

EHPS Vision: Schools that are the Pride of our Community

EHPS Mission: To deliver a high quality learning experience for EVERY CHILD, EVERY DAY.

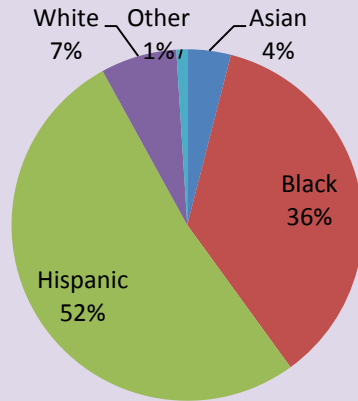
Langford Elementary
 61 Alps Dr.
 East Hartford, CT. 06108

Annual Budget: \$2,631,152.40

Number of Employees: 67

Number of Students (as of 10/1/16): 327

Updated: October 6, 2016



Grade Level	Number Students	SPED		EL		F/R Lunch	
		N	%	N	%	N	%
K	57	11	19%	14	25%	57	100%
1	47	9	19%	9	19%	47	100%
2	58	8	14%	15	26%	58	100%
3	66	14	21%	15	23%	66	100%
4	47	12	26%	7	15%	47	100%
5	55	13	24%	8	15%	55	100%
School	330	67	19%	68	25%	330	100%

East Hartford Public Schools' Theories of Action:

IF EHPS provides students with rich, standards aligned curriculum, focuses on delivering high quality classroom instruction characterized by student centered learning experiences and if EHPS provides differentiated intervention and enrichment at all levels, THEN we will transform student learning and help all students achieve.

IF EHPS focuses on fully engaging, empowering and appreciating students, families and faculty through all district and school interactions, THEN we will benefit from a rich and vibrant learning culture where all students achieve.

IF EHPS focuses on attracting, hiring, developing and promoting a talented, diverse work force, THEN we will continue to grow the professional capacity so that all students achieve.

IF EHPS seeks out, advocates for, and responsibly invests district resources, THEN we will have the necessary technologies, infrastructure and finances to promote student achievement.

Progress Assessment	Mid-Year Reporting Period Rating (1/20/2017) <i>Check one based on a holistic rating of work completed to date</i>	End of Year Reporting Period Rating (6/12/2017) <i>Check one based on a holistic rating of plan completion</i>
		Plan has not begun or has significant gaps
	Plan is lagging in progress	Plan is lagging in progress
	Plan meets or exceeds progress	Plan meets or exceeds progress

Theory of Action 1: Transform Student Learning

IF EHPS provides students with rich, standards aligned curriculum, focuses on delivering high quality classroom instruction characterized by student centered learning experiences and if EHPS provides differentiated intervention and enrichment at all levels, THEN we will transform student learning and help all students achieve.

High Leverage Strategy	1. Provide all students with a high quality, standards-aligned curricula that focuses on interdisciplinary experiences, culturally responsive instruction and 21st Century skill development
	2. Provide all students with high quality, student led, and engagement focused instructional experiences
	3. Effectively use district, school and classroom assessment data to provide diagnostic information to make instructional decisions
	4. Ensure all students have access as necessary to differentiated interventions as well as opportunities for enrichment that promote “whole child” learning
	5. Complete the implementation of identified district programming <ul style="list-style-type: none"> • Early Childhood Learning Center (ECLC) at Hockanum Elementary • International Baccalaureate (IB) Programme pipeline (O’Connell PYP, Sunset Ridge MYP, CIBA MYP/DP) • Complete the STEM Program pipeline (O’Brien, EHMS and EHHS) • Develop and implement the identity of “Robust Neighborhood and Community Schools” throughout the district • Implement identified district programs with fidelity across all schools

Action Plans (Connected to District High Leverage Strategies)

Action Plan Descriptions	Mid-Year Report	End of Year Report				
<p>Aligned to High Leverage Strategy: (1) Curriculum</p> <p><u>Literacy:</u> CK3LI Priority Goal 2: Implement research-based programs within a multi-tiered system of support framework.</p> <ul style="list-style-type: none"> • Continue year four of CK3LI Turn-Around Model. • Continue implementation of core reading program, Reading Street (K-5), Reading Street ELL Lesson Plans, and ECRI (K-2). • Continue to refine core literacy program content and delivery through whole group/small group templates • Explore links between Reading Street and Readers Workshop within the Balanced Literacy Program <p><u>Math:</u></p> <ul style="list-style-type: none"> • Continue implementation of EnVisions core math program (K-5) 						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Mid-Year Rating</td> <td style="width: 15%;"></td> <td style="width: 15%;">End of Year Rating</td> <td style="width: 15%;"></td> </tr> </table>	Mid-Year Rating		End of Year Rating			
Mid-Year Rating		End of Year Rating				
<p>Aligned to High Leverage Strategy: (2) Instruction</p> <ul style="list-style-type: none"> • Identify Langford’s “Big Rocks” - Areas of Focus: <ul style="list-style-type: none"> Instruction, Culture, Data <ul style="list-style-type: none"> ○ Develop a shared understanding of each focus area ○ Integrate focus areas into all 						

communications and planning meetings			
<p>LITERACY:</p> <ul style="list-style-type: none"> Implement lessons with a strategic literacy focus (Reading Street, ELL lesson plans, and ECRI (K-2) (based on <i>focus for instruction</i>) Continue to develop and implement explicit learning stations with activities linked to strategic instruction Implement Writers' Workshop units with fidelity Refine co-teaching model (scheduling and planning meetings, CK3LI requirements) <p>Math</p> <ul style="list-style-type: none"> Implement lessons with a strategic focus, linked to the 8 mathematical practices. Continue to develop and implement explicit learning stations with activities linked to strategic instruction Provide opportunities for individualized FASTT Math practice: <ul style="list-style-type: none"> Grades 3-5 students have at least 3 opportunities to complete a lesson on FASTT Math each week to increase Fast Facts for current operation. Grade 2 students with at least 3 opportunities to complete a lesson on FASTT Math each week from January 2017-June 2017. 			
Mid-Year Rating		End of Year Rating	
Aligned to High Leverage Strategy: (3) Assessment			
<ul style="list-style-type: none"> Link Assessment Focus to Langford's Big Rocks: Instruction, Culture and Data Review the District's Common Assessment Calendar with staff to share vision for assessment: <ul style="list-style-type: none"> Elicit teacher input for modifications and feedback to Assessment Plan Begin to develop assessment literacy as first step in research-based data team format Share SAM presentations highlighting subgroup achievement, attendance and behavior data Recruit Data Team Leaders to serve in a tri-fold role: grade level, School-wide and 			

<p>District representatives</p> <ul style="list-style-type: none"> ○ Conduct school-wide data team meetings to identify a problem of practice, draft an action plan, and monitor progress toward school-wide improvement <p>Literacy <u>CK3LI Priority Goal 4:</u> Use scientifically-based dynamic assessments to make instructional decisions at the school, grade, classroom and individual student levels.</p> <ul style="list-style-type: none"> ● Create cycles for K-5 Data/Implementation/SRBI meetings (1x/week) ● Continue data driven instruction analysis meetings around STAR, DIBELS (K-5) and Reading Street unit tests with particular attention to SRBI students, SWD, and ELL. ● Implement interventionists’ team meetings once a month with classroom teachers during grade level team meetings /Pre-data (progress data meeting) team meeting (5x/year) <p>Math</p> <ul style="list-style-type: none"> ● Implement topic tests to inform instruction. Submit scores as required. ● Progress-monitor and adjust math instruction based on STAR, post-tests, quizzes and student work samples. ● Continue to monitor and improve the implementation rate of FASTT Math to 80% in grades 3-5 and 80% in grade 2 <p>EL</p> <ul style="list-style-type: none"> ● Conduct data analysis meeting around LAS Links within two weeks of receiving scores. Triangulate with STAR and DIBELS 		
<p>Mid-Year Rating</p>		
<p>Aligned to High Leverage Strategy: (4) Interventions</p>		
<ul style="list-style-type: none"> ● Review the revised SRBI continuum to gain a shared understanding for vision of support with SRBI planning 		

<ul style="list-style-type: none"> Effectively use data to identify strategic intervention groups; progress monitor all students Continue to implement CK3LI Interventions K-3 with 95% fidelity Implement grade 4-5 interventions with at least 50% fidelity Continue to implement differentiated intervention plans Implement MVRC with 50% fidelity (Gr. 4-5) with appropriate students <p><u>Math</u></p> <ul style="list-style-type: none"> Develop and implement Tier 2 data-driven interventions through classroom teachers, coaches, tutors and UConn Interns (Sept. – Dec. 2016, and Jan. – Apr. 2017) collaboration. <p><u>EL</u></p> <ul style="list-style-type: none"> Implement small group interventions based on assessments Implement Rosetta Stone per district protocol <p><u>Sped</u></p> <ul style="list-style-type: none"> Implement LEXIA with 83% fidelity (gr 4-5) and 70% fidelity (K-3) with appropriate students 					
<p>Mid-Year Rating</p>		<p>End of Year Rating</p>			
<p>Mid-Year Rating</p>		<p>End of Year Rating</p>			

Theory of Action 2: Rich and Vibrant Learning Cultures

IF EHPS focuses on fully engaging, empowering and appreciating students, families and faculty through all district and school interactions, THEN we will benefit from a rich and vibrant learning culture where all students achieve.

High Leverage Strategy	1. Student Culture	• Engage students through an intensive focus on providing opportunities for voice, leadership and celebrations of their learning achievements
		• Empower students to become effective decision makers and citizens by implementing Social Emotional Learning (SEL) standards aligning to both the instructional model and student Code of Conduct
		• Continue to promote Restorative Justice practices and PBIS systems by reducing punitive discipline across all schools
		• Engage students in excellent school attendance habits by implementing the recommendations of EHPS PK-12 Attendance Tool Kit "ALL In Every Day"
	2. Family and Community Culture	• Engage families and community through high quality programming designed to develop school to home relationships; provide families with accessible resources to support their child
		• Empower families by improving school to home communication with a focus on accessibility, frequency, and friendliness
		• Continue to seek out and develop community partnerships centered providing high quality experiences and resources for students at all levels
3. Faculty Culture	• Appreciate employee contributions and efforts through meaningful recognitions and celebrations of excellence	
	• Engage and empower employee innovation and talent by promoting faculty voice, input and feedback on organizational decision making	

Action Plans (Connected to District High Leverage Strategies)

Action Plan Descriptions	Mid-Year Report	End of Year Report
<p>Aligned to High Leverage Strategy: (1)</p> <ul style="list-style-type: none"> • Identify Langford's "Big Rocks" - Areas of Focus: Instruction, Culture, Data <ul style="list-style-type: none"> ○ Develop a shared understanding of each focus area • Integrate focus areas into all communications and planning meetings • Continue to refine PBIS initiatives (e.g. RRAPS) based on Climate Survey Results • Create and display new RRAPS posters • Plan and present Welcome Back Workshop for all staff <ul style="list-style-type: none"> ○ Present and implement new SSCC Tier I Behavior Progress Report binder system ○ Clarify and train staff on discipline referral procedures and forms (ongoing in Monthly cycles) ○ Update Office Behavioral Data form (definitions to align with ESchool) ○ Present and implement new behavioral strategy cards ○ Review and Update Safe School Climate Plan, solicit input from staff, finalize & post on website ○ Implement Daily Class Meetings in the 		

<p>Instructional Schedule</p> <ul style="list-style-type: none"> Analyze student absenteeism data during Student Response Team Meetings Continue recognizing class with best monthly attendance at RRAPS assemblies Implement SSCC Behavior Expectation Lessons school-wide at location specific sites (bus, cafeteria, hallways, bathroom, classrooms, recess, dismissal and assemblies) Implement TFI (Tiered Fidelity Inventory) as made available by District PBIS and analyze Continue to maintain records of students receiving counseling (formal and informal) <ul style="list-style-type: none"> Continue to implement Tier 1 school-wide attendance improvement ideas and strategies. (e.g. Present to parents at Muffins for Moms and Donuts for Dads 1/15, 2/19, 3/18, 4/22) Work with Family and Community Liaison to support families with students who are chronically absent. 			
<p>Mid-Year Rating</p>		<p>End of Year Rating</p>	
<p>Aligned to High Leverage Strategy: (2)</p>			
<p><u>CK3LI Priority Goal 5:</u> Develop and implement a school-home/family model for student support</p> <ul style="list-style-type: none"> Present new SSCC matrix and expectations at Open House Conduct K-5 Open Houses in August and September Conduct School Governance Council meetings (10/4, 12/8, 1/12, 2/9, 3/8, 5/10); include at least two parent representatives. Update grade level websites every 6 weeks to coincide with math and literacy units Plan opportunities and special events in which families may be involved e.g. Fall Carnival, Talent Show, Bilingual Night, Muffins for Moms/Donuts for Dads, Reading Under the Stars and Lunch Stars Implement Family Literacy Night or participate in district U for Youth Improve return rate of parent survey from 45% to 47%. Increase student climate survey participation from 85% to 87%. Produce school newsletter 5 times per year. Include Math updates in each school newsletter publication. 			

<ul style="list-style-type: none"> Provide Reading Street Family Times newsletter to K-3 families weekly. 					
Mid-Year Rating		End of Year Rating			
<p>Aligned to High Leverage Strategy: (3)</p> <ul style="list-style-type: none"> Staff participation on school committee of preference Staff input and reflections through faculty meetings (Continuous Improvement form) Letters of appreciation to personnel files and notes of recognition as appropriate (Mrs. Callahan) Conference Night Staff dinner Teacher Appreciation Luncheon 					
Mid-Year Rating		End of Year Rating			

Theory of Action 3: Talented and Diverse Work Force

IF EHPS focuses on attracting, hiring, developing and promoting a talented, diverse work force, THEN we will continue to grow the professional capacity so that all students achieve.

High Leverage Strategy	1. Attract, hire, develop, and promote a talented and diverse work force at all district levels
	2. Develop faculty capacity by providing growth opportunities centered on the following district themes: <ul style="list-style-type: none"> • Literacy at all levels across all content areas • Highly effective teaching strategies • Culturally responsive practice(s) • Leadership development
	3. Utilize professional development structures reflective of educator empowerment/choice, collaboration/professional learning teams, and the development/deployment of internal expertise

Action Plans (Connected to District High Leverage Strategies)

Action Plan Descriptions		Mid-Year Report		End of Year Report	
Aligned to High Leverage Strategy: (1) <ul style="list-style-type: none"> • Implement and complete teacher and administrator evaluation plans as required by district. 					
Mid-Year Rating		End of Year Rating			
Aligned to High Leverage Strategy: (2) <p><u>CK3LI Priority Goal 1:</u> Implement leadership routines and systems.</p> <ul style="list-style-type: none"> • Recruit for Literacy Leadership meetings monthly: 9/14, 10/17, 11/14, 12/12, 1/23, 2/13, 3/20, 4/17, 5/15, 6/5 • Recruit for k-5 Data team leaders • Offer opportunities for Literacy Leadership training through Literacy How- monthly • Conduct K-5 Data Implementation Meetings (1x/week) • Coaches and teachers participate in ongoing CK3LI PD and share with teachers and interventionists • Provide differentiated PD as needed from CK3LI trainers • Encourage appropriate staff to participate in Teacher Leadership Academy. (Principal) • Participate in District Leadership Council and Subcommittee Leadership team(s). (Principal) 					

<ul style="list-style-type: none"> Request PD specifically for Langford (as per PD survey spring 2016): 1. Improving student behavior in the classroom (Freiberg), 2. Engaging families in their child’s education, 3. Student to student discourse (Cormier?) 					
Mid-Year Rating		End of Year Rating			
<p>Aligned to High Leverage Strategy: (3)</p> <p><u>Literacy</u> <u>CK3LI Priority Goal 3:</u> Create a consistent knowledge base and common language among teachers that is based on the overview of reading, current reading research and evidence-based practices in reading and writing instruction.</p> <ul style="list-style-type: none"> Continue adherence to CK3LI Timeline (on shared Drop Box). CK3LI Coaches meetings Teachers presenting Day of Choice PD 				•	
Mid-Year Rating		End of Year Rating			

Theory of Action 4: Responsibly Invest District Resources

IF EHPS seeks out, advocates for, and responsibly invests district resources, THEN we will have the necessary technologies, infrastructure and finances to promote student achievement.

High Leverage Strategy	1. Advocate for and invest our financial resources wisely, transparently and equitably across district schools
	2. Ensure district and school programming is aligned to promote efficiency; eliminate operational silos and enhance collaborative systems
	3. Continue to acquire and manage grant funding to supplement our district budget; continue to develop a system for alignment and coherence between funding sources for all district programs
	4. Continually analyze time as a resource at school and classroom level; strategically use time to support student needs
	5. Develop and implement the district technology plan with a focus on infrastructure upgrades and service operability
	6. Complete current facility project list and actively seek additional funding to address Capital Improvement Plan

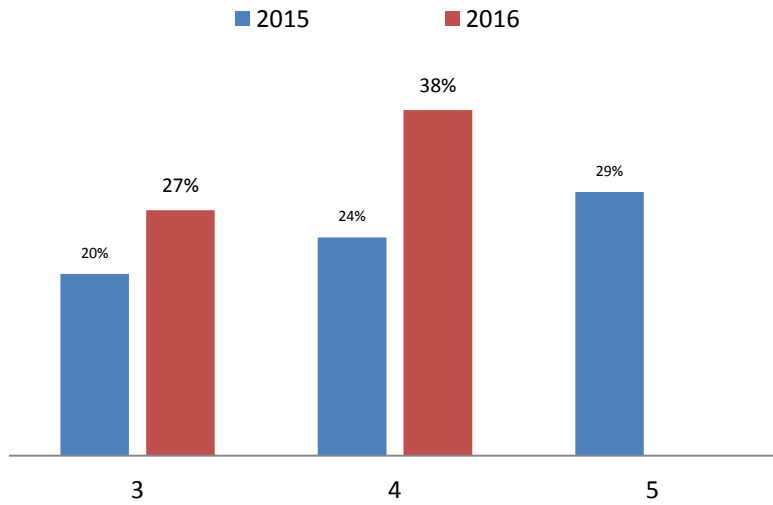
Action Plans (Connected to District High Leverage Strategies)

Action Plan Descriptions		Mid-Year Report		End of Year Report	
Aligned to High Leverage Strategy: (1) <ul style="list-style-type: none"> Continue to advocate for Langford’s specific budgetary needs to ensure success 					
Mid-Year Rating		End of Year Rating			
Aligned to High Leverage Strategy: (2) N/A					
Mid-Year Rating		End of Year Rating			
Aligned to High Leverage Strategy: (3) <ul style="list-style-type: none"> Continue to responsibly utilize CK3LI grant funding 					

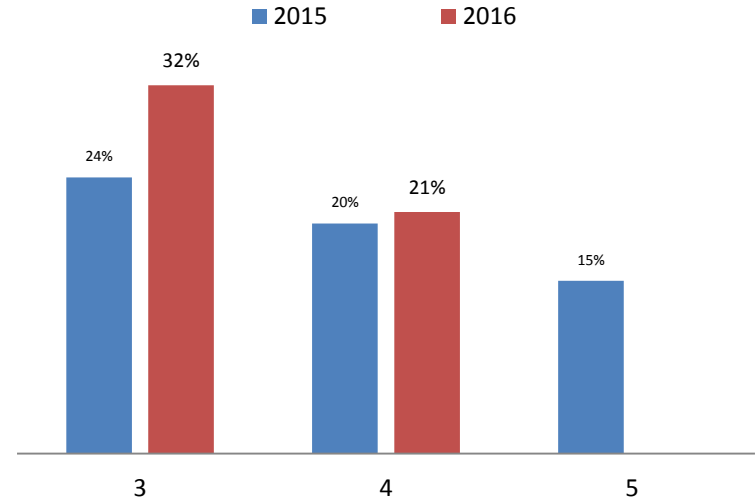
Mid-Year Rating		End of Year Rating			
Aligned to High Leverage Strategy: (4)					
<ul style="list-style-type: none"> Implement CK3LI Timeline including but not limited to: Implement refined CK3LI full-day exemplar schedule. Implement refined CK3LI half-day exemplar schedule. 					
Mid-Year Rating		End of Year Rating			
Aligned to High Leverage Strategy: (5)					
<ul style="list-style-type: none"> Implement district technology plan per district protocol 					
Mid-Year Rating		End of Year Rating			
Aligned to High Leverage Strategy: (6)					
N/A					
Mid-Year Rating		End of Year Rating			

Appendix A- Transform Student Learning (State Accountability Measures)

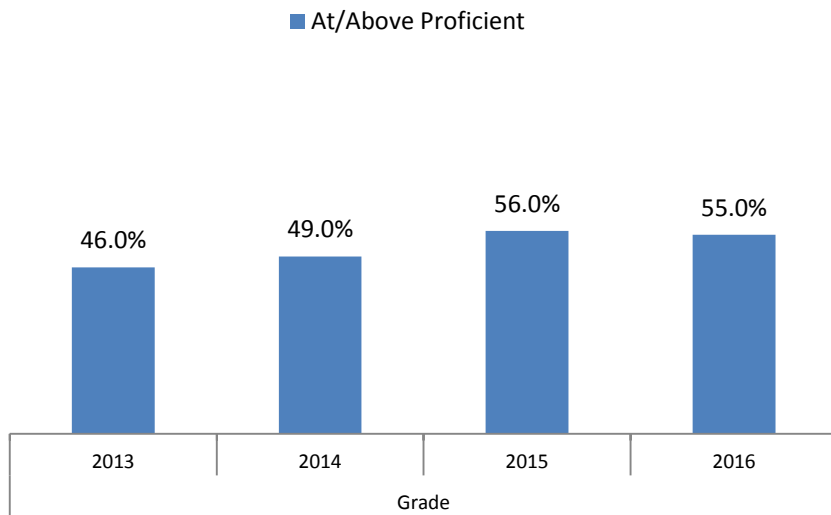
Smarter Balanced ELA Assessment



Smarter Balanced Math Assessment

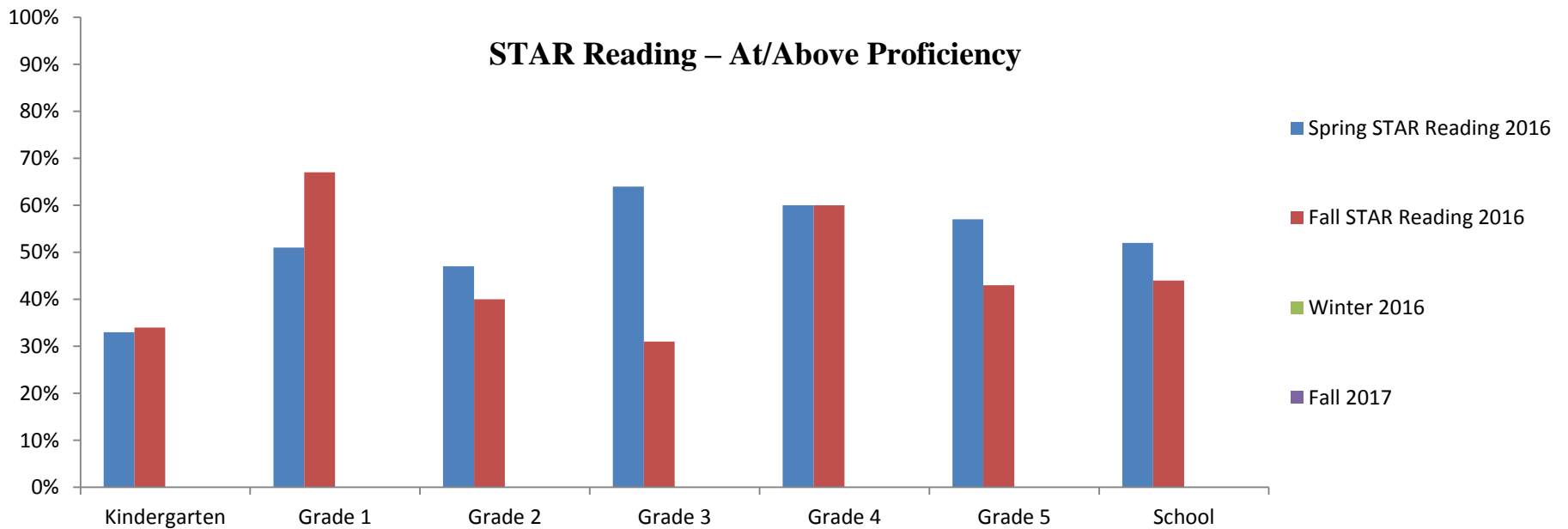
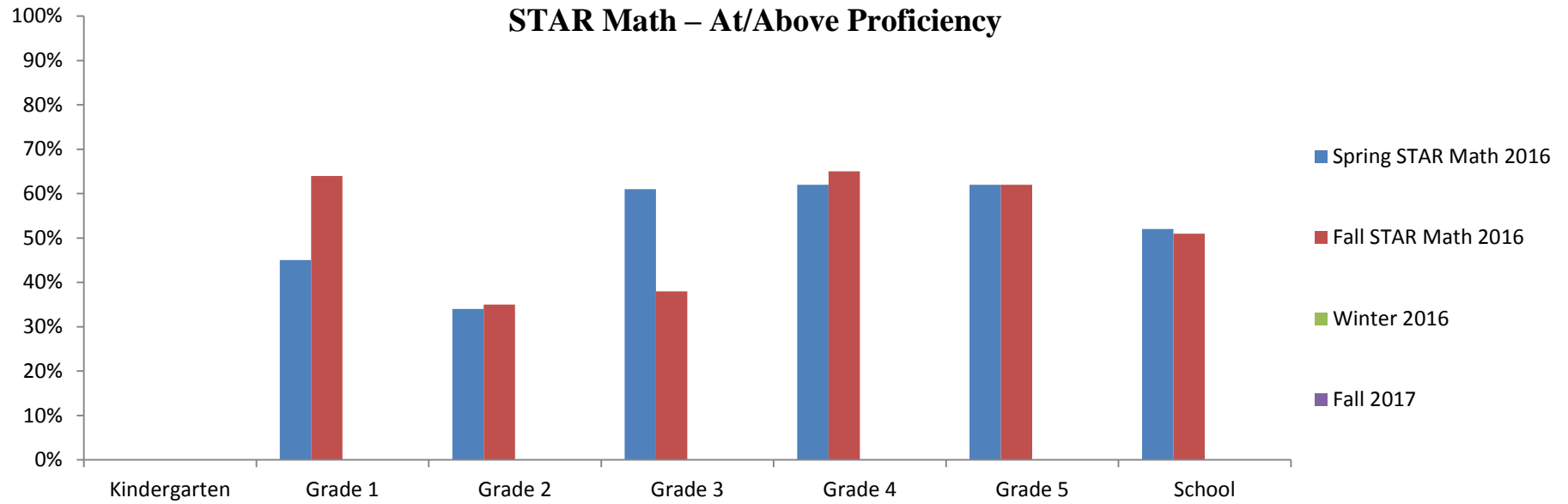


CMT/CAPT Science Performance



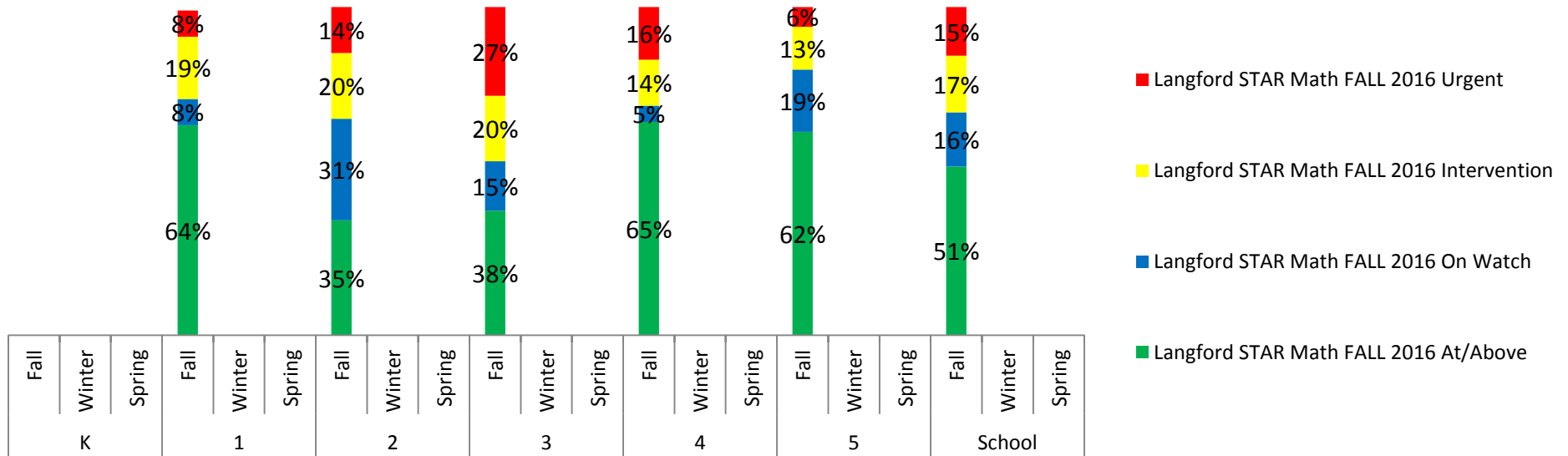
School Level Indicator

Appendix B: Results Indicator- Transform Student Learning (District STAR Performance)

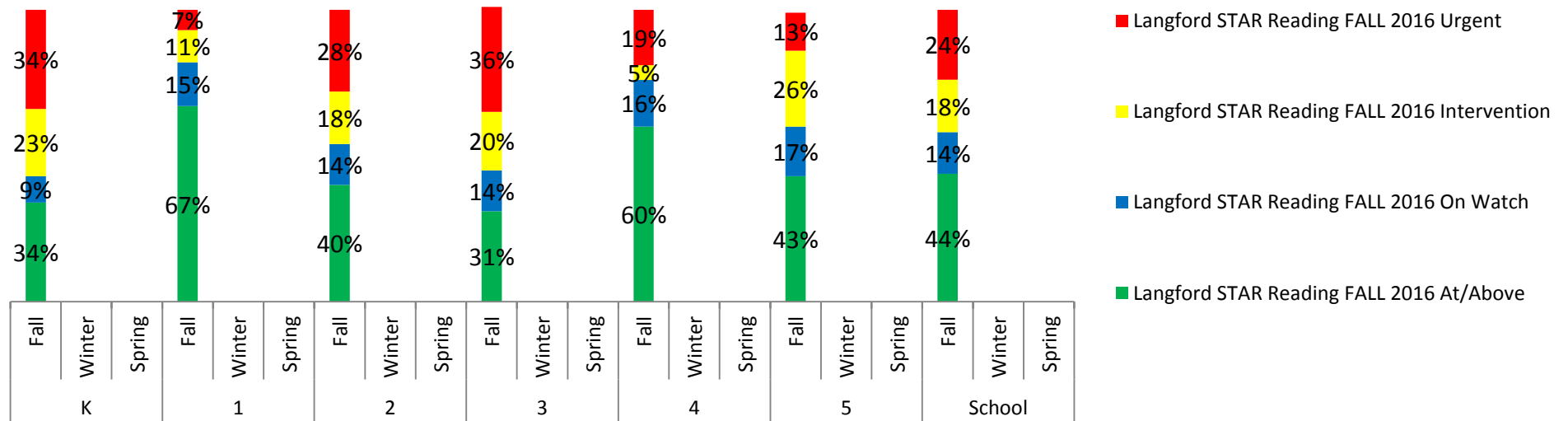


Appendix C: Results Indicator- Transform Student Learning (STAR by Performance Level)

STAR Math-By Performance Level



STAR Reading- By Performance Level

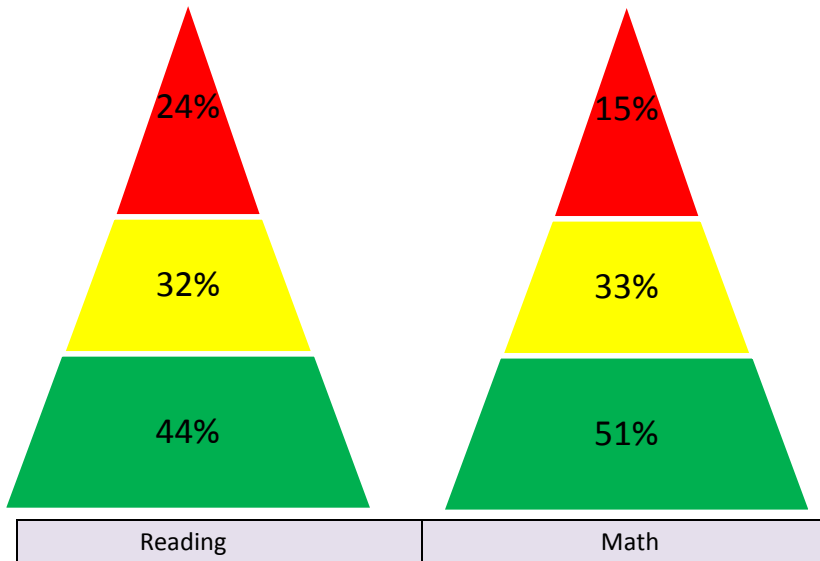
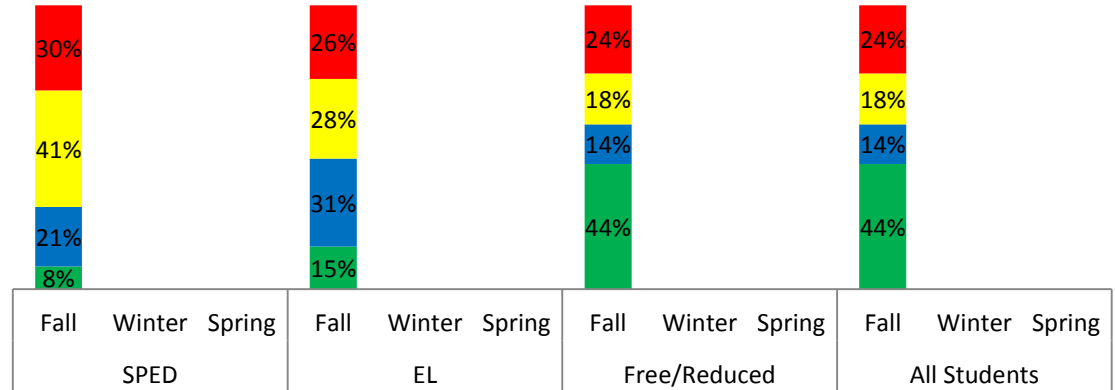


Appendix D: Results Indicator- Transform Student Learning- Academic Achievement Data (By Subgroup)

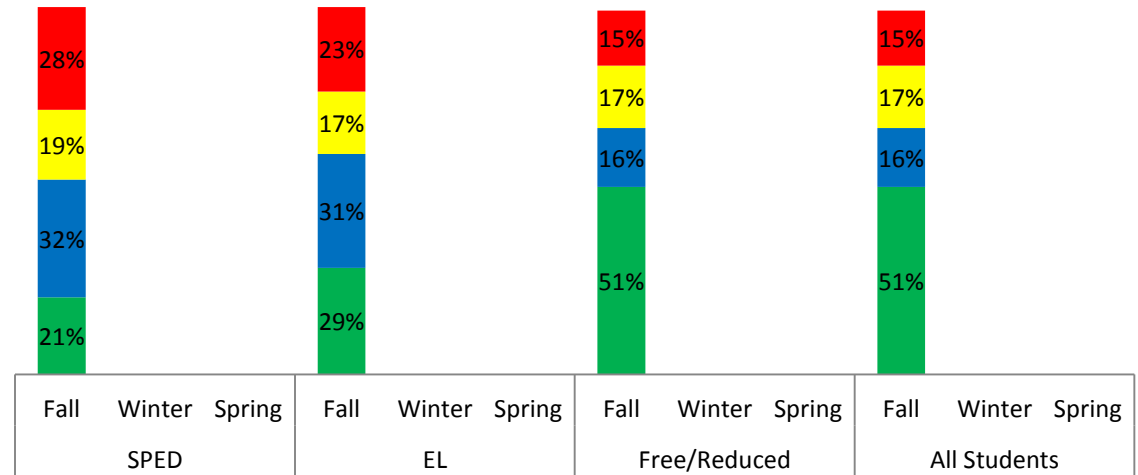
District Intervention Fidelity Usage Targets Reporting Window			
Model	Day SY16	Day SY17	Target
FasttMath			80% ≥ 3 days/week
Lexia			70% Utilization

STAR Reading- by Subgroup

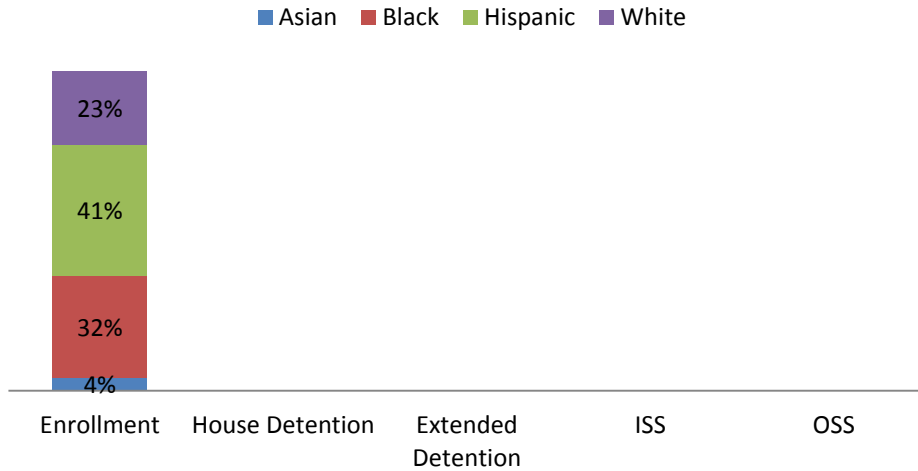
At/Above On Watch Intervention Urgent



STAR Math- by Subgroup



Enrollment vs. Discipline

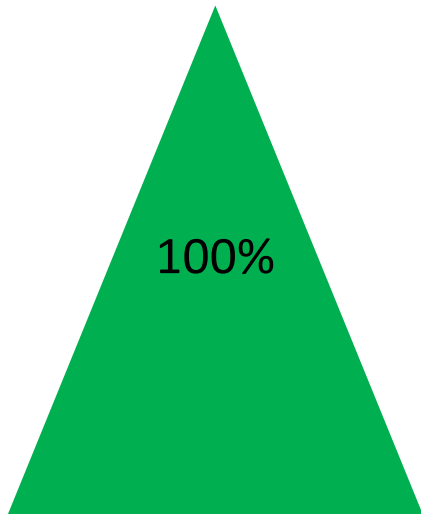


ISS Data	Students	Actions	Days
School	0	0	0
Level	5	5	5
District	75	93	107

OSS Data	Students	Actions	Days
School	0	0	0
Level	0	0	0
District	53	50	231

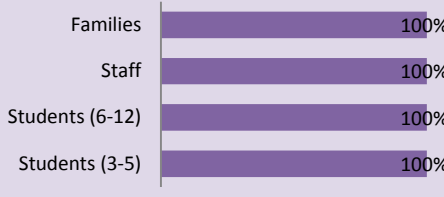
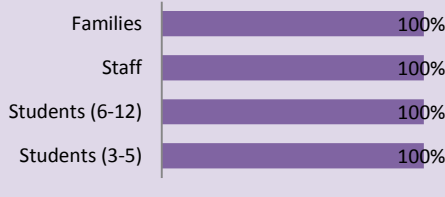
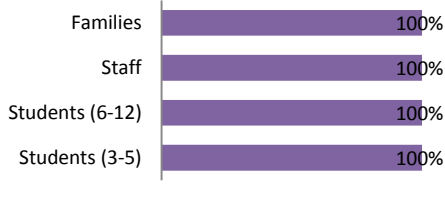
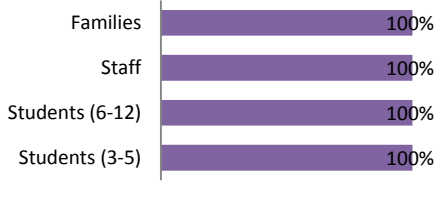
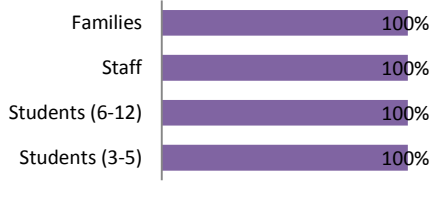
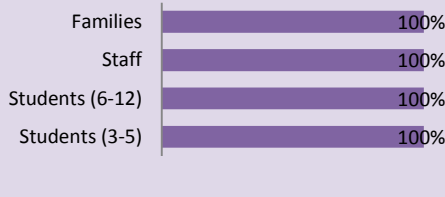

SRBI for Behavior

Tier I: 0-2 ISS/OSS
Tier II: 3-5 ISS/OSS
Tier III: 6+ ISS/OSS

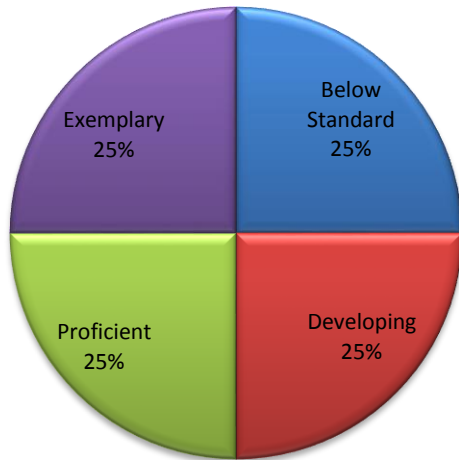


	SY15 # Students Chron. absent as of Day	SY16 # Students Chron. absent as of Day	Decrease in Students Chron. absent as of Day	Percent Decrease
Elementary				
Level				
District				

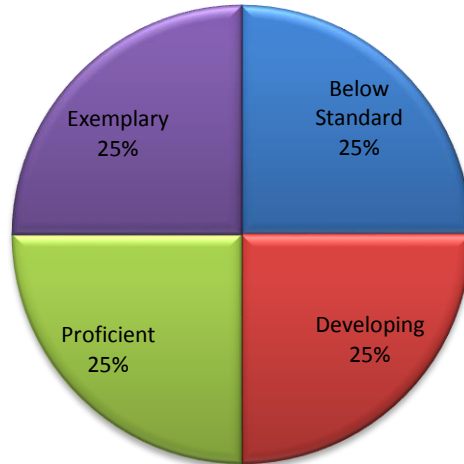
East Hartford Public Schools Climate Data

<p>Behavior Management</p>  <table border="1"> <tr><td>Families</td><td>100%</td></tr> <tr><td>Staff</td><td>100%</td></tr> <tr><td>Students (6-12)</td><td>100%</td></tr> <tr><td>Students (3-5)</td><td>100%</td></tr> </table>	Families	100%	Staff	100%	Students (6-12)	100%	Students (3-5)	100%	<p>Climate</p>  <table border="1"> <tr><td>Families</td><td>100%</td></tr> <tr><td>Staff</td><td>100%</td></tr> <tr><td>Students (6-12)</td><td>100%</td></tr> <tr><td>Students (3-5)</td><td>100%</td></tr> </table>	Families	100%	Staff	100%	Students (6-12)	100%	Students (3-5)	100%	<p>Communication</p>  <table border="1"> <tr><td>Families</td><td>100%</td></tr> <tr><td>Staff</td><td>100%</td></tr> <tr><td>Students (6-12)</td><td>100%</td></tr> <tr><td>Students (3-5)</td><td>100%</td></tr> </table>	Families	100%	Staff	100%	Students (6-12)	100%	Students (3-5)	100%	<p>Effort</p>  <table border="1"> <tr><td>Families</td><td>100%</td></tr> <tr><td>Staff</td><td>100%</td></tr> <tr><td>Students (6-12)</td><td>100%</td></tr> <tr><td>Students (3-5)</td><td>100%</td></tr> </table>	Families	100%	Staff	100%	Students (6-12)	100%	Students (3-5)	100%
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Informal Observations



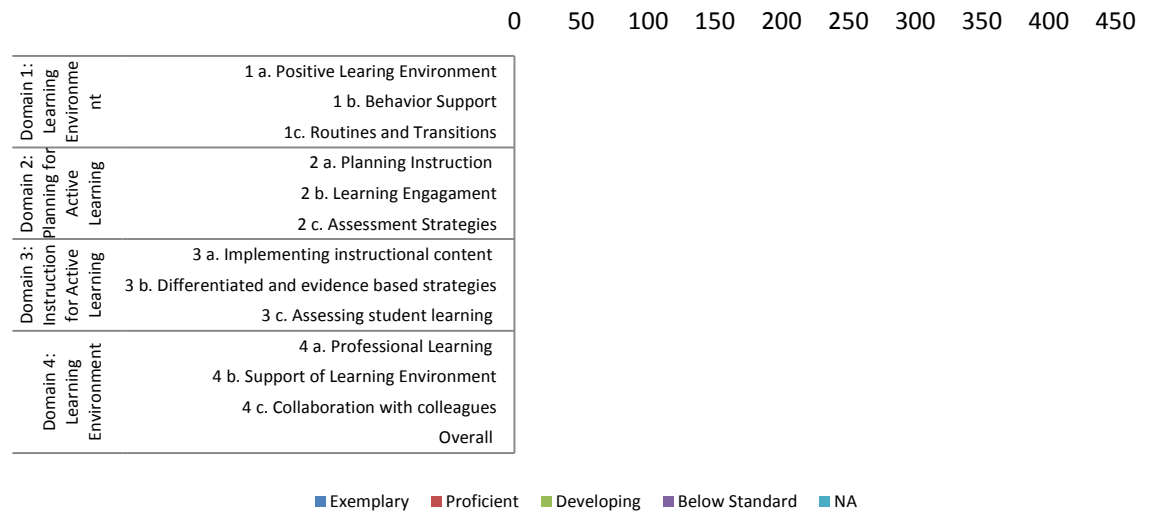
Formal Observations



Question	14-15 Response (Agree/SA)		15-16 Response (Agree/SA)	
	Yes:	No:	Yes:	No:
Does the Professional Development you received so far this year support your needs				
Professional Development improved my knowledge				
Professional Development is worth my time to attend				
Professional Development increased my effectiveness with students				

	# days Absent (Cert) (Non FMLA)	%	# days Absent (Non-Cert) (Non FMLA)	%	# days Absent (PD)	%
	N=		N=			
Current Month						
Year To Date						

Formal Observations- by Domain



Appendix H: Talented and Diverse Work Force- Professional Development Plan

Date	Theme/ Focus for SY17	Topic/ Description	Audience
9/22/16	Culturally Responsive Practice	Social-Emotional Learning & PBIS Action Planning	Whole School- Locke & SSCC/ PBIS committee
10/20/16	Highly Effective Teaching Strategies	Tier 1- Planning Determining a Focus for Instruction & Linking Strategies	McDonald, Roberson
2/17/17	Highly effective teaching strategies	Student Discourse & Engagement	Whole School- Coaches & Teacher Presenters
3/17/17	Culturally Responsive Practice	Social- Emotional Learning/ PBIS-Restorative Justice- Mid-Year Reflection, Revision and Action Planning	Whole School- Locke & PBIS committee

4/27/17	Highly Effective Teaching Strategies	Student Discourse and Engagement	Whole School-Coaches & Teacher Presenters
5/25/17	Culturally Responsive Practice	PBIS-Restorative Justice- Year-End Reflection, Revision and Action Planning; Next Steps	Whole Group

School	October 1, 2016 PSIS Data	Total FTE's	Inst. Classrooms	Classroom Teacher FTE	Students/FTE Teacher	Support Teacher FTE	Admin FTE	Para FTE	Behavior Manager FTE	Tutor FTE	All Other Staff FTE
School	1,074	164.70		59.60	18.020	46.10	6.00	13.00	4.00	11.00	25.00
District	1,649	248.20		90.60	18.201	53.10	11.00	27.00	5.00	11.00	50.50

District Programming

School Facility Projects

School Technology Inventory
iPads
Laptop Computers
Tablets/Notebooks
SmartBoards
Desktop Computers
Total Devices