

Orange County Public Schools

# Azalea Park Elementary



2015-16 School Improvement Plan

## Azalea Park Elementary

1 CAROL AVE, Orlando, FL 32807

[www.ocps.net/lc/east/eaz](http://www.ocps.net/lc/east/eaz)

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	Yes	100%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	87%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	C*	B	A	B

*\*Preliminary 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 Orange 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.

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>.

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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 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, B or C with at least one F in the prior three years
- 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-C 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)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

To lead our students to success with the support and involvement of families and the community

##### **Provide the school's vision statement**

To be the top producer of successful students in the nation

#### School Environment

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

Azalea Park Elementary has been in the community for nearly 60 years. We have a relationship with our parents that has been cultivated over the years, as many of our parents were once students here at Azalea Park. For all of the new families to the neighborhood we offer monthly evening events to celebrate the cultural diversity of our neighborhood and bring the community in to the school.

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

Azalea Park Elementary promotes a positive school atmosphere throughout the campus by providing stellar customer service to all students, parents, and community members. From the moment a parent or community member arrives on campus to when they are welcomed into the front office, all are treated with respect and courtesy. Students are greeted in the car and bus loops by adults who are here to help them succeed. All students have the opportunity to eat breakfast in the cafeteria prior to the start of the school day and then proceed to class. Teachers and support staff are in the hallways to greet students and welcome them back to school each day. The campus is secure at all times and monthly drills are conducted to practice emergency situations (fire, active assailant, severe weather, bus evacuation). Students and parents are encouraged to report any concerns of bullying, teasing, or harassment to school personnel immediately to be investigated and appropriate actions taken if deemed necessary.

##### **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**

Azalea Park Elementary implemented a Positive Behavior Support system during the 2014/2015 school year. The PBS team including the principal, assistant principal, dean, CRT, behavior specialist and classroom teacher representatives from primary and intermediate grades will continue to cultivate and build this program during the 2015/2016 school year. The PBS team has identified four common areas (cafeteria, hallways, classrooms, and playground) that are in need of school-wide expectations. All common areas now have PRIDE expectations. Teachers will receive additional professional development during preplanning and all students will review the PRIDE expectations for each of the common areas during this first week of school. PRIDE stands for.....

P - Put Safety First

R - Respect Others

I - I am Responsible

D - Do Nice Things

E - Excited to Learn

Students observed following PRIDE expectations have the opportunity to earn PRIDE Paws and exchange them for incentives. Students not following expectations will consistently have the expectations reviewed with them, parent communication, and assistance from our behavior specialist as needed. The School Advisory Council (SAC) has dedicated continued support of the PBS system and dedicated School Improvement Funds to help sustain this program.

**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**

Azalea Park Elementary ensures the social-emotional needs of all students by meeting the needs of the family as much as possible. For the 2015/2016 school year a Guidance Counselor position has added to assist our families in making sure basic needs such as food, clothing, and shelter are met for all families. In addition, we work directly with the McKinney Vento office to ensure continuity for our students even when the families living conditions change. Azalea Park Elementary hosts numerous outside counseling agencies through Sednet to provide our students with individual and small group counseling. In addition, Azalea Park has partnered with the Love Pantry for the 2015/2016 school year to ensure basic needs such as food and hygiene items are met for our students and their families.

**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 - To address attendance concerns we communicate with the family/guardians as soon as a student hits their fifth absence. Our school registrar mails a letter to the home to see if we can be of assistance to the family and help ensure the student's attendance at school. For absences beyond ten days, our school social worker visits the home and speaks to the family/guardians to stress the importance of attending school and assist as needed. In addition, the guidance counselor and principal meet with persistent truancy issues to see if the family is in need or crisis and what assistance is needed to get the student to school on time with consistent attendance.

One or more suspensions - To address student behaviors that have resulted in one or more suspensions we have implemented Positive Behavior Supports in Azalea Park Elementary. The PBS team including the principal, assistant principal, dean, CRT, behavior specialist and classroom teacher representatives from primary and intermediate grades will continue to cultivate and build this program during the 2015/2016 school year. The PBS team has identified four common areas (cafeteria, hallways, classrooms, and playground) that are in need of school-wide expectations. All common areas now have PRIDE expectations. Teachers will receive additional professional development during preplanning and all students will review the PRIDE expectations for each of the common areas during this first week of school. Throughout the first week of school, and quarterly thereafter, students are taught expectations for each of the common areas on campus. Multiple incentive systems have been put into place both in the classroom and school wide. Additionally, the behavior specialist works side by side with classroom teachers and families to create behavior plans for success for students with frequent issues.

**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	28	17	23	19	12	21	120
One or more suspensions	0	1	2	2	0	5	10
Course failure in ELA or Math	11	43	42	60	25	48	229
Level 1 on statewide assessment	0	0	0	0	0	0	

**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	
Students exhibiting two or more indicators	6	7	9	13	7	14	56

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

The students that are exhibiting two or more early warning signs are receiving additional support from all aspects; academic and behavioral.

Academic - The students are participating in before/after school tutoring as well as receiving differentiated instruction throughout the school day. Teachers work together with their grade level PLC's to discuss best practices and then implement with their students. PLC teams practice the Continuous Improvement Model of Plan - Do - Check - Act. The staffing specialist, curriculum resource teacher, and curriculum compliance teacher, along with the leadership team work side by side with classroom teachers to assist and communicate with families.

Behavioral - Azalea Park Elementary implemented a Positive Behavior Support system during the 2014/2015 school year. The PBS team including the principal, assistant principal, dean, CRT, behavior specialist and classroom teacher representatives from primary and intermediate grades will continue to cultivate and build this program during the 2015/2016 school year. The PBS team has identified four common areas (cafeteria, hallways, classrooms, and playground) that are in need of school-wide expectations. All common areas now have PRIDE expectations. Teachers will receive additional professional development during preplanning and all students will review the PRIDE expectations for each of the common areas during this first week of school. PRIDE stands for.....

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**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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/161445>.

### **Description**

A PIP has been uploaded for this school or district - see the link above.

### **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**

Azalea Park Elementary Schools builds and sustains partnerships with the local community by communicating regularly with all stakeholders of the community. The Partners in Education coordinator is constantly seeking opportunities to bring in the community. Azalea Park Elementary is excited to engage in a partnership this year with Global Shapers. They have assisted us in getting GED and ESOL classes for our families free of charge at Ana G. Mendez University.

### **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:**

<b>Name</b>	<b>Title</b>
Maldonado, Kelly	Principal
Vetter, Rob	Dean
Garcia, Miggy	Instructional Coach
Gutch, Brandi	Instructional Media
Clemente, Luriela	Assistant Principal
Zagarella, Jennifer	Instructional Coach

#### **Duties**

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

All members of the leadership team participate in progress monitoring of each classroom and student data. The leadership team meets once a week as a Leadership PLC focusing on effective teaching strategies, coaching opportunities, and both school wide and individual student data. Members of the team also participate in grade level PLC meetings scheduled twice a week and offer assistance to grade levels to discuss best practices, lesson planning, common assessments, and data.

The leadership team is responsible as follows.....

- Kelly Maldonado - 5th grade
- Luriela Clemente - 4th grade
- Robert Vetter & Migdalia Garcia - 3rd grade
- Jennifer Zagarella - 2nd grade
- Migdalia Garcia - 1st grade
- Jennifer Zagarella - Kindergarten

#### ***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**

Students are progress monitored weekly, bi-weekly, or monthly based on intervention needs. Intervention materials are purchased from both general funds and Title I funds. Before/after school tutoring is also paid for with Title I funds. Intervention groups are taught in small groups of eight to ten students. Each student in the school is monitored individually each time they take the iStation ISIP assessments in addition to common assessments monitoring individual standards. The iReady program proves beginning of year, mid-year, and end of year data on student proficiency on math standards.

Title I - Federal funds through Title I are used in conjunction with state funds to provide students and parents with instructional materials that meet all current requirements. Additionally, funds are used to provide teachers with professional development to help meet student needs.

Title III - Title III funds are being used to purchase additional instructional materials and to provide before and after school tutoring to ESOL students.

Title X - We currently have 19 students who qualify for the McKinney Vento Act and are considered "homeless". These students and families receive targeted support through the use of Title X funds.

Supplemental Academic Instruction - SAI funds are being used to offer before and after school tutoring to our retained third graders and level one/two fourth and fifth graders. Additionally, students not meeting grade level standards in third grade will receive before/after school tutoring. Tutoring will run from September through April, Monday through Thursday before school for thirty minutes and for two hours after school on Mondays, Tuesdays and Thursdays.

Violence Protection Programs - The School Resource Officer provides students with support in the intermediate grades that focus on prevention of gang/drug involvement. Additionally, the SRO is a member of our School SAFE Team and provides input and training as needed.

Nutrition Programs - Azalea Park Elementary has qualified as a Provision 2 school, meaning all students on campus receive free breakfast and lunch. Additionally, our Extended Day has applied for the Supper Program which will provide dinner for our extended day students and any students involved in after school activities/tutoring. Students who participate in after school tutoring are also provided with a snack prior to tutoring. Our Physical Education teacher represents our school as our Wellness Representative. He not only teaches about wellness and nutrition during the school day, but provides multiple opportunities for our students/teachers to participate in wellness activities.

**School Advisory Council (SAC)**

**Membership:**

Name	Stakeholder Group
Kelly Maldonado	Principal
Robert Vetter	Teacher
Migdalia Garcia	Teacher
Jennifer Zagarella	Teacher
Carol Shepard	Teacher
Melissa Simolo	Teacher
Kimberly Muehlbauer	Parent
Kristy Gay	Parent
Janet Kolin	Parent
Antoinette Stewart	Teacher

**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*

During the 2015/2016 school year the School Advisory Council will review the SIP at monthly SAC meeting. Parents, teachers, and community members reviewed school data and offered suggestions and changes to the SIP. In addition, the principal will cover the Marzano Framework goals and expectations of instruction and its impact on the school population.

*Development of this school improvement plan*

The School Advisory Council meets monthly to review all school data and inform parents and community of student academic growth. In addition, a cadre of teachers convened during the summer to look at school data and develop an action plan based on the root causes. The SIP Team met on Friday, August 14, 2015 to review the barriers, action steps and strategies to continue to move forward with the SIP goals. Additionally, the SAC will be meeting on Tuesday, September 1, 2015 to finalize the SIP for the 2015-2016 school year.

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

The leadership team met in April when budget was received to review and prepare the annual budget.

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

School improvement funds in the amount of \$4,500 were utilized for the following items:

- Teacher Professional Development
- Substitutes for professional development
- School wide Positive Behavior Support incentives
- Teacher grants for classroom supplies

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Maldonado, Kelly	Principal
Vetter, Rob	Dean
Garcia, Miggy	Instructional Coach
Gutch, Brandi	Instructional Media
Clemente, Luriela	Assistant Principal
Brown, Betsy	Teacher, K-12
Park, Sarah	Teacher, K-12
Wolford, Deanna	Teacher, K-12
Lopez, Angelique	Teacher, K-12
Andrews, Laura	Teacher, ESE
Ballie, Ranita	Paraprofessional

## Duties

### ***Describe how the LLT promotes literacy within the school***

The LLT will be continuing implementation of iStation for intervention and enrichment program during the 2015/2016 school year. Azalea Park Elementary will be utilizing iStation to provide intervention and remediation for all students in Reading. During the first week of September all students will be given the ISIP to assess individual needs and compared to end of year data from the 2014/2015 school year. Teachers have intervention and enrichment times built into their schedules to allow for both. The team convenes once a month to discuss overall trends and data for the entire school. Individual members meet within a grade level PLC meeting weekly and work directly with teachers and trends on specific standards.

Every teacher on campus contributes to the literacy development of every child on campus. Each teacher has an LLT team member to discuss data and strategies with as well as a resource person to review lesson plans and actionable data analysis. Decisions for students are made on a case by case basis as the iStation software is intuitive and adjusts to student learning gains. If students are still struggling, based on the Priority Report, teachers and after school tutors can then intervene with additional help.

## 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**

Azalea Park Elementary employs multiple strategies to encourage positive working relationships between teachers. First and foremost, teachers of the same grade level have common planning time. Additionally, an ESE resource teacher has been assigned to each grade level to assist in PLC's. Two times per week, during teacher's special area time, teachers meet as a grade level PLC (ELA & Math/ Science) and work through the PLC process:

1. On what standard are we focusing?
2. How are we going to commonly asses the standard?
3. What are we going to do if the students already know the standard?
4. What are we going to do if the students are not learning the standard?

PLC's have a standard minutes reporting form with the above questions answered and student names broken up by mastery of the skill. During the PLC the expectation is to review the data and work through best practices based on the results. A member of the leadership team sits in on every grade level PLC

meeting. Minutes are reviewed by the corresponding member of the leadership team and returned to the team for further guidance.

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

- Communicate regularly with local colleges/universities for highly qualified graduates
- Welcome junior/senior interns and provide orientation to Azalea Park Elementary
- Provide new teachers with mentors in same grade level and/or subject matter
- Due to Title 1 status we can only hire highly qualified teachers
- Provide extensive Professional Development to increase teacher effectiveness and retention
- Complete School Climate Survey and make appropriate changes as needed

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

Our new teachers are paired with an experienced teacher who is in the same grade level and/or subject matter as the new teacher. Multiple coaching opportunities are given to new teachers to include:

- Marzano Teacher Evaluation System (TIF grant)
- PD of each individual design questions with new protocols (Maldonado, Clemente, Vetter, Garcia and Zagarella)
- PLC PD (Maldonado and Zagarella)
- PBS PD (Vetter and Simolo)
- Rigorous Learning Goals and Scales (Ocasio)
- Deliberate Practice PD (Maldonado)
- New Teacher Orientation (Garcia and Zagarella)

Victoria Silvestri paired with Antoinette Stewart (both KG teachers)

Jasmine Campbell paired with Ashley Hamilton (both 2nd grade teachers)

Kelsey Bloodgood paired with James Barbella (both 4th grade teachers)

Elizabeth Duke paired with Pascal Schaffer (both 5th grade teachers)

## 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***

CORE instructional materials are district based decisions. Azalea Park Elementary uses all district approved materials including, Journeys, Go Math and Science Fusion. Intervention and enrichment materials have also been purchased from a district approved list. iStation (reading) and iReady (math) are both from the approved list.

#### 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***

Azalea Park Elementary uses data to drive all instructional decisions to meet the diverse needs of students. For example, if a student is not achieving on state standardized testing he/she is encouraged to participate in before and after school tutoring opportunities. Using the Priority Report from iStation teachers pull students not achieving into small group differentiated instruction until they

are successful. Communication with parents/families is also essential to student success. Two report card conference nights are hosted each year to allow parents who cannot attend during traditional school hours the opportunity to meet with teachers. During those evenings parents are given critical information to be able to assist their children in addition to what the school is providing during the school day and in before/after school tutoring.

***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:** After School Program

**Minutes added to school year:** 6,480

Our students have the opportunity to participate in a structured extended day program that allows them to have additional instructional time with teachers and extended day employees. The students work through a series of rotations from working on the computer on iStation and iReady, homework help, independent reading time, and play time with structured games.

***Strategy Rationale***

The rationale for the extended day program is to have students participate in additional structured learning time prior to leaving campus.

***Strategy Purpose(s)***

- Enrichment

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

Maldonado, Kelly, kelly.maldonado@ocps.net

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

Data is collected from iStation and iReady, as well as the minutes read per week. The resource team analyzes the data to determine growth for each student based on consistency of participation in the extended day program.

**Strategy:** After School Program

**Minutes added to school year:** 3,480

To meet the needs of our highest achieving students we will continue with the STEM After School Club. High achieving third, fourth and fifth graders will have the opportunity to work on STEM initiatives and the design cycle.

**Strategy Rationale**

The students of Azalea Park Elementary need to be able to compete in a global society, meaning they need Science, Technology, Engineering and Math support. To encourage the highest achieving students in campus a STEM club was implemented and will continue throughout the 2015/2016 school year.

**Strategy Purpose(s)**

- Enrichment

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

Gutch, Brandi, brandi.gutch@ocps.net

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

Data used to determine effectiveness will be the science benchmark exams. Students will be monitored for maintaining and/or improving their percent proficient.

**Strategy:** Before School Program

**Minutes added to school year:** 3,480

Below level third graders and brand new ESOL students will have the opportunity to participate in before school tutoring sessions. The below level third graders will be using the teacher directed lessons from iStation based on need and the ESOL students will be using Imagine Learning.

**Strategy Rationale**

The strategy rationale is to provide our below level third grade students with additional time to master the standards. For our ESOL students, exposure to language acquisition and fluency is critical to their success.

**Strategy Purpose(s)**

- Core Academic Instruction

**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**

The data that will be collected will come from the monthly ISIP testing given through iStation. Mrs. Radke will meet with the leadership team and classroom teachers of the students to review the data and make adjustments as needed.

**Strategy:** After School Program

**Minutes added to school year:** 2,880

Targeted after school tutoring for below level third, fourth and fifth grade students.

**Strategy Rationale**

Students performing below grade level need additional support to be successful. The additional tutoring time will allow them more one-on-one time with tutors and the opportunity to receive extra help.

**Strategy Purpose(s)**

- Enrichment

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

Gutch, Brandi, brandi.gutch@ocps.net

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

The students participating in after school tutoring take multiple pre/post assessments based on the benchmark they are working on. The data is collected and analyzed by the tutor to determine the student's individual progress. If no progress is being made the tutor discusses with resource team to develop new strategies to implement.

**Strategy:** After School Program

**Minutes added to school year:** 5,760

Our students have the opportunity to visit our school media center for extended hours on Tuesday evenings from 3:00 pm - 7:00 pm. During these extended hours the students have the opportunity to use the school computers to work on projects, complete research and check out books. Our parents can utilize our parent resource center and learn ways they can assist with their student's education.

**Strategy Rationale**

By having the media center open additional hours parents and students can make use of the computers and library to assist with homework, projects and reading minutes per week.

**Strategy Purpose(s)**

- Enrichment

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

Gutch, Brandi, brandi.gutch@ocps.net

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

Data is collected by keeping track of the number of students who visit on each Tuesday. The Media Specialist will keep a log of students and parents who are making use of this valuable resource.

**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***

Parents and teachers can all help to prepare a child for the transition from early childhood programs to local elementary school programs by implementing some of the following strategies

- Begin early
- Talk about the new setting in a positive way
- Engage the child in concrete experiences
- Teach the child the specific skills and routines which will be useful in the new program
- Encourage the child to express fears and ask questions

## 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***

Azalea Park Elementary participates in the Advancement Via Individual Determination (AVID) Elementary program with fourth and fifth grade students. In addition, the entire school celebrates college and career readiness. Teachers advertise what college they went to and support college spirit every Friday. The cafeteria is decorated with banners from over 30 colleges and each of the students has signed a pledge to complete college. The banners, with the students' graduation years from college, are hung in the main hallways to serve as a visual reminder of what the goal is for all students, parents, and community members. Each year Azalea Park Elementary also participates in Teach In, allowing industry professionals come in and speak to the students about college and careers.

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

Even though industry certifications are not available at Azalea Park Elementary, students are exposed to information as to the careers and requirements of those careers for graduation and jobs.

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

Azalea Park Elementary School has implemented an after school STEM Club to expose students to future careers that will be available to them. The students who participate have an opportunity to engage in hands-on learning and Engineering Design Challenge competitions.

### ***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***

Azalea Park Elementary utilizes tutoring to scaffold the learning for students who are below grade level in reading and math.

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

### **Portfolio Selection**

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

### **Data Uploads**

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

The following documents were submitted as evidence for this section:

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### **Problem Identification Summary**

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

### **Problem Analysis Summary**

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

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## 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.** Teachers and administrators will collaborate and reflect through Professional Learning Communities to plan for and implement lessons that fully address the intent of the grade level Florida standards thus causing an increase in student achievement. (Division Priority: Invest in Human Capital)
  
- G2.** Teachers will increase the use of Standards Based Instruction which will lead to an increase in student achievement. (Division Priority: Accelerate Student Performance)

## 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.** Teachers and administrators will collaborate and reflect through Professional Learning Communities to plan for and implement lessons that fully address the intent of the grade level Florida standards thus causing an increase in student achievement. (Division Priority: Invest in Human Capital) 1a

G073230

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	75.0
ELA/Reading Gains	75.0
Math Lowest 25% Gains	75.0
Math Gains	75.0
FCAT 2.0 Science Proficiency	46.0

**Resources Available to Support the Goal** 2

- CORE reading and math programs
- Intervention based grouping (iStation & iReady)
- Progress monitoring of all students on state standards on a weekly basis
- Fluid grouping of students based on multiple data points (MTSS)
- Continuous professional development of teachers based on student data
- Individual data chats between teacher and resource team
- Before/after school tutoring opportunities for all retained third grade students, below grade level second, third, fourth and fifth grade students, less than 1.5 year in ELL
- Additional media center hours for students and parents totaling four hours per week
- After school enrichment program for high achieving third, fourth and fifth grade students
- Professional Learning Community development and implementation
- CPalms
- DOE LAFS/MAFS Test Item Specifications
- Reading Minority Achievement Office participation in 3rd grade
- Math Minority Achievement Office participation in 5th grade

**Targeted Barriers to Achieving the Goal** 3

- Teacher understanding of Standards Based Instruction to the full intent and rigor of the standard

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

To monitor progress towards the goal of an increase in student mastery of state standards, teachers and members of the leadership team will meet bi-weekly in PLC's to discuss students data on common assessments of grade level standards. Based on data points students will be placed in various intervention groups to differentiate instruction to meet their individual needs.

**Person Responsible**

Miggy Garcia

**Schedule**

Biweekly, from 9/11/2015 to 6/3/2016

***Evidence of Completion***

Evidence of completion will be measured with the bi-weekly progress monitoring sheets collected in SharePoint.

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

To monitor progress towards the learning goal of an increase in teacher understanding of the standards, lesson plans will be monitored for fidelity of implementation of the Deconstructing the Standards PD.

**Person Responsible**

Kelly Maldonado

**Schedule**

Weekly, from 9/4/2015 to 6/3/2016

***Evidence of Completion***

Effectively planned for lessons will allow the teachers to fully implement the grade level standard therefore increasing student achievement.

**G2.** Teachers will increase the use of Standards Based Instruction which will lead to an increase in student achievement. (Division Priority: Accelerate Student Performance) 1a

G073231

**Targets Supported** 1b

Indicator	Annual Target
Developing Teachers (Performance Rating)	100.0
ELA/Reading Lowest 25% Gains	75.0
ELA/Reading Lowest 25% Gains	75.0
Math Lowest 25% Gains	75.0
Math Gains	75.0
FCAT 2.0 Science Proficiency	46.0

**Resources Available to Support the Goal** 2

- OCPS Measurement Topic Plans
- Professional development on Deconstructing Standards
- CPalms
- Test Item Specifications
- ELA and Mathematics Shifts

**Targeted Barriers to Achieving the Goal** 3

- Lack of task alignment to the full intent of the grade level content standard

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

To monitor progress toward this goal members of the leadership team will conduct Standards Based Instruction walkthroughs several times a year utilizing the SBI tool.

**Person Responsible**

Kelly Maldonado

**Schedule**

Monthly, from 9/2/2014 to 5/30/2016

**Evidence of Completion**

Evidence of movement toward the goal will be an increase in teachers teaching to the full intent of the grade level standard,

## 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.** Teachers and administrators will collaborate and reflect through Professional Learning Communities to plan for and implement lessons that fully address the intent of the grade level Florida standards thus causing an increase in student achievement. (Division Priority: Invest in Human Capital) **1**

 G073230

**G1.B1** Teacher understanding of Standards Based Instruction to the full intent and rigor of the standard **2**

 B191318

**G1.B1.S1** To reduce the targeted barrier of "teacher understanding of Standards Based Instruction to the full intent and rigor of the standard" PLC's will be monitored by a member of the leadership team. **4**

 S202785

### Strategy Rationale

The rationale behind PLC development and monitoring is a teamwork approach to systematic problem solving. All members of the team will look at data, best practices, common assessments, and curriculum development. In addition, a member of the leadership team will attend PLC meetings to be able to provide guidance and assistance as needed.

### Action Step 1 **5**

Increasing Rigor with Intentional Instructional Strategies

#### Person Responsible

Kelly Maldonado

#### Schedule

On 8/18/2015

#### Evidence of Completion

Teachers attended a PD with Dr. Tracey Ocasio of how to intentional plan for rigor within the lesson.

## Action Step 2 5

Building Rigor in the Math Center

### **Person Responsible**

Kelly Maldonado

### **Schedule**

On 8/18/2015

### **Evidence of Completion**

Teachers attended a PD to create rigorous rotations during the math block.

## Action Step 3 5

Teachers will receive constant feedback from the administration team on the use of DQ 2, 3, and 4 moving students towards more rigorous instruction.

### **Person Responsible**

Kelly Maldonado

### **Schedule**

Weekly, from 9/9/2015 to 6/3/2016

### **Evidence of Completion**

Through the use of iObservation teachers will receive weekly feedback from a membership leadership team on their effectiveness of using the elements of rigor in the Marzano Observation system.

## Action Step 4 5

Teachers will receive feedback on lesson plans from the administration team.

### **Person Responsible**

### **Schedule**

Weekly, from 8/22/2014 to 6/5/2015

### **Evidence of Completion**

Targeted feedback will be given to teachers based on the rigor shown in their lesson plans. All lesson plans will be collected and a feedback form provided for teachers. Additionally, with the rotating, bi-weekly observation schedule, teachers are responsible for turning in their lessons to the administrator that will be observing them the following week. The expectation is that the district scope and sequence are followed, feedback provided to the teacher, and an observation done of the teacher to check for quality.

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

We will monitor for fidelity of implementation by reviewing PLC meeting minutes, providing feedback on PLC meetings, collecting and analyzing lesson plans for rigor, and follow through of rigorous instruction in the classroom with bi-weekly observations.

**Person Responsible**

Kelly Maldonado

**Schedule**

Biweekly, from 8/25/2015 to 6/3/2016

***Evidence of Completion***

- PLC meeting minutes with feedback - Lesson plans collected and feedback provided to teachers - weekly iObservation data focusing on Lesson Segments Addressing Content

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

Lesson plans will be reviewed and monitored for program fidelity. Successful implementation will produce rigorous classroom instruction and ultimately an increase in learning gains. Improper implementation will produce less rigorous classroom instruction resulting in a lack of student achievement and lack of student engagement. Teachers who are implementing with fidelity will serve as model classrooms to assist those still struggling with implementation.

**Person Responsible**

Kelly Maldonado

**Schedule**

Weekly, from 9/4/2015 to 6/3/2016

***Evidence of Completion***

- Lesson plans collected and feedback provided to teachers - Noticeable patterns and trends from iObservation will be reviewed with staff and/or grade level teams

**G2.** Teachers will increase the use of Standards Based Instruction which will lead to an increase in student achievement. (Division Priority: Accelerate Student Performance) 1

G073231

**G2.B1** Lack of task alignment to the full intent of the grade level content standard 2

B191321

**G2.B1.S1** To eliminate the barrier of lack of task alignment to meet the full intent of the grade level standard professional development will be provided on aligning lesson plans utilizing the Measurement Topic Plans to intentionally plan for the correct Depth of Knowledge of the standard. 4

S202793

### Strategy Rationale

The rationale behind professional development on the Measurement Topic Plans is to assist teachers with planning lessons that align tasks to the appropriate level of rigor to meet the full intent of the grade level standard.

### Action Step 1 5

Members of the Leadership Team will review and refer to the Measurement Topic Plans in every PLC meeting.

#### Person Responsible

Miggy Garcia

#### Schedule

Biweekly, from 9/1/2015 to 6/2/2016

#### Evidence of Completion

Weekly PLC minutes will be collected and reviewed for use of and accountable talk regarding the Measurement Topic Plans.

### Action Step 2 5

Teachers will receive professional development on how to interpret iReady reports to assign tasks to meet the full intent of the grade level standard.

#### Person Responsible

Jennifer Zagarella

#### Schedule

On 10/12/2015

#### Evidence of Completion

During this PD teachers will be able to pull priority reports for each of their students.

**Plan to Monitor Fidelity of Implementation of G2.B1.S1 6**

To monitor the fidelity of implementation a member of the leadership team will participate in each grade level Professional Learning Community to assist with resources and work sharing to ensure lesson are planned at the correct Depth of Knowledge to meet the full intent of the standard.

**Person Responsible**

Kelly Maldonado

**Schedule**

Biweekly, from 8/25/2015 to 6/7/2016

**Evidence of Completion**

Evidence that will be collected will be PLC meeting minutes including discussions of the MTP's and their appropriate usage to ensure fidelity of implementation.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7**

After the Professional Learning Community meeting, the member of the leadership team that works with a specific grade level brings the information gained from the PLC and shares it at the weekly administrative meeting. By using this process there is a checks balances between the messages shared at PLC's and how the message was received. Questions or concerns can immediately be answered and the grade level team can move forward with their plans.

**Person Responsible**

Kelly Maldonado

**Schedule**

Biweekly, from 8/25/2015 to 6/7/2016

**Evidence of Completion**

The evidence collected will be weekly administrative meeting agendas listing PLC discussions, plans and next steps.

**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.S1.A1	Increasing Rigor with Intentional Instructional Strategies	Maldonado, Kelly	8/18/2015	Teachers attended a PD with Dr. Tracey Ocasio of how to intentional plan for rigor within the lesson.	8/18/2015 one-time
G2.B1.S1.A1	Members of the Leadership Team will review and refer to the Measurement Topic Plans in every PLC meeting.	Garcia, Miggy	9/1/2015	Weekly PLC minutes will be collected and reviewed for use of and accountable talk regarding the Measurement Topic Plans.	6/2/2016 biweekly

**Orange - 0611 - Azalea Park Elementary - 2015-16 SIP**  
Azalea Park Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A2	Building Rigor in the Math Center	Maldonado, Kelly	8/18/2015	Teachers attended a PD to create rigorous rotations during the math block.	8/18/2015 one-time
G2.B1.S1.A2	Teachers will receive professional development on how to interpret iReady reports to assign tasks to meet the full intent of the grade level standard.	Zagarella, Jennifer	10/12/2015	During this PD teachers will be able to pull priority reports for each of their students.	10/12/2015 one-time
G1.B1.S1.A3	Teachers will receive constant feedback from the administration team on the use of DQ 2, 3, and 4 moving students towards more rigorous instruction.	Maldonado, Kelly	9/9/2015	Through the use of iObservation teachers will receive weekly feedback from a membership leadership team on their effectiveness of using the elements of rigor in the Marzano Observation system.	6/3/2016 weekly
G1.B1.S1.A4	Teachers will receive feedback on lesson plans from the administration team.		8/22/2014	Targeted feedback will be given to teachers based on the rigor shown in their lesson plans. All lesson plans will be collected and a feedback form provided for teachers. Additionally, with the rotating, bi-weekly observation schedule, teachers are responsible for turning in their lessons to the administrator that will be observing them the following week. The expectation is that the district scope and sequence are followed, feedback provided to the teacher, and an observation done of the teacher to check for quality.	6/5/2015 weekly
G1.MA1	To monitor progress towards the goal of an increase in student mastery of state standards, teachers and members of the leadership team will meet bi-weekly in PLC's to discuss students data on common assessments of grade level standards. Based on data points students will be placed in various intervention groups to differentiate instruction to meet their individual needs.	Garcia, Miggy	9/11/2015	Evidence of completion will be measured with the bi-weekly progress monitoring sheets collected in SharePoint.	6/3/2016 biweekly
G1.MA2	To monitor progress towards the learning goal of an increase in teacher understanding of the standards, lesson plans will be monitored for fidelity of implementation of the Deconstructing the Standards PD.	Maldonado, Kelly	9/4/2015	Effectively planned for lessons will allow the teachers to fully implement the grade level standard therefore increasing student achievement.	6/3/2016 weekly
G1.B1.S1.MA1	Lesson plans will be reviewed and monitored for program fidelity. Successful implementation will produce rigorous classroom instruction and ultimately an increase in learning gains. Improper implementation will produce less rigorous classroom instruction resulting in a lack of student achievement and lack of student engagement. Teachers who are implementing with fidelity will serve as model classrooms to assist those still struggling with implementation.	Maldonado, Kelly	9/4/2015	- Lesson plans collected and feedback provided to teachers - Noticeable patterns and trends from iObservation will be reviewed with staff and/or grade level teams	6/3/2016 weekly
G1.B1.S1.MA1	We will monitor for fidelity of implementation by reviewing PLC meeting minutes, providing feedback on PLC meetings, collecting and analyzing lesson plans for rigor, and follow through of rigorous instruction in the classroom with bi-weekly observations.	Maldonado, Kelly	8/25/2015	- PLC meeting minutes with feedback - Lesson plans collected and feedback provided to teachers - weekly iObservation data focusing on Lesson Segments Addressing Content	6/3/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	To monitor progress toward this goal members of the leadership team will conduct Standards Based Instruction walkthroughs several times a year utilizing the SBI tool.	Maldonado, Kelly	9/2/2014	Evidence of movement toward the goal will be an increase in teachers teaching to the full intent of the grade level standard,	5/30/2016 monthly
G2.B1.S1.MA1	After the Professional Learning Community meeting, the member of the leadership team that works with a specific grade level brings the information gained from the PLC and shares it at the weekly administrative meeting. By using this process there is a checks balances between the messages shared at PLC's and how the message was received. Questions or concerns can immediately be answered and the grade level team can move forward with their plans.	Maldonado, Kelly	8/25/2015	The evidence collected will be weekly administrative meeting agendas listing PLC discussions, plans and next steps.	6/7/2016 biweekly
G2.B1.S1.MA1	To monitor the fidelity of implementation a member of the leadership team will participate in each grade level Professional Learning Community to assist with resources and work sharing to ensure lesson are planned at the correct Depth of Knowledge to meet the full intent of the standard.	Maldonado, Kelly	8/25/2015	Evidence that will be collected will be PLC meeting minutes including discussions of the MTP's and their appropriate usage to ensure fidelity of implementation.	6/7/2016 biweekly

## 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 Opportunities

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

**G1.** Teachers and administrators will collaborate and reflect through Professional Learning Communities to plan for and implement lessons that fully address the intent of the grade level Florida standards thus causing an increase in student achievement. (Division Priority: Invest in Human Capital)

**G1.B1** Teacher understanding of Standards Based Instruction to the full intent and rigor of the standard

**G1.B1.S1** To reduce the targeted barrier of "teacher understanding of Standards Based Instruction to the full intent and rigor of the standard" PLC's will be monitored by a member of the leadership team.

### **PD Opportunity 1**

Increasing Rigor with Intentional Instructional Strategies

#### **Facilitator**

Dr. Tracey Ocasio, OCPS Senior Admin PD Services

#### **Participants**

all teachers in grades K-5

#### **Schedule**

On 8/18/2015

### **PD Opportunity 2**

Building Rigor in the Math Center

#### **Facilitator**

Jennifer Zagarella, Math/Science Coach

#### **Participants**

all teachers in grades K-5

#### **Schedule**

On 8/18/2015

**G2.** Teachers will increase the use of Standards Based Instruction which will lead to an increase in student achievement. (Division Priority: Accelerate Student Performance)

**G2.B1** Lack of task alignment to the full intent of the grade level content standard

**G2.B1.S1** To eliminate the barrier of lack of task alignment to meet the full intent of the grade level standard professional development will be provided on aligning lesson plans utilizing the Measurement Topic Plans to intentionally plan for the correct Depth of Knowledge of the standard.

**PD Opportunity 1**

Members of the Leadership Team will review and refer to the Measurement Topic Plans in every PLC meeting.

**Facilitator**

Members of the Leadership Team

**Participants**

all teachers grades K-5

**Schedule**

Biweekly, from 9/1/2015 to 6/2/2016

## Technical Assistance Items

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

### Budget

#### Budget Data

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Increasing Rigor with Intentional Instructional Strategies</b>				<b>\$108,553.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	2110	100-Salaries	0611 - Azalea Park Elementary	General Fund		\$108,553.00
			<i>Notes: Using the formula to calculate cost of PLC per teacher per day. \$64,539 - average salary elementary teacher 64539/185 days per yer = \$349 avg daily salary 55 min per PLC / 450 minutes per day = 12% of the day is PLC \$349 daily avg salary x 12% = \$41.88 cost of PLC per teacher, per day \$41.88 PLC cost per day x 72 PLC per year x 36 teachers = \$108,552.96 cost of PLC's</i>			
<b>2</b>	<b>G1.B1.S1.A2</b>	<b>Building Rigor in the Math Center</b>				<b>\$0.00</b>
<b>3</b>	<b>G1.B1.S1.A3</b>	<b>Teachers will receive constant feedback from the administration team on the use of DQ 2, 3, and 4 moving students towards more rigorous instruction.</b>				<b>\$0.00</b>
<b>4</b>	<b>G1.B1.S1.A4</b>	<b>Teachers will receive feedback on lesson plans from the administration team.</b>				<b>\$0.00</b>
<b>5</b>	<b>G2.B1.S1.A1</b>	<b>Members of the Leadership Team will review and refer to the Measurement Topic Plans in every PLC meeting.</b>				<b>\$0.00</b>
<b>6</b>	<b>G2.B1.S1.A2</b>	<b>Teachers will receive professional development on how to interpret iReady reports to assign tasks to meet the full intent of the grade level standard.</b>				<b>\$3,060.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	100-Salaries	0611 - Azalea Park Elementary	General Fund		\$3,060.00
			<i>Notes: We are required to pay for the substitutes for all teachers for this training.</i>			
<b>Total:</b>						<b>\$111,613.00</b>