

Pasco County Schools

# Hudson Middle School



2017-18 School Improvement Plan

# Hudson Middle School

14540 COBRA WAY, Hudson, FL 34669

www.pasco.k12.fl.us

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p><b>2016-17 Title I School</b></p> <p>Yes</p>	<p><b>2016-17 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 3)</p> <p>82%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2016-17 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>18%</p>

## School Grades History

<b>Year</b>	<b>2016-17</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2013-14</b>
<b>Grade</b>	C	D	C*	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 is pending approval by the Pasco County School Board.

## SIP Authority and Template

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Hudson Middle School

DA Region and RED	DA Category and Turnaround Status
Southwest - <a href="#">Julio Valle</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

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

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

Hudson Middle School's vision is aligned with our District vision, which is "All students will achieve success in college, career, and life."

#### 2. School Environment

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

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

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

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

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

**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**

Hudson Middle School has a unique offering of one school guidance counselor for each grade level. This ensures that students have an accessible adult for his/her designated grade level, who focuses on the instruction and well being of individual student social-emotional need. At Hudson Middle, the graduation enhancement teacher monitors and provides direct support to students who may be experience academic struggle as well as those at risk of not being eligible for promotion to 9th grade. Finally, we are currently collaborating with a community agency to provide an on-site mental health professional to meet the counseling needs of our students.

**3. Early Warning Systems**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**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 (more than three days absent per quarter)
- One or more suspensions, whether in school or out of school (more than one referral per quarter)
- Course failure in English Language Arts or Mathematics (any course failure per quarter)
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

**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	0	0	0	0	0	0	112	77	112	0	0	0	0	301
One or more suspensions	0	0	0	0	0	0	12	4	2	0	0	0	0	18
Course failure in ELA or Math	0	0	0	0	0	0	33	29	51	0	0	0	0	113
Level 1 on statewide assessment	0	0	0	0	0	0	110	104	119	0	0	0	0	333

**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	0	0	0	0	0	0	50	52	79	0	0	0	0	181

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

Attendance - Our school based attendance core team is comprised of school counselors, administration, the graduation enhancement teacher, academic coaches, and members of our MTSS Team. The core team meets regularly to analyze and plan strategies and supports to implement for increased student achievement.

Suspensions - Administration and counselors intercede when students receive an office discipline referral. Students are provided with opportunities to reflect on exhibited behavior and apply replacement strategies. When warranted, after school detention is used as alternatives to

suspension. This year, we have added a Behavioral Team to assist staff in developing strategies for working with students. School wide PBS is also being implemented.

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

Level 1 - Teachers work in weekly Professional Learning Communities to ensure standards based instruction, including the creation of authentic common assessments and planning for and responding to the instructional needs of their individual students. Identified students receive support through the school's graduation enhancement teacher and intensive reading courses. In addition, intervention groups are held during homeroom daily to accelerate student's mastery of math and ELA standards, as well as provide remediation opportunities.

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

### 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

#### a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

##### 1. PFEP Link

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

##### 2. Description

### 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

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

## C. Effective Leadership

### 1. School Leadership Team

#### a. Membership

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

Name	Title
Musselman, Joe	Principal
Brady, Maria	Assistant Principal
Aday, Michael	Teacher, ESE
Casel, Steve	Assistant Principal
Engel, Blair	Teacher, K-12
Gregoire, Kelly	Teacher, K-12
Muir, Kathie	Instructional Coach
Sundsmo, Nikki	Instructional Coach
Sareyani, Joanne	Teacher, K-12
Schaltenbrand, Kim	Teacher, K-12
Masson, Stephanie	Instructional Coach
Leavitt, Brent	Teacher, K-12
Romero, Rafaela	Teacher, K-12
Eck, Kathleen	Teacher, ESE
Cooper, Lauren	Teacher, K-12
Rys, Kimberly	Teacher, K-12
Rauschenberg, Dawn	Teacher, K-12

## b. Duties

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

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

### **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**

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

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
	Parent
Joe Musselman	Principal
Denlse Cintron	Parent
Anthony Spinunso	Business/Community
Mandy Gardner	Education Support Employee
Kathy Muir	Teacher
Michael Aday	Teacher
Jesse Cintron	Student
Wendy Hays	Parent
Stephanie Masson	Teacher
Sigrid Baird	Parent
Michael Coon	Education Support Employee
Michele Weibley	Education Support Employee

**b. Duties**

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

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

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

*b. Development of this school improvement plan*

SAC members review, contribute and add to the school improvement planning cycle by reviewing the initial draft, making recommendations for revision as needed and monitor the student plan throughout the year.

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

The SAC members play an active role in budget planning for the fiscal year. In the spring of each school year, Title I technical assistance meetings occur and SAC members are presented with current Title I funding use and asked to review data with the school principal. They dialogue regarding the use of funds and reflect on it's impact on student achievement.

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

- Professional Development for Teachers \$11,276.00
- School Counselor \$59,394.00
- Instructional Coaches for Math \$57,824.00
- Instructional Assistant for Discipline (2) \$40,760.00
- Student Laptops (35) \$34,425.00
- ZAP Program (Additional Instructional Support for Students) \$11,644.00

**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

**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
Brady, Maria	Assistant Principal
Muir, Kathie	Instructional Coach
Gregoire, Kelly	Teacher, K-12
Engel, Blair	Teacher, K-12
Nero, Bill	Teacher, K-12
Rotunda, Terry	Teacher, K-12

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

To demonstrate the role of a literacy team.

To establish a literacy vision for the school.

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

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

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

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

**D. Public and Collaborative Teaching**

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

At Hudson Middle School, our priority focus is creating an environment conducive to collaborative planning and which responds to student needs. The instructional coaches at Hudson Middle School provide support for all academic areas. In addition to their efforts, the school master schedule allows for common planning for grade level content areas (i.e. Math, Science). Weekly PLC time is protected and guaranteed time for all instructional staff. Staff are surveyed to determine their areas of need and interest. These results are used to identify and develop relevant professional development.

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

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

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

The school's teacher mentor program serves as to support and develop new teachers (or teachers new to the District School Board of Pasco County). On-site coaching is provided to all instructional personnel within their first of teaching. Teachers of unique courses such as Agriscience, Band and Art, may receive additional mentoring through District support and staff in like positions assigned at different schools.

## **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***

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

#### **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***

At Hudson Middle School, staff work within their PLC structure using data to identify and differentiate instruction to meet the diverse needs of students. Through data review, students having difficulty attaining proficiency on state assessments are identified and academic supports are developed according to need. In addition, students scoring level 1, may be provided within an additional reading course to support acquisition of necessary foundational skills in the area of reading. Daily intervention is provided in homeroom for ELA and Math remediation and academic interventions are offered during lunch four days a week.

##### ***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 Year

**Minutes added to school year:** 126,000

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

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Core Academic Instruction

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

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

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

Data that will be utilized is: Quarterly Reports, the individual student progress reports toward recovery, current grades, teacher observation and attendance.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

As students transition into and out of middle school, the administration and school counselors, believe strongly in the model of collaboration and professional planning for incoming and outgoing students of Hudson Middle School. Supports are designed and provided on current student achievement data. PLC groups review and monitor student progress in their respective subject area. Interventions both in the classroom as well as outside classroom time is designed to ensure additional opportunities are provided to students in need. HMS employs a full time Graduation Enhancement teacher and Lab Assistant, which provide proactive supports to struggling students as well as recovery opportunities if needed.

**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**

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

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

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

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

At Hudson Middle School, the school has developed an Introduction to Technology course for middle school students for a focus on Aviation. In addition to the creation of this new career cluster, which supports the FHS/HHS career academies, HMS also provides Introduction to Business, and an Agriscience courses.

**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**

HMS provides supports and opportunities for its spectrum of student needs. HMS provides all students the opportunity to earn five (5) high school credits while enrolled: Spanish I, Spanish II, French I (on the Hudson High School campus), Algebra I, Honors and Agriscience. In preparation for high school, HMS provides students remedial supports such as ESY, interventions during homeroom and lunch daily, course recovery as well as after school tutoring.

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

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

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), 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. To ensure delivery of a guaranteed and viable curriculum for all learners. 1a**

G092754

**Targets Supported 1b**

Indicator	Annual Target
FSA ELA Achievement	55.0
Statewide Science Assessment Achievement	55.0
FSA Mathematics Achievement	55.0

**Targeted Barriers to Achieving the Goal 3**

- Focus on instructional planning - develop intentional planning with the focus on student mastery of essential standards, the utilization of authentic common assessments, which assist in identifying strategies needed to meet the individual learning needs of our students

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

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

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

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

**Person Responsible**

Joe Musselman

**Schedule**

Quarterly, from 8/14/2017 to 5/25/2018

**Evidence of Completion**

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

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

G092755

**Targets Supported** 1b

Indicator	Annual Target
Students in sixth grade exhibiting two or more EWS indicators	20.0
Students in seventh grade exhibiting two or more EWS indicators	20.0
Students in eighth grade exhibiting two or more EWS indicators	20.0

**Targeted Barriers to Achieving the Goal** 3

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

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

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

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

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

**Person Responsible**

Steve Casel

**Schedule**

Quarterly, from 8/14/2017 to 5/25/2018

**Evidence of Completion**

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

## Action Plan for Improvement

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

### Problem Solving Key

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

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

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

G092754

**G1.B1** Focus on instructional planning - develop intentional planning with the focus on student mastery of essential standards, the utilization of authentic common assessments, which assist in identifying strategies needed to meet the individual learning needs of our students 2

B248788

**G1.B1.S1** Implementing a support structure within the professional learning communities which fosters intentional planning that is pervasive throughout the grade level content areas. Increased focus on the development of intentional instructional strategies and common assessments that measure student mastery toward essential standards. 4

S262192

### **Strategy Rationale**

When teachers work together to plan for and respond to instruction, they will intentional plan with individual student's needs in mind. The instructional focus will be on student acquisition of the essential standards for the content which he or she is assigned.

### **Action Step 1 5**

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

#### **Person Responsible**

Joe Musselman

#### **Schedule**

Weekly, from 8/14/2017 to 5/25/2018

#### **Evidence of Completion**

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

**Action Step 2** 5

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

**Person Responsible**

Joe Musselman

**Schedule**

Daily, from 8/14/2017 to 5/25/2018

**Evidence of Completion**

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

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

Walk throughs, student performance data reviews and teacher evaluations

**Person Responsible**

Joe Musselman

**Schedule**

Quarterly, from 8/14/2017 to 5/25/2018

**Evidence of Completion**

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

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

Student performance data will be reviewed to assess alignment and fidelity of the PLC created formative/summative assessments to essential standards.

**Person Responsible**

Joe Musselman

**Schedule**

Monthly, from 8/14/2017 to 5/25/2018

**Evidence of Completion**

Assessments and Student assessment data

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

G092755

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

B248789

**G2.B1.S2** Instructional strategy sessions (conducted during monthly MTSS meetings) for staff in the area of engagement 4

S262194

### Strategy Rationale

With a focus of implementing strategies that reinforce positive behavior supports, teachers and students will have a decrease of incidence that necessitated discipline consequences.

### Action Step 1 5

Conduct MTSS Meetings monthly to identify strategies for students in need of Tier II supports. This should also outline and support with strategies to use to increase student engagement - alignment with SB850.

#### Person Responsible

Joe Musselman

#### Schedule

Monthly, from 8/14/2017 to 5/25/2018

#### Evidence of Completion

MTSS Meeting Notes

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

Review and follow up on MTSS Meeting Minutes to ensure action discussed was implemented.

#### Person Responsible

Joe Musselman

#### Schedule

Monthly, from 8/14/2017 to 5/25/2018

#### Evidence of Completion

MTSS Meeting Minutes/Notes, PLC Meeting Minutes/Notes

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

Follow up will occur (at minimal, the next scheduled MTSS Meeting) to determine if identified intervention was effective with increasing student engagement, achievement and whether it had a positive impact on the relationship between the student and staff.

**Person Responsible**

Joe Musselman

**Schedule**

Monthly, from 8/14/2017 to 5/25/2018

***Evidence of Completion***

MTSS Meeting Minutes, Attendance Data, Discipline data, Academic Performance

## 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>2018</b>					
G1.MA1  M367463	Lesson Plans, results of formative assessments, Quarterly checks, student EWS data	Musselman, Joe	8/14/2017	Lesson Plans, results of formative assessments, Quarterly checks, student EWS data	5/25/2018 quarterly
G2.MA1  M367468	Monitor student attendance, discipline data, student achievement data, and the utilization of PBS...	Casel, Steve	8/14/2017	Collection of student attendance data, discipline data and student achievement data; meeting minutes from MTSS meetings	5/25/2018 quarterly
G1.B1.S1.MA1  M367461	Student performance data will be reviewed to assess alignment and fidelity of the PLC created...	Musselman, Joe	8/14/2017	Assessments and Student assessment data	5/25/2018 monthly
G1.B1.S1.MA1  M367462	Walk throughs, student performance data reviews and teacher evaluations	Musselman, Joe	8/14/2017	Walk through documentation, summary from PLC meetings, Progress Monitoring data and teacher evaluations	5/25/2018 quarterly
G1.B1.S1.A1  A345946	Lesson plans, authentic common assessments, PLC discussions regarding student performance and...	Musselman, Joe	8/14/2017	Samples of Lesson Plans, documentation collected from PLC work, student achievement data, evidence of staff proficiency through PD	5/25/2018 weekly
G1.B1.S1.A2  A345947	Pervasive understanding of the Instructional Framework which guides intentional planning and the...	Musselman, Joe	8/14/2017	Samples of Lesson Plans, documentation collected from PLC work, evidence of staff proficiency through PD	5/25/2018 daily
G2.B1.S2.MA1  M367466	Follow up will occur (at minimal, the next scheduled MTSS Meeting) to determine if identified...	Musselman, Joe	8/14/2017	MTSS Meeting Minutes, Attendance Data, Discipline data, Academic Performance	5/25/2018 monthly
G2.B1.S2.MA1  M367467	Review and follow up on MTSS Meeting Minutes to ensure action discussed was implemented.	Musselman, Joe	8/14/2017	MTSS Meeting Minutes/Notes, PLC Meeting Minutes/Notes	5/25/2018 monthly
G2.B1.S2.A1  A345948	Conduct MTSS Meetings monthly to identify strategies for students in need of Tier II supports. This...	Musselman, Joe	8/14/2017	MTSS Meeting Notes	5/25/2018 monthly

## V. Professional Development Opportunities

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

## VI. Technical Assistance Items

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