Years as Coach: 0	Years at Current School: 0
Areas	Reading/Literacy	

Credentials	Degrees: Bachelor of Arts in Elementary Education, Masters in Literacy Certifications: Elementary Education K-6, PreKindergarten/ Primary Education (age 3-Grade 3), Reading K-12
Performance Record	N/A

Robin Borick		
Full-time / School-based	Years as Coach: 0	Years at Current School: 0

Areas	Other
Credentials	Degrees: Bachelor of Elementary Education, Masters in Library Information Science Certifications: Educational Media Specialist (PK-12), Elementary Education (1-6), Primary Education (K-3), Reading Endorsement
Performance Record	N/A

Classroom Teachers

# of classroom teachers
38

 # receiving effective rating or higher
0%

 # Highly Qualified Teachers
95%

 # certified in-field
38, 100%

 # ESOL endorsed
29, 76%

 # reading endorsed
4, 11%

 # with advanced degrees
, 0%

 # National Board Certified
0, 0%

 # first-year teachers
1, 3%

 # with 1-5 years of experience
18, 47%

 # with 6-14 years of experience
18, 47%

 # with 15 or more years of experience
2, 5%

Education Paraprofessionals

# of paraprofessionals
10

 # Highly Qualified

, 0%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

17

 # receiving effective rating or higher

0%

Teacher Recruitment and Retention Strategies

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

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

Administrators will work with the Office for Human Resources and Educator Quality to hire teachers who are highly qualifies and certified in the 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.

Teacher Mentoring Program/Plan

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

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

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.

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

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

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

The school-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.

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

The school based leadership team members are responsible for leading and facilitating their grade level Professional Learning Communities as they plan for instruction and the implementation of SIP strategies.

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

The leadership team will engage in instructional walkthroughs in order to monitor the implementation of the SIP and look for evidence of our MTSS for students.
Intervention schedules will also serve as evidence of MTSS.

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

Discovery Education will be our primary data source to monitor instruction in reading, math, and science for 2nd-5th grades. In addition, FAIR will be used to monitor reading for 3rd-5th grade students.
The IRLA will be used to monitor reading growth in Kindergarten and First grades.
4th grade will collect data on student writing prompts approximately every 6 weeks.

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

Each of our school-based leadership team members received training on how to facilitate professional learning communities. As part of this training, team members learned about the guiding questions that should be used to guide planning and reflection in order to implement MTSS in all areas. School-based coaches, administration and regional personnel will support the PLC facilitators.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program
Minutes added to school year:

Extended School Day provides additional explicit instruction in math and/or reading.

Strategy Purpose(s)

- Instruction in core academic subjects

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

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

Who is responsible for monitoring implementation of this strategy?

Extended School Day teachers and Admin.

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 Purpose(s)

- Instruction in core academic subjects

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

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

Who is responsible for monitoring implementation of this strategy?

Summer Reading Camp teachers and Admin.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Cara Rothenberger	Kindergarten Teacher
Jennifer Stead	First Grade Teacher
Sandra Sanchez	K-2 ESE Teacher
Rebecca Renyer	Fourth Grade Teacher
Kelli Goodell	Fifth Grade Teacher
Tracy Hlady	Assistant Principal
Meghan Carleton	Second Grade Teacher

How the school-based LLT functions

The LLT will meet at least once a month to monitor school-wide data related to literacy instruction and student growth. The LLT members are representative of each team in the school and are responsible for sharing the work of the LLT with their teams.

Major initiatives of the LLT

Implementation of the Common Core State Standards, focusing on the ELA instructional shifts.

Increasing student engagement with text and rigorous text based tasks.

Every Teacher Contributes to Reading Instruction

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

Preschool Transition

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

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

The 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.

Expected Improvements

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	57%	46%	No	61%
American Indian				
Asian				
Black/African American	39%	0%	No	45%
Hispanic	63%	39%	No	67%
White	57%	48%	No	61%
English language learners	44%	36%	No	50%
Students with disabilities	32%	8%	No	39%
Economically disadvantaged	53%	40%	No	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	85	23%	31%
Students scoring at or above Achievement Level 4	83	22%	30%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	210	56%	66%
Students in lowest 25% making learning gains (FCAT 2.0)	28	61%	71%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	21	72%	82%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		38%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		38%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	56	50%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	50%	38%	No	55%
American Indian				
Asian				
Black/African American	32%	0%	No	39%
Hispanic	43%	31%	No	48%
White	51%	40%	No	56%
English language learners	52%	21%	No	57%
Students with disabilities	28%	8%	No	35%
Economically disadvantaged	46%	32%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	71	19%	30%
Students scoring at or above Achievement Level 4	65	17%	25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	236	63%	73%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	28	56%	66%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	19	18%	28%
Students scoring at or above Achievement Level 4	14	13%	23%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	6		8
Participation in STEM-related experiences provided for students	2720	75%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	196	27%	17%
Students retained, pursuant to s. 1008.25, F.S.	23	3%	1%
Students who are not proficient in reading by third grade	84	55%	45%
Students who receive two or more behavior referrals	67	9%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	36	5%	3%

Area 9: Parent Involvement

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

Parental involvement targets for the school

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the number of academic, school-based activities offered to families during the year.	19	49%	65%

Goals Summary

G1. Increase student achievement and engagement through collaborative planning for standards-based instruction and the use of instructional best practices.

G2. Increase staff capacity and accountability for consistent implementation of standards-based instruction, Positive Behavior Supports and working with students in crisis.

Goals Detail

G1. Increase student achievement and engagement through collaborative planning for standards-based instruction and the use of instructional best practices.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

Resources Available to Support the Goal

- State, Regional and School-based Coaches

- Weekly PLC time for collaborative planning

- Professional Development Schedule

- Volunteers

- Kagan Resources

- Marzano Resources

- Daily scheduled Cougar Time for Reading Intervention

Targeted Barriers to Achieving the Goal

- Teachers do not routinely collaboratively plan for and implement rigorous and differentiated daily lessons aligned with grade level standards and instructional best practices.

Plan to Monitor Progress Toward the Goal

Select indicators to measure student engagement, include on walk through tool. Monitor student benchmark assessment data (Discover Education, FAIR 3-5, IRLA K-1).

Person or Persons Responsible
Administrators Instructional Coaches PLC's

Target Dates or Schedule:
ongoing

Evidence of Completion:
Documentation of PLC data chats and resulting plans for instruction. Tracking of student data on data walls. Increase of percent of students engaged in daily instruction evidenced by walk through data.

G2. Increase staff capacity and accountability for consistent implementation of standards-based instruction, Positive Behavior Supports and working with students in crisis.

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- EWS - Elementary School

Resources Available to Support the Goal
- School Staff: Behavior specialist, Psychologist, 2 Guidance Counselors, social worker, administrators, teachers
- Staff PD on Behavior Management
- Trained PLC Facilitators
- Yellow tickets as Tier 1 behavior support
- Positive Behavior Support Committee

Targeted Barriers to Achieving the Goal
- Lack of consistent implementation, monitoring and follow through of school behavior plan

Plan to Monitor Progress Toward the Goal

Action plan based on results of Fall PBS implementation checklist.

Person or Persons Responsible

Behavior Specialist and PBS Committee

Target Dates or Schedule:

November 2013

Evidence of Completion:

Completed action plan identifying needed action steps, person responsible and timeline for implementation

Action Plan for Improvement

Problem Solving Key

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

G1. Increase student achievement and engagement through collaborative planning for standards-based instruction and the use of instructional best practices.

G1.B1 Teachers do not routinely collaboratively plan for and implement rigorous and differentiated daily lessons aligned with grade level standards and instructional best practices.

G1.B1.S3 Ongoing training and coaching support for PLC facilitators (unpacking standards, developing learning scales, common assessments, planning for daily lesson segments) and building capacity through PLC facilitator professional development (managing teams, time, monitoring norms).

Action Step 1

Needs assessment to determine levels of support necessary to ensure that PLC's produce effective lesson plans.

Person or Persons Responsible

PLC Facilitators Administration Northwest Regional Support Team

Target Dates or Schedule

September 23, October 7

Evidence of Completion

Results of needs assessment and follow-up coaching plan utilizing regional and school-based coaching support.

Action Step 3

Monthly classroom walkthroughs to monitor implementation of standards based instruction and instructional best practices.

Person or Persons Responsible

Administration, Instructional Coaches, Teachers, Regional and State Support Team

Target Dates or Schedule

Monthly beginning in November

Evidence of Completion

DA Data Chats with DA team, regional support team and staff

Action Step 3

Professional Development in Marzano's instructional framework and how it applies to instructional planning.

Person or Persons Responsible

Administration, Regional Support Team, PLC Facilitators

Target Dates or Schedule

Ongoing beginning in October

Evidence of Completion

Lesson plans and classroom instruction will reflect the use of the instructional framework and best practices

Facilitator:

Administration, Regional Support Team, PLC Facilitators

Participants:

Grade Level PLC Teams

Plan to Monitor Fidelity of Implementation of G1.B1.S3

PLC Facilitators will complete self-reflections using the rubric provided by the district to identify areas for development.

Person or Persons Responsible

Administration, Instructional Coaches, Regional Support Team

Target Dates or Schedule

Ongoing beginning in October

Evidence of Completion

Rubrics will show an increase in PLC Facilitator competency over the course of the year.

Plan to Monitor Effectiveness of G1.B1.S3

PLC agendas, conversations and resulting lesson plans will reflect team understanding of grade level standards and effective use of instructional best practices.

Person or Persons Responsible

PLC Facilitators, Administration, Instructional Coaches, Regional Support Team

Target Dates or Schedule

Ongoing in weekly PLC's

Evidence of Completion

Lesson Plans, PLC planning conversations, monthly walkthrough data

G1.B1.S8 Identify teachers at each grade level to work with coaches to plan for and implement model lessons for others to observe. Develop observational tool with non-negotiables to note evidence of rigor, engagement and differentiation.

Action Step 1

Identify non-negotiables for lesson planning clarifying the instructional elements that must be present in daily lessons

Person or Persons Responsible

Administration School-based Instructional Coaches Northwest Regional Support Team State Support Team

Target Dates or Schedule

September 18

Evidence of Completion

Creation of draft tool for lesson planning

Action Step 2

Instructional coaches will push into PLC's to facilitate the creation of model lessons that will be implemented by one member of the team and observed by the other team members.

Person or Persons Responsible

Administration PLC's School-based Instructional Coaches Northwest Regional Support Team State Support Team

Target Dates or Schedule

September-October 2013

Evidence of Completion

Model lesson plan. Reflective conversations based on observational tool. Review of student work samples from the lesson.

Action Step 3

Teachers will routinely plan for, and implement, daily lessons based on the lesson planning tool.

Person or Persons Responsible

Teachers Instructional Coaches Administrators

Target Dates or Schedule

ongoing beginning in October

Evidence of Completion

Completed lesson plans. Walk through data focused on evidence of implementation of the lesson plan elements. PLC reflective conversation based on student work samples from daily lessons.

Plan to Monitor Fidelity of Implementation of G1.B1.S8

Administrative and peer observations of daily lessons to observe for evidence of implementation of daily lessons based on lesson planning tool.

Person or Persons Responsible

Administrators Instructional Staff Northwest Regional Support Team State Support Team

Target Dates or Schedule

ongoing beginning in October

Evidence of Completion

Percent of teachers routinely planning and implementing daily lessons based on lesson planning tool will increase across the year. Data will be collected through administrative and peer observations.

Plan to Monitor Effectiveness of G1.B1.S8

Creation of survey tool to measure teacher beliefs about their change in practice.

Person or Persons Responsible

Administration Northwest Regional Support Team State Support Team

Target Dates or Schedule

ongoing beginning in October

Evidence of Completion

Results of teacher interviews and surveys to measure changes in practice and efficacy with instructional shifts.

G2. Increase staff capacity and accountability for consistent implementation of standards-based instruction, Positive Behavior Supports and working with students in crisis.

G2.B2 Lack of consistent implementation, monitoring and follow through of school behavior plan

G2.B2.S2 Provide professional development, monitoring and support for all stakeholders on behavior management plan, positive behavior strategies and verbal de-escalation techniques.

Action Step 1

Behavior Specialist will provide whole staff professional development on verbal de-escalation techniques. Participants will receive differentiated coaching and support in order to implement techniques.

Person or Persons Responsible

Behavior Specialist, Administration, Guidance Counselors

Target Dates or Schedule

November 2013

Evidence of Completion

Sign in sheet from professional development

Facilitator:

Behavior Specialist

Participants:

Instructional Staff

Action Step 2

Positive Behavior Support Committee will meet throughout the year to review implementation of school-wide behavior plan and identify needed supports.

Person or Persons Responsible

PBS Committee, administration, behavior specialist, guidance counselors

Target Dates or Schedule

ongoing throughout the school year

Evidence of Completion

Committee notes, action plans, PBS Implementation Checklists

Action Step 3

Teachers will implement effective PBS strategies in their classrooms in order to minimize lost instructional time.

Person or Persons Responsible

Classroom Teachers, Guidance Counselors, Behavior Specialist, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher anecdotal data, class and individual student behavior plans, referral data

Plan to Monitor Fidelity of Implementation of G2.B2.S2

PBS Implementation Checklists

Person or Persons Responsible

Behavior Specialist, PBS Committee, Admin

Target Dates or Schedule

Fall and Spring of the 2013-14 school year

Evidence of Completion

Completed checklists will be used to identify school needs and plan for professional development supports.

Plan to Monitor Effectiveness of G2.B2.S2

Completion of the spring PBS implementation checklist should show an improvement over the fall results.

Person or Persons Responsible

Behavior Specialist and administration

Target Dates or Schedule

following the completion of the spring checklist

Evidence of Completion

Fall and Spring PBS Implementation Checklists

Coordination and Integration

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

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

Title 1 funding is used to support our SIP initiatives. Funds purchase School Psychologist (.6), Guidance Counselor (1), Summer Behavior Training (1day), Intervention Teacher.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Increase student achievement and engagement through collaborative planning for standards-based instruction and the use of instructional best practices.

G1.B1 Teachers do not routinely collaboratively plan for and implement rigorous and differentiated daily lessons aligned with grade level standards and instructional best practices.

G1.B1.S3 Ongoing training and coaching support for PLC facilitators (unpacking standards, developing learning scales, common assessments, planning for daily lesson segments) and building capacity through PLC facilitator professional development (managing teams, time, monitoring norms).

PD Opportunity 1

Professional Development in Marzano's instructional framework and how it applies to instructional planning.

Facilitator

Administration, Regional Support Team, PLC Facilitators

Participants

Grade Level PLC Teams

Target Dates or Schedule

Ongoing beginning in October

Evidence of Completion

Lesson plans and classroom instruction will reflect the use of the instructional framework and best practices

G2. Increase staff capacity and accountability for consistent implementation of standards-based instruction, Positive Behavior Supports and working with students in crisis.

G2.B2 Lack of consistent implementation, monitoring and follow through of school behavior plan

G2.B2.S2 Provide professional development, monitoring and support for all stakeholders on behavior management plan, positive behavior strategies and verbal de-escalation techniques.

PD Opportunity 1

Behavior Specialist will provide whole staff professional development on verbal de-escalation techniques. Participants will receive differentiated coaching and support in order to implement techniques.

Facilitator

Behavior Specialist

Participants

Instructional Staff

Target Dates or Schedule

November 2013

Evidence of Completion

Sign in sheet from professional development