Hudson Elementary School

2014-15 School Improvement Plan

Hudson Elementary School

7229 HUDSON AVE, Hudson, FL 34667

www.pasco.k12.fl.us

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	81%

Alternative/ESE Center	Charter School	Minority
No	No	22%

School Grades History

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

School Board Approval

This plan was approved by the Pasco County School Board on 10/7/2014.

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

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 or B with at least one F in the prior three years
- Prevent – currently C
- 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-D 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)

2014-15 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 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.

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.

School Environment

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

Teachers began building relationships with our students and families by calling each home prior to the start of the school year to introduce themselves and to welcome the student to Hudson. Relationships are supported as teachers greet students at the classroom door every morning. Our special areas teachers are participating in a book study around Engaging Students with Poverty in Mind.

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).

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 through the news. Our tier 1 behavior system requires teachers to post and teach classroom rules and to have a team-wide behavior system. The behavior specialist and graduation enhancement teacher support teachers with classroom management, problem solving individual students concerns and developing and implementing behavior intervention plans and FBA's.

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 a 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 guidance counselor and/or graduation enhancement teacher.

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
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

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
	K	1	2	3	4	5	
Attendance below 90 percent	7	17	12	15	16	13	80
One or more suspensions	0	4	1	3	5	5	18
Course failure in ELA or Math	0	13	3	2	1	3	22
Level 1 on statewide assessment	0	0	0	6	26	30	62

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	5	3	3	8	9	28

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

Our tier 1 behavior system requires teachers to post and teach classroom rules and to have a team-wide behavior system. The behavior specialist and graduation enhancement teacher support teachers with classroom management, problem solving individual students concerns and developing and implementing behavior intervention plans and FBA's.
Our student services team consists of a 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 guidance counselor and/or graduation enhancement teacher.

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

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

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.

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

Name	Title
Graziaplene, Tracy	Principal
Hlady, Tracy	Assistant Principal
Broughton, Kristin	Instructional Coach
Lopez-Burgos, Liza	Instructional Coach
Divino, Barbara	Teacher, K-12
Tucker, Katina	Psychologist

Duties

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 members are responsible for leading and facilitating their grade level Professional Learning Communities as they plan for instruction, review data, and implement SIP strategies.

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. Funds purchase School Psychologist (.2), Graduation Enhancement Teacher (1), Reading Intervention Teacher.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Tracy Graziaplene	Principal
	Student

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

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.

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.

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.

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

Instructional Materials, Parent Involvement activities

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
No

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

Pending initial SAC meeting for the 2014-15 school year.

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Hlady, Tracy	Assistant Principal
Lopez-Burgos, Liza	Instructional Coach
Nadeau, Deanna	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

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.

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

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.

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.

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.

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

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.

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

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.

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:

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

Strategy Rationale

Strategy Purpose(s)

- Instruction in core academic subjects

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

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)

- Instruction in core academic subjects

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.

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 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.

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

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

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

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

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 utilize Marzano's Instructional Framework to ensure all students achieve grade level standards.

G2.   Together we will forge purposeful partnerships with our colleagues, families and community members to ensure learning for all students.

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. Professional Learning Communities will utilize Marzano's Instructional Framework to ensure all students achieve grade level standards. 1a

🔑 G051018

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	65.0
AMO Reading - ED	63.0
AMO Reading - SWD	45.0
ELA/Reading Gains	68.0
ELA/Reading Lowest 25% Gains	79.0
AMO Math - All Students	60.0
AMO Math - ED	57.0
AMO Math - SWD	42.0
Math Gains	59.0
Math Lowest 25% Gains	61.0
FCAT 2.0 Science Proficiency	42.0

Resources Available to Support the Goal 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 / Action 100 (K-2)
- Discovery Education Benchmark Assessments (3-5 ELA, Math and Science)
- iRead (K-2) and iReady (3-5)

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.

Plan to Monitor Progress Toward G1. 8

Monitor student benchmark assessment data (Discover Education 3-5, IRLA K-2), and formative assessment data.

Person Responsible
Tracy Graziaplene

Schedule
On 5/29/2015

Evidence of Completion
Documentation of PLC data reviews and resulting plans for instruction.

G2. Together we will forge purposeful partnerships with our colleagues, families and community members to ensure learning for all students. 1a

🔑 G051019

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	15.0

Resources Available to Support the Goal 2

- School Staff: Behavior specialist, Psychologist, Graduation Enhancement Teacher, 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

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G2. 8

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

Person Responsible
Tracy Graziaplene

Schedule
Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion
Monthly attendance report from TERMS

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 utilize Marzano's Instructional Framework to ensure all students achieve grade level standards. 1

🔍 G051018

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

🔍 B128139

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). 4

🔍 S140286

Strategy Rationale

Action Step 1 5

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

Person Responsible

Schedule

Evidence of Completion

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

Action Step 2 `5`

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

Person Responsible

Schedule

Evidence of Completion

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

Action Step 3 `5`

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

Person Responsible

Schedule

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

PLC's will use the Critical Issues for Team Consideration to monitor their growth quarterly.

Person Responsible

Tracy Graziaplene

Schedule

Quarterly, from 9/15/2014 to 5/29/2015

Evidence of Completion

PLC's will show an increase in proficiency on the elements on the critical issues document.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

PLC agendas, conversations and resulting lesson plans will reflect team understanding of grade level standards and effective use of the Marzano instructional framework for instruction.

Person Responsible

Tracy Graziaplene

Schedule

Weekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Lesson Plans, PLC planning conversations, monthly walkthrough data

G1.B1.S8 Build capacity within the SBLT in order to effectively facilitate team planning using Marzano's Instructional Framework and formative assessments. `4`

🔑 S140291

Strategy Rationale

Action Step 1 `5`

The SBLT will meet bi-weekly to review school-wide data and accelerate learning of the team in order to build capacity within the staff for use of Marzano's Instructional Framework and formative assessment.

Person Responsible

Tracy Graziaplene

Schedule

Biweekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Monthly calendars, SBLT notes, PLC notes

Action Step 2 `5`

PLC Facilitators will support teams to identify focus standards, plan for common formative assessments, review student work and data, and make instructional decisions based on data.

Person Responsible

Tracy Graziaplene

Schedule

Weekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

PLC notes, lesson plans and formative assessment data, differentiated plans, formal/informal walkthroughs, student work samples, T-bit notes

Action Step 3 `5`

Clarify the role of our instructional coaches and the types of support they provide in order to support student achievement through building teacher capacity.

Person Responsible

Tracy Graziaplene

Schedule

Monthly, from 8/29/2014 to 5/29/2015

Evidence of Completion

Coaching logs, monthly coaches meetings, achievement data

Plan to Monitor Fidelity of Implementation of G1.B1.S8 `6`

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B1.S8 7

Person Responsible

Schedule

Evidence of Completion

G2. Together we will forge purposeful partnerships with our colleagues, families and community members to ensure learning for all students. 1

🔑 G051019

G2.B5 Lack of student attendance for the entire school day (tardies, early releases, unexcused absences) 2

🔑 B128149

G2.B5.S2 Notify families when absences exceed 10% of school days and/or if tardies/early releases exceed 5. 4

🔑 S140297

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

Tracy Graziaplene

Schedule

Weekly, from 9/15/2014 to 5/29/2015

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 TERMS 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

Tracy Graziaplene

Schedule

Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Student attendance data in TERMS.

Plan to Monitor Fidelity of Implementation of G2.B5.S2 `6`

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

Person Responsible

Tracy Graziaplene

Schedule

Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B5.S2 `7`

Person Responsible

Schedule

Evidence of Completion

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.S3.A1	Needs assessment to determine levels of support necessary to ensure that PLC's produce effective lesson plans.		Results of needs assessment and follow-up coaching plan utilizing regional and school-based coaching support.	once	
G1.B1.S8.A1	The SBLT will meet bi-weekly to review school-wide data and accelerate learning of the team in order to build capacity within the staff for use of Marzano's Instructional Framework and formative assessment.	Graziaplene, Tracy	8/11/2014	Monthly calendars, SBLT notes, PLC notes	5/29/2015 biweekly
G2.B5.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.	Graziaplene, Tracy	9/15/2014	Tardy data can be found in Terms. Early Release data will be tracked by front office staff.	5/29/2015 weekly
G1.B1.S3.A2	Monthly classroom walkthroughs to monitor implementation of standards based instruction and instructional best practices.		DA Data Chats with DA team, regional support team and staff	once	
G1.B1.S8.A2	PLC Facilitators will support teams to identify focus standards, plan for common formative assessments, review student work and data, and make instructional decisions based on data.	Graziaplene, Tracy	9/2/2014	PLC notes, lesson plans and formative assessment data, differentiated plans, formal/informal walkthroughs, student work samples, T-bit notes	5/29/2015 weekly
G2.B5.S2.A2	Administration will monitor student attendance in TERMS 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.	Graziaplene, Tracy	9/15/2014	Student attendance data in TERMS.	5/29/2015 monthly
G1.B1.S3.A3	Professional Development in Marzano's instructional framework and how it applies to instructional planning.		Lesson plans and classroom instruction will reflect the use of the instructional framework and best practices	once	
G1.B1.S8.A3	Clarify the role of our instructional coaches and the types of support they provide in order to support student achievement through building teacher capacity.	Graziaplene, Tracy	8/29/2014	Coaching logs, monthly coaches meetings, achievement data	5/29/2015 monthly
G1.MA1	Monitor student benchmark assessment data (Discover Education 3-5, IRLA K-2), and formative assessment data.	Graziaplene, Tracy	9/15/2014	Documentation of PLC data reviews and resulting plans for instruction.	5/29/2015 one-time
G1.B1.S3.MA1	PLC agendas, conversations and resulting lesson plans will reflect team understanding of grade level standards	Graziaplene, Tracy	9/15/2014	Lesson Plans, PLC planning conversations, monthly walkthrough data	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	and effective use of the Marzano instructional framework for instruction.				
G1.B1.S3.MA1	PLC's will use the Critical Issues for Team Consideration to monitor their growth quarterly.	Graziaplene, Tracy	9/15/2014	PLC's will show an increase in proficiency on the elements on the critical issues document.	5/29/2015 quarterly
G1.B1.S8.MA1	[no content entered]			once	
G1.B1.S8.MA1	[no content entered]			one-time	
G2.MA1	TERMS data will be reviewed monthly to monitor and follow up on students with excessive absences and/or tardies.	Graziaplene, Tracy	9/15/2014	Monthly attendance report from TERMS	5/29/2015 monthly
G2.B5.S2.MA1	[no content entered]			one-time	
G2.B5.S2.MA1	SBLT's will review monthly attendance data from TERMS and monitor the number of students exceeding 10% absences and excessive tardies/early releases.	Graziaplene, Tracy	9/15/2014		5/29/2015 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 Opportuntities

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

G1. Professional Learning Communities will utilize Marzano's Instructional Framework to ensure all students achieve grade level 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.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

Schedule

G1.B1.S8 Build capacity within the SBLT in order to effectively facilitate team planning using Marzano's Instructional Framework and formative assessments.

PD Opportunity 1

The SBLT will meet bi-weekly to review school-wide data and accelerate learning of the team in order to build capacity within the staff for use of Marzano's Instructional Framework and formative assessment.

Facilitator

Tracy Graziaplene, Liza Lopez-Burgos, Kristin Broughton, District PD department,

Participants

SBLT

Schedule

Biweekly, from 8/11/2014 to 5/29/2015

PD Opportunity 2

PLC Facilitators will support teams to identify focus standards, plan for common formative assessments, review student work and data, and make instructional decisions based on data.

Facilitator

State coaching support, school based coaches

Participants

all teachers

Schedule

Weekly, from 9/2/2014 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**