

Orange County Public Schools

# Azalea Park Elementary



2017-18 Schoolwide Improvement Plan

## Azalea Park Elementary

1 CAROL AVE, Orlando, FL 32807

<https://azaleaparkes.ocps.net/>

### School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	88%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	B

*\*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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

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

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for Azalea Park Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

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

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

To be the top producer of successful students in the nation

#### 2. School Environment

##### a. 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 62 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 into the school. Our Parent Engagement Liaison (PEL) dedicates her efforts to serve the community and make our events link to what the students are learning about in class. Parents are encouraged to take strategies or materials to help their children at home with their academic progress. The Best Practices for Inclusive Education (BPIE) assessment has also been used to identify strengths and areas of improvement and impacts the multi-tiered system of support (MTSS) at Azalea Park Elementary to allow for better scaffolding of learning.

##### b. 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 a free 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. School personnel supervises the student dismissal to ensure that students go home safely.

##### c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Azalea Park Elementary continues to implement Positive Behavior Support systems to reinforce positive decision making and creating uniform expectations campus-wide. 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 2017/2018 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 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 every week. 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.

**d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

Azalea Park Elementary ensures the social-emotional needs of all students by meeting the needs of the family as much as possible. The school guidance counselor position is utilized 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 Elementary will continue to partner with the Love Pantry for the 2017/2018 school year to ensure basic needs such as food and hygiene items are met for our students and their families. During the 2016/2017 school year the Love Pantry assisted with 1,173 food items and 121 hygiene items, ultimately assisting 91 of Azalea Park Elementary households. Indicator 30 representing learning opportunities and resources according to the Best Practices for Inclusive Education (BPIE) is addressed and understood by stakeholders.

### 3. Early Warning Systems

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

**a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.**

Attendance - To address attendance concerns Azalea Park Elementary communicate with the family/guardians as soon as a student hits their fifth absence. The school registrar mails a letter to the home to see if assistance is needed for 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, assistant principal 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 2016/2017 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.

Course failure in ELA or Mathematics -- To address students with course failure in ELA or Mathematics we have implemented Foundational Basic Skills (FBS) time within the Master Schedule. Teachers have 45 minutes daily to implement interventions tailored to the students' needs. Teachers will track their progress and the data they collect will be discussed with the MTSS Coach at least once a month--the meetings will vary depending on the prescribed interventions. Students that do not show progress will be referred for Tier 3 intervention within the MTSS Process. Tier 3 adds more intensive and targeted interventions.

Level 1 score in Reading or Math (4-5) or Level 1s in i-Ready (2-3)-- To address students with Level 1 in FSA or Level 1 in i-Ready we have an after-school tutoring program that serves about 200 students from 2nd grade to 5th grade. The tutoring program meets three days a week and focuses two days on Reading and 1 day on Math. The Lesson Plans focus on the skills and standards that the students are struggling with. The Level 1 students in K-1 are served during FBS time during the school day.

**b. Provide the following data related to the school's early warning system**

**1. The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	19	15	27	26	21	16	0	0	0	0	0	0	0	124
One or more suspensions	0	1	0	0	5	1	0	0	0	0	0	0	0	7
Course failure in ELA or Math	24	26	24	33	13	21	0	0	0	0	0	0	0	141
Level 1 on statewide assessment	0	0	0	46	45	29	0	0	0	0	0	0	0	120

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	8	8	10	34	23	19	0	0	0	0	0	0	0	102

**c. 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. The grade levels differentiate

intervention based on student data during the Functional Basic Skills (FBS) Intervention and Enrichment time. In addition, the leadership team and resource coaches assist with this period of time to reduce the group sizes. Best Practices for Inclusive Education (BPIE) assisted with the development of Tier II and Tier III strategies through Indicator 20 and the multi-tiered system of student supports (MTSS).

Behavioral - Azalea Park Elementary implements a Positive Behavior Support system. 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 2016/2017 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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## B. Family and Community Engagement

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

**1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.**

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

Yes

**1. PFEP Link**

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

**2. Description**

Please see Parent Involvement Plan as required for Title 1 schools for additional information.

As a Title 1 elementary school we host monthly parent involvement meetings and workshops to encourage parent participation in Azalea Park Elementary including.....

- Annual Parent Meetings
- Flexible Parent Meetings
- Building Capacity
- Staff Training
- Communication/Accessibility

**2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.**

Azalea Park Elementary Schools builds and sustains partnerships with the local community by communicating regularly with all stakeholders. The Parent Engagement Liaison (PEL), who also coordinates Partners in Education, is constantly seeking opportunities to bring in the community. Azalea Park Elementary is excited to engage in a partnership this year with the local technology schools,

colleges and universities to bring information and resources to our parents. The Multilingual Services Department is also providing ESOL classes for our families one night per week.

## C. Effective Leadership

### 1. School Leadership Team

#### a. Membership

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

Name	Title
Burke, Sheila	Principal
Clemente, Luriela	Assistant Principal
Zagarella, Jennifer	Instructional Coach
Conti, Niki	Instructional Coach
Wise, Michael	Dean
Torres, Zaida	Instructional Coach
Besaw, Sue Ann	School Counselor
Thrift, Michelle	Instructional Coach
Olson, Elizabeth	Instructional Media
Garcia, Miggy	Instructional Coach

#### b. Duties

**1. 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 three times a week and offer assistance to grade levels to discuss best practices, lesson planning, common assessments, and data discussions. Each member of the Leadership Team has a grade level assigned; the member will support the grade level during PLCs and make sure that the MTSS process is followed with fidelity and interventions are implemented consistently.

**2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

Students are progress monitored weekly, bi-weekly, or monthly based on intervention/enrichment 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 iReady diagnostic assessments in Reading and Math in addition to common assessments and formative assessments in grades K through five. The iReady program provides beginning of year, mid-year, and end of year data on student proficiency on reading and 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 and to provide a Parent Engagement Liaison who makes sure our families are aware of the services and resources available to them in order to help in their children's academic progress and success.

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 17 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.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Sheila J Burke	Principal
Migdalia Garcia	Teacher
Jennifer Zagarella	Teacher
Melissa Simolo	Teacher
Kristy Gay	Parent
Janet Kolin	Parent
Christina Bauman	Teacher
James Barbella	Teacher
Kelly Hales	Teacher
Lisabeth Brown	Teacher
Tracy Ocasio	Parent
Shawn Votapka	Parent
Kenneth Votapka	Parent
Michael Wise	Teacher
Lilia Garcia	Parent
Mary Browning	Education Support Employee
	Student

## b. Duties

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

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

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

During the 2016/2017 school year the School Advisory Council reviewed the SIP during the monthly SAC meeting. Parents, teachers, and community members reviewed school data and offered suggestions and changes to the SIP. In addition, the principal covered the Marzano Framework goals and expectations of instruction and its impact on the school population.

#### b. Development of this school improvement plan

The School Advisory Council meets quarterly 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 Monday, August 7, 2017 to review the barriers, action steps and strategies to continue to move forward with the SIP goals. During the first SAC meeting, the members will review the SIP goals and activities to achieve the goals.

#### c. 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.

### 2. 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

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Burke, Sheila	Principal
Conti, Niki	Instructional Coach
Ochotorena, Sharon	Teacher, K-12
Hales, Kelly	Teacher, K-12
Bigio, Charlotte	Teacher, K-12
Diaz, Sonia	Teacher, K-12
Duke, Elizabeth	Teacher, K-12

**b. Duties**

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

The LLT will begin implementation of the District PLC Literacy initiative. The DPLC will help make decisions about the school's instructional program and monitor the implementation of a sound instructional focus (OCPS Leadership Session) during the 2017/2018 school year. In addition, the LLT will support the district initiative that encourages a minimum of 45 minutes for iReady Reading and Math. Additional PD will be given to teachers to help them use iReady reports to drive instruction and intervention in the classroom. Azalea Park Elementary will be utilizing iReady to provide intervention and remediation for all students in Reading and Mathematics. During the end of August and the first week of September, all students will be given the Beginning Of Year (BOY) iReady diagnostic to assess individual needs. 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 grade 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 iReady software is intuitive and adjusts to student learning gains. If students are still struggling, based on the Profile Report or Growth Monitoring report, teachers and afterschool tutors can then intervene with additional help.

## D. Public and Collaborative Teaching

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

### 1. 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. Three 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?

The PLC Lead for each grade level is part of the District PLC that will meet six times this school year. The DPLC is designed to help the PLC Leaders in identifying sound strategies and best practices based on data analysis. PLC's have a 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. The PLCs focus on the three ideas of PLC's: 1) Focus on Learning, 2) Focus on Results and 3) Collaborative Culture.

### 2. 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

### 3. 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 (Garcia)
- PLC PD (Conti and Zagarella)
- Data PD (Burke)
- iReady Next Steps (Zagarella and Conti)
- Accelerated Reader (Torres)
- Deliberate Practice PD (Burke and Clemente)
- New Teacher Orientation (Garcia and Zagarella)

New Teachers paired with Mentors:

Jessica Ewing paired with Jennifer Zagarella (veteran teacher new to OCPS with Math/Science Coach)  
Andrea Acosta paired with Miggy Garcia (2nd year teacher with CRT)  
Marabeth Durden paired with Esperanza Rosa (new teacher with Veteran K Teacher)  
Kyle Guise paired with James Barbella (2nd year teacher with veteran 4th grade teacher)  
Danielle Lout paired with Elizabeth Duke (new teacher with veteran 5th grade teacher)  
Ranita Ballie paired with Christine Taylor (new EBD teacher with veteran EBD teacher)

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

**1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.**

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. iReady, a district approved computer program is used for both Reading and Math.

#### b. Instructional Strategies

**1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.**

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 Instructional Grouping Profile Report from iReady 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.

**2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** 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 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**

Burke, Sheila, sheila.burke@ocps.net

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

Data is collected from 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 the STEM club will continue throughout the 2017/2018 school year and participate in the Science Olympiad.

**Strategy Purpose(s)**

- Enrichment

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

Clemente, Luriela, luriela.clemente@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 iReady 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**

Garcia, Miggy, migdalia.garcia2@ocps.net

**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 growth monitoring from iReady. Mrs. Garcia 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 second, 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**

Clemente, Luriela, luriela.clemente@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.

**2. Student Transition and Readiness**

### a. PreK-12 Transition

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

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

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

### b. College and Career Readiness

#### **1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

Azalea Park Elementary participated in the Advancement Via Individual Determination (AVID) Elementary program with fourth and fifth grade students last year and will continue using the quality strategies we learned using AVID. 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.

#### **2. 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 future employment opportunities.

#### **3. 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.

#### **4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

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

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### A. Problem Identification

#### 1. Data to Support Problem Identification

### **b. 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:

*No files were uploaded*

### **2. 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.

### **B. 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.

### **C. Strategic Goals**

## 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.** Increase ELA, Mathematics and Science proficiency in all subgroups. (Division Priority: Accelerate Student Performance)
- G2.** Increase ELA and Mathematics learning gains in the lowest 25%. (Division Priority: Narrow the Achievement Gap)
- G3.** Increase ELA and Mathematics learning gains in the top 25%. (Division Priority: Ensure College and Career Readiness)

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

**G1. Increase ELA, Mathematics and Science proficiency in all subgroups. (Division Priority: Accelerate Student Performance) 1a**

G095266

**Targets Supported 1b**

Indicator	Annual Target
FSA ELA Achievement	50.0
FSA Mathematics Achievement	55.0
FCAT 2.0 Science Proficiency	60.0

**Targeted Barriers to Achieving the Goal 3**

- Lack of student comprehension of academic vocabulary
- Improper alignment of assignment/tasks to the level of the standard

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

- CORE reading and math programs
- Intervention based grouping (iReady Profiles 1-5)
- Progress monitoring of all students on state standards on a unit CRM basis
- Fluid grouping of students based on multiple data points (MTSS)
- Continuous professional development of teachers based on student data needs and trends
- 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 year in ELL
- After school enrichment program for high achieving third, fourth and fifth grade students
- Professional Learning Communities
- CPalms
- DOE LAFS/MAFS Test Item Specifications
- Math Acceleration Minority Achievement Office participation in 3rd and 4th grade
- Monitoring of whole group instruction for each grade level to ensure rigor and adherence to the CRMs
- Meeting the minimum required minutes (45 min) in iReady Reading and Math
- Fostering independent reading through the Accelerated Reader initiative

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

To monitor progress towards the goal of an increase in proficiency in ELA, Mathematics and Science teachers and members of the leadership team will meet weekly in PLC's to discuss student data on common assessments/standards mastery assessments of grade level standards.

**Person Responsible**

Miggy Garcia

**Schedule**

Biweekly, from 9/18/2017 to 6/1/2018

**Evidence of Completion**

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

**G2. Increase ELA and Mathematics learning gains in the lowest 25%. (Division Priority: Narrow the Achievement Gap) 1a**

G095267

**Targets Supported 1b**

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	51.0
Math Lowest 25% Gains	61.0

**Targeted Barriers to Achieving the Goal 3**

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

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

- Professional Learning Communities
- CPalms
- Test Item Specifications
- ELA and Mathematics Shifts
- OCPS CRM's and Enhanced Resources

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

To monitor progress toward an increase in ELA and Mathematics learning gains among the lowest 25%, a combination of different sources will be analyzed, such as iReady growth monitoring, iReady diagnostics and common assessment data will be looked at in conjunction with each CRM.

**Person Responsible**

Michelle Thrift

**Schedule**

Monthly, from 8/14/2017 to 6/1/2018

**Evidence of Completion**

Students attaining mastery of grade level tested standards as documented by iReady and common assessment data.

**G3. Increase ELA and Mathematics learning gains in the top 25%. (Division Priority: Ensure College and Career Readiness) 1a**

G095268

**Targets Supported 1b**

Indicator	Annual Target
FSA ELA Achievement	75.0
FSA Mathematics Achievement	75.0

**Targeted Barriers to Achieving the Goal 3**

- Lack of enrichment activities

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

- Full time gifted teacher to screen a test more students
- Common intervention/enrichment time
- Participation in extracurricular activities for extension learning opportunities
- Multiple resource coaches to assist with enrichment

**Plan to Monitor Progress Toward G3. 8**

To increase ELA and Mathematics learning gains in the top 25% participation in STREAM and academic competitions will be monitored for effectiveness.

**Person Responsible**

Miggy Garcia

**Schedule**

Monthly, from 9/18/2017 to 6/1/2018

**Evidence of Completion**

Participation and attendance records

## 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. Increase ELA, Mathematics and Science proficiency in all subgroups. (Division Priority: Accelerate Student Performance) 1**

 G095266

**G1.B1 Lack of student comprehension of academic vocabulary 2**

 B256427

**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

 S271178

### **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**

Miggy Garcia

#### **Schedule**

On 7/27/2017

#### ***Evidence of Completion***

PLC Leads attended a PLC summit to learn about lesson planning expectations and how to plan for learning targets and specific tasks.

**Action Step 2** 5

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

**Person Responsible**

Sheila Burke

**Schedule**

Weekly, from 8/18/2017 to 6/1/2018

**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 attending 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**

Miggy Garcia

**Schedule**

Biweekly, from 8/14/2017 to 6/1/2018

**Evidence of Completion**

- PLC meeting signing sheets - 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**

Sheila Burke

### **Schedule**

Weekly, from 8/14/2017 to 6/1/2018

### **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

**G1.B1.S6** To give teachers tools to teach academic vocabulary, Azalea Park ES will provide professional development on building academic vocabulary. 4

 S271183

### **Strategy Rationale**

Providing teachers with tools to teach academic vocabulary will reduce "vocabulary poverty" in our student population and increase reading comprehension.

## Action Step 1 5

Utilize a book study to implement a professional development opportunity.

### **Person Responsible**

Luriela Clemente

### **Schedule**

Monthly, from 8/21/2017 to 2/2/2018

### **Evidence of Completion**

PLCs signing sheets and Journal entries after each assignment.

**Plan to Monitor Fidelity of Implementation of G1.B1.S6** 6

Signing sheet during PLCs and Chapter book assignments

**Person Responsible**

Luriela Clemente

**Schedule**

On 5/25/2018

***Evidence of Completion***

Teachers will complete a journal after each chapter detailing what strategies they used and how they worked for them.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S6** 7

Signing sheets and exit slips per chapter together with the journal.

**Person Responsible**

Luriela Clemente

**Schedule**

Monthly, from 1/8/2018 to 5/31/2018

***Evidence of Completion***

Signing sheets and chapter journals.

**G1.B2** Improper alignment of assignment/tasks to the level of the standard **2**

 B256428

**G1.B2.S1** Utilizing OCPS CRM's & Extended Resources along with CPalms, teachers will create tasks and assignments aligned to the standard and the correct DOK of the standard. **4**

 S271184

**Strategy Rationale**

If teachers create tasks and assignments that are aligned to the correct DOK of the standard then they will better meet the expectation of the grade level standard.

**Action Step 1** **5**

Provide PD for teachers on PLC: Focus on Learning, Results & Collaborative Culture.

**Person Responsible**

Sheila Burke

**Schedule**

On 8/9/2017

***Evidence of Completion***

PLC Meeting Notes

**Action Step 2** **5**

Review lesson plans weekly or per unit to check for task alignment to the correct DOK of the standard.

**Person Responsible**

Sheila Burke

**Schedule**

Weekly, from 8/14/2017 to 8/14/2017

***Evidence of Completion***

Lesson Plan Feedback

**Action Step 3** 5

Collect sample assignments from all grade levels to check for task alignment to the correct DOK of the standard.

**Person Responsible**

Luriela Clemente

**Schedule**

Monthly, from 9/19/2017 to 9/19/2017

**Evidence of Completion**

Sample assignments

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

PLC meetings will be monitored weekly by their assigned administrator and/or resource coach for maintaining focus on learning, results and collaborative culture.

**Person Responsible**

Sheila Burke

**Schedule**

Weekly, from 8/21/2017 to 6/1/2018

**Evidence of Completion**

Assigned administrators and resource coaches will collect PLC minutes and participate in PLC discussions regarding understanding of the focus on learning, results and collaborative culture.

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Review lesson plans weekly or by unit and provide feedback regarding the alignment of the task to the DOK of the standard.

**Person Responsible**

Sheila Burke

**Schedule**

Weekly, from 8/14/2017 to 6/1/2018

**Evidence of Completion**

Lesson plan feedback

**Plan to Monitor Fidelity of Implementation of G1.B2.S1 6**

Collect random classroom assignments to check for alignment of tasks to the correct DOK of the standard.

**Person Responsible**

Luriela Clemente

**Schedule**

Monthly, from 9/22/2017 to 6/1/2018

***Evidence of Completion***

Sample assignments aligned to the correct DOK

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7**

By providing professional development for the teachers on the focus of a PLC, they will have a better understanding of what is expected at each PLC meeting.

**Person Responsible**

Niki Conti

**Schedule**

On 7/28/2017

***Evidence of Completion***

PLC training notes and PowerPoint Presentation

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7**

By providing teachers with feedback on their lessons we are collaborating on all lessons to determine effective instruction and quality of the task.

**Person Responsible**

Sheila Burke

**Schedule**

Weekly, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

Lesson plan feedback

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

By collecting random assignments at our monthly faculty meetings everyone is a stakeholder in this process of task alignment.

**Person Responsible**

Luriela Clemente

**Schedule**

Monthly, from 9/18/2017 to 6/1/2018

**Evidence of Completion**

Classroom assignments

**G1.B2.S3** Focus on Literacy by attending the District Professional Learning Community PD. 4

 S271186

**Strategy Rationale**

The PLC Grade Level Leads will attend the DPLCs professional development and implement what they learn into their own PLCs thus improving the standards assignments and tasks to meet the full intent of the standards.

**Action Step 1** 5

PLC Grade Level Leads will attend District Professional Learning Community PD

**Person Responsible**

Sheila Burke

**Schedule**

Every 6 Weeks, from 8/14/2017 to 6/1/2018

**Evidence of Completion**

DPLC Agenda and Canvas course documentation

**G2. Increase ELA and Mathematics learning gains in the lowest 25%. (Division Priority: Narrow the Achievement Gap) 1**

G095267

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

B256430

**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

S271189

**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 Curriculum Resource Materials in every PLC meeting.

**Person Responsible**

Niki Conti

**Schedule**

Weekly, from 8/14/2017 to 6/1/2018

**Evidence of Completion**

Weekly PLC signing sheets will be collected and Leadership member will attend the PLC meetings up to three times per week. Reading Coach and Math/Science Coach will attend their particular PLC to monitor 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**

Quarterly, from 8/14/2017 to 3/2/2018

***Evidence of Completion***

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

### Action Step 3 5

Teachers will use academic notebooks to incorporate academic vocabulary into their everyday instruction.

**Person Responsible**

Jennifer Zagarella

**Schedule**

Daily, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

Academic notebooks with specific feedback

### Action Step 4 5

Teachers will use the Universal Design for Learning (UDL) guidelines to build lessons that differentiate instruction to meet the needs of ESE students.

**Person Responsible**

Sheila Burke

**Schedule**

Weekly, from 9/25/2017 to 6/1/2018

***Evidence of Completion***

Lesson plans

**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 lessons are planned at the correct Depth of Knowledge to meet the full intent of the standard.

**Person Responsible**

Sheila Burke

**Schedule**

Weekly, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

Evidence that will be collected will be PLC meeting signing sheets and lesson plans reflecting the CRMs and their appropriate usage to ensure fidelity of implementation as reflected by the data collection spreadsheets documenting the instructional pacing.

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

To monitor the fidelity of implementation of iReady reports will be pulled weekly to check usage as well as growth within the standards mastery assessments.

**Person Responsible**

Jennifer Zagarella

**Schedule**

Weekly, from 9/18/2017 to 6/1/2018

***Evidence of Completion***

iReady reports

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

To monitor fidelity of implementation of academic notebooks teachers will bring samples to PLC meetings to share with others.

**Person Responsible**

Luriela Clemente

**Schedule**

Biweekly, from 9/18/2017 to 6/1/2018

***Evidence of Completion***

Academic notebooks

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

To monitor the fidelity of implementation of UDL planning lesson plans will be critiqued and feedback offered.

**Person Responsible**

Sheila Burke

**Schedule**

Weekly, from 10/6/2017 to 6/1/2018

***Evidence of Completion***

Lesson plans and feedback

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

After the PLC 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 system of checks and 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**

Sheila Burke

**Schedule**

Weekly, from 9/18/2017 to 6/1/2018

***Evidence of Completion***

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

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

Every month as many times as needed each grade level meets to discuss data and common assessments with members of the leadership team. iReady reports are pulled, discussed and used for future planning of small group instruction and/or differentiation.

**Person Responsible**

Michelle Thrift

**Schedule**

Monthly, from 9/18/2017 to 6/1/2018

***Evidence of Completion***

iReady reports and SharePoint Data Spreadsheets

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

Lesson plans will be checked for the use of the UDL strategies to meet the needs of ESE students.

**Person Responsible**

Luriela Clemente

**Schedule**

Weekly, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

Lesson plan feedback

**G2.B1.S3** To eliminate the barrier of lack of task alignment to meet the full intent of the grade level standard professional development will be provided for all new teachers to Azalea Park Elementary School on how to deconstruct a standard. 4

S271191

### Strategy Rationale

The rationale behind professional development on deconstructing standards is that as teachers deconstruct standards they will develop a better understanding of the standard therefore gain ability in developing tasks aligned to the full intent of the standard.

### Action Step 1 5

Provide new teachers with professional development on deconstructing standards.

#### Person Responsible

Miggy Garcia

#### Schedule

On 8/11/2017

#### Evidence of Completion

Sign in sheets and examples of deconstructed standards

### Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

To monitor fidelity of implementation teachers use deconstructed standards to lesson plan during PLC's.

#### Person Responsible

Miggy Garcia

#### Schedule

Weekly, from 8/28/2017 to 5/25/2018

#### Evidence of Completion

PLC Meeting Minutes and examples of deconstructed standards

**Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7**

To monitor and support the effectiveness of implementation teachers will receive weekly or by the unit of instruction feedback on their lesson plans.

**Person Responsible**

Sheila Burke

**Schedule**

Biweekly, from 9/4/2017 to 5/25/2018

***Evidence of Completion***

Lesson plan feedback

**G3. Increase ELA and Mathematics learning gains in the top 25%. (Division Priority: Ensure College and Career Readiness) 1**

 G095268

**G3.B1 Lack of enrichment activities 2**

 B256433

**G3.B1.S1** To eliminate the barrier of lack of enrichment activities teachers will plan for and implement enrichment opportunities for the top 25% of students. 4

 S271192

### **Strategy Rationale**

By offering additional enrichment activities the top 25% of students will gain experiences that they might not have had the opportunity to participate in.

### **Action Step 1 5**

Plan STREAM activities to allow the top 25% of students additional time for extracurricular activities.

#### **Person Responsible**

Luriela Clemente

#### **Schedule**

Weekly, from 9/18/2017 to 6/1/2018

#### **Evidence of Completion**

Evident in student work samples

### **Action Step 2 5**

Participate in academic competitions: Math/Science Olympiad, Kinetic Klub, Chess Club, Battle of the Books, Scripps Spelling Bee and the Modern Woodman Oration contest.

#### **Person Responsible**

Miggy Garcia

#### **Schedule**

Annually, from 9/18/2017 to 6/1/2018

#### **Evidence of Completion**

Student participation in events

**Action Step 3** 5

Plan enrichment activities to be used during the ELA and Mathematics blocks.

**Person Responsible**

Jennifer Zagarella

**Schedule**

Weekly, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

Lesson plans

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

To monitor for fidelity of implementation STREAM activities will be monitored to ensure all students in the top 25% are participating.

**Person Responsible**

Luriela Clemente

**Schedule**

Monthly, from 9/18/2017 to 6/1/2018

***Evidence of Completion***

Attendance records

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

To monitor for fidelity of implementation registration students for various academic competitions will be checked periodically.

**Person Responsible**

Miggy Garcia

**Schedule**

Annually, from 9/18/2017 to 6/1/2018

***Evidence of Completion***

Registration forms and student participation in competitions

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

To monitor the fidelity of implementation lesson plans will be checked and feedback provided for differentiated instruction focusing on enrichment activities.

**Person Responsible**

Luriela Clemente

**Schedule**

Weekly, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

Lesson plans

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Continued participation in STREAM activities

**Person Responsible**

Luriela Clemente

**Schedule**

Monthly, from 9/18/2017 to 6/1/2018

***Evidence of Completion***

Student attendance records

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Participation in and winning local/state competitions.

**Person Responsible**

Miggy Garcia

**Schedule**

Annually, from 9/18/2017 to 6/1/2018

***Evidence of Completion***

Awards and student recognition for academic competition participation

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Check lesson plans for enrichment planning

**Person Responsible**

Luriela Clemente

**Schedule**

Weekly, from 8/14/2017 to 6/1/2018

**Evidence of Completion**

Lesson plans

**G3.B1.S2** To eliminate the barrier of lack of enrichment activities teachers will develop enrichment activities to use during the intervention/enrichment FBS time. 4

 S271193

**Strategy Rationale**

By differentiating instruction for the top 25%, students can be challenged and therefore remain academically engaged.

**Action Step 1** 5

Create enrichment activities that allow students to generate and test hypothesis therefore engaging rigorous critical thinking.

**Person Responsible**

Miggy Garcia

**Schedule**

Monthly, from 10/16/2017 to 5/18/2018

**Evidence of Completion**

Student work samples

**Plan to Monitor Fidelity of Implementation of G3.B1.S2** 6

To monitor for the fidelity of implementation observations will be conducted during enrichment times.

**Person Responsible**

Sheila Burke

**Schedule**

Weekly, from 9/11/2017 to 5/25/2018

***Evidence of Completion***

iObservation data, specifically targeting design question 4

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2** 7

To monitor and support the effectiveness of implementation teachers will receive feedback on lesson plans focused on enrichment.

**Person Responsible**

Sheila Burke

**Schedule**

Weekly, from 9/1/2017 to 5/25/2018

***Evidence of Completion***

Lesson plan feedback

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2018</b>					
G1.B1.S1.A1 A363460	Increasing Rigor with Intentional Instructional Strategies	Garcia, Miggy	7/24/2017	PLC Leads attended a PLC summit to learn about lesson planning expectations and how to plan for learning targets and specific tasks.	7/27/2017 one-time
G1.B2.S1.MA1 M388502	By providing professional development for the teachers on the focus of a PLC, they will have a...	Conti, Niki	7/24/2017	PLC training notes and PowerPoint Presentation	7/28/2017 one-time
G1.B2.S1.A1 A363464	Provide PD for teachers on PLC: Focus on Learning, Results & Collaborative Culture.	Burke, Sheila	8/9/2017	PLC Meeting Notes	8/9/2017 one-time
G2.B1.S3.A1 A363475	Provide new teachers with professional development on deconstructing standards.	Garcia, Miggy	8/7/2017	Sign in sheets and examples of deconstructed standards	8/11/2017 one-time
G1.B2.S1.A2 A363465	Review lesson plans weekly or per unit to check for task alignment to the correct DOK of the...	Burke, Sheila	8/14/2017	Lesson Plan Feedback	8/14/2017 weekly
G1.B2.S1.A3 A363466	Collect sample assignments from all grade levels to check for task alignment to the correct DOK of...	Clemente, Luriela	9/19/2017	Sample assignments	9/19/2017 monthly
G1.B1.S6.A1 A363463	Utilize a book study to implement a professional development opportunity.	Clemente, Luriela	8/21/2017	PLCs signing sheets and Journal entries after each assignment.	2/2/2018 monthly
G2.B1.S1.A2 A363472	Teachers will receive professional development on how to interpret iReady reports to assign tasks...	Zagarella, Jennifer	8/14/2017	During this PD teachers will be able to pull priority reports for each of their students.	3/2/2018 quarterly
G3.B1.S2.A1 A363479	Create enrichment activities that allow students to generate and test hypothesis therefore engaging...	Garcia, Miggy	10/16/2017	Student work samples	5/18/2018 monthly
G3.B1.S2.MA1 M388529	To monitor and support the effectiveness of implementation teachers will receive feedback on lesson...	Burke, Sheila	9/1/2017	Lesson plan feedback	5/25/2018 weekly
G3.B1.S2.MA1 M388530	To monitor for the fidelity of implementation observations will be conducted during enrichment...	Burke, Sheila	9/11/2017	iObservation data, specifically targeting design question 4	5/25/2018 weekly
G2.B1.S3.MA1 M388520	To monitor and support the effectiveness of implementation teachers will receive weekly or by the...	Burke, Sheila	9/4/2017	Lesson plan feedback	5/25/2018 biweekly
G2.B1.S3.MA1 M388521	To monitor fidelity of implementation teachers use deconstructed standards to lesson plan during...	Garcia, Miggy	8/28/2017	PLC Meeting Minutes and examples of deconstructed standards	5/25/2018 weekly
G1.B1.S6.MA1 M388501	Signing sheet during PLCs and Chapter book assignments	Clemente, Luriela	1/8/2018	Teachers will complete a journal after each chapter detailing what strategies they used and how they worked for them.	5/25/2018 one-time
G1.B1.S6.MA1 M388500	Signing sheets and exit slips per chapter together with the journal.	Clemente, Luriela	1/8/2018	Signing sheets and chapter journals.	5/31/2018 monthly
G1.MA1 M388512	To monitor progress towards the goal of an increase in proficiency in ELA, Mathematics and Science...	Garcia, Miggy	9/18/2017	Evidence of completion will be measured with the progress monitoring sheets collected in SharePoint.	6/1/2018 biweekly
G2.MA1 M388522	To monitor progress toward an increase in ELA and Mathematics learning gains among the lowest 25%,...	Thrift, Michelle	8/14/2017	Students attaining mastery of grade level tested standards as documented by iReady and common assessment data.	6/1/2018 monthly
G3.MA1 M388531	To increase ELA and Mathematics learning gains in the top 25%	Garcia, Miggy	9/18/2017	Participation and attendance records	6/1/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	participation in STREAM and academic...				
G1.B1.S1.MA1 M388490	Lesson plans will be reviewed and monitored for program fidelity. Successful implementation will...	Burke, Sheila	8/14/2017	- Lesson plans collected and feedback provided to teachers - Noticeable patterns and trends from iObservation will be reviewed with staff and/or grade level teams	6/1/2018 weekly
G1.B1.S1.MA1 M388491	We will monitor for fidelity of implementation by attending PLC meeting minutes, providing feedback...	Garcia, Miggy	8/14/2017	- PLC meeting signing sheets - Lesson plans collected and feedback provided to teachers - weekly iObservation data focusing on Lesson Segments Addressing Content	6/1/2018 biweekly
G1.B1.S1.A2 A363461	Teachers will receive feedback on lesson plans from the administration team.	Burke, Sheila	8/18/2017	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.	6/1/2018 weekly
G1.B2.S1.MA2 M388503	By providing teachers with feedback on their lessons we are collaborating on all lessons to...	Burke, Sheila	8/14/2017	Lesson plan feedback	6/1/2018 weekly
G1.B2.S1.MA3 M388504	By collecting random assignments at our monthly faculty meetings everyone is a stakeholder in this...	Clemente, Luriela	9/18/2017	Classroom assignments	6/1/2018 monthly
G1.B2.S1.MA1 M388505	PLC meetings will be monitored weekly by their assigned administrator and/or resource coach for...	Burke, Sheila	8/21/2017	Assigned administrators and resource coaches will collect PLC minutes and participate in PLC discussions regarding understanding of the focus on learning, results and collaborative culture.	6/1/2018 weekly
G1.B2.S1.MA2 M388506	Review lesson plans weekly or by unit and provide feedback regarding the alignment of the task to...	Burke, Sheila	8/14/2017	Lesson plan feedback	6/1/2018 weekly
G1.B2.S1.MA3 M388507	Collect random classroom assignments to check for alignment of tasks to the correct DOK of the...	Clemente, Luriela	9/22/2017	Sample assignments aligned to the correct DOK	6/1/2018 monthly
G2.B1.S1.MA1 M388513	After the PLC meeting, the member of the leadership team that works with a specific grade level...	Burke, Sheila	9/18/2017	The evidence collected will be weekly administrative meeting agendas listing PLC discussions, plans and next steps.	6/1/2018 weekly
G2.B1.S1.MA2 M388514	Every month as many times as needed each grade level meets to discuss data and common assessments...	Thrift, Michelle	9/18/2017	iReady reports and SharePoint Data Spreadsheets	6/1/2018 monthly
G2.B1.S1.MA3 M388515	Lesson plans will be checked for the use of the UDL strategies to meet the needs of ESE students.	Clemente, Luriela	8/14/2017	Lesson plan feedback	6/1/2018 weekly
G2.B1.S1.MA1 M388516	To monitor the fidelity of implementation a member of the leadership team will participate in each...	Burke, Sheila	8/14/2017	Evidence that will be collected will be PLC meeting signing sheets and lesson plans reflecting the CRMs and their appropriate usage to ensure fidelity of implementation as reflected by the data collection spreadsheets documenting the instructional pacing.	6/1/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA3 M388517	To monitor the fidelity of implementation of iReady reports will be pulled weekly to check usage as...	Zagarella, Jennifer	9/18/2017	iReady reports	6/1/2018 weekly
G2.B1.S1.MA4 M388518	To monitor fidelity of implementation of academic notebooks teachers will bring samples to PLC...	Clemente, Luriela	9/18/2017	Academic notebooks	6/1/2018 biweekly
G2.B1.S1.MA5 M388519	To monitor the fidelity of implementation of UDL planning lesson plans will be critiqued and...	Burke, Sheila	10/6/2017	Lesson plans and feedback	6/1/2018 weekly
G2.B1.S1.A1 A363471	Members of the Leadership Team will review and refer to the Curriculum Resource Materials in every...	Conti, Niki	8/14/2017	Weekly PLC signing sheets will be collected and Leadership member will attend the PLC meetings up to three times per week. Reading Coach and Math/Science Coach will attend their particular PLC to monitor use of and accountable talk regarding the Measurement Topic Plans.	6/1/2018 weekly
G2.B1.S1.A3 A363473	Teachers will use academic notebooks to incorporate academic vocabulary into their everyday...	Zagarella, Jennifer	8/14/2017	Academic notebooks with specific feedback	6/1/2018 daily
G2.B1.S1.A4 A363474	Teachers will use the Universal Design for Learning (UDL) guidelines to build lessons that...	Burke, Sheila	9/25/2017	Lesson plans	6/1/2018 weekly
G3.B1.S1.MA1 M388523	Continued participation in STREAM activities	Clemente, Luriela	9/18/2017	Student attendance records	6/1/2018 monthly
G3.B1.S1.MA5 M388524	Participation in and winning local/state competitions.	Garcia, Miggy	9/18/2017	Awards and student recognition for academic competition participation	6/1/2018 annually
G3.B1.S1.MA6 M388525	Check lesson plans for enrichment planning	Clemente, Luriela	8/14/2017	Lesson plans	6/1/2018 weekly
G3.B1.S1.MA1 M388526	To monitor for fidelity of implementation STREAM activities will be monitored to ensure all...	Clemente, Luriela	9/18/2017	Attendance records	6/1/2018 monthly
G3.B1.S1.MA2 M388527	To monitor for fidelity of implementation registration students for various academic competitions...	Garcia, Miggy	9/18/2017	Registration forms and student participation in competitions	6/1/2018 annually
G3.B1.S1.MA3 M388528	To monitor the fidelity of implementation lesson plans will be checked and feedback provided for...	Clemente, Luriela	8/14/2017	Lesson plans	6/1/2018 weekly
G3.B1.S1.A1 A363476	Plan STREAM activities to allow the top 25% of students additional time for extracurricular...	Clemente, Luriela	9/18/2017	Evident in student work samples	6/1/2018 weekly
G3.B1.S1.A2 A363477	Participate in academic competitions: Math/Science Olympiad, Kinetic Klub, Chess Club, Battle of...	Garcia, Miggy	9/18/2017	Student participation in events	6/1/2018 annually
G3.B1.S1.A3 A363478	Plan enrichment activities to be used during the ELA and Mathematics blocks.	Zagarella, Jennifer	8/14/2017	Lesson plans	6/1/2018 weekly
G1.B2.S3.A1 A363468	PLC Grade Level Leads will attend District Professional Learning Community PD	Burke, Sheila	8/14/2017	DPLC Agenda and Canvas course documentation	6/1/2018 every-6-weeks

## V. Professional Development Opportunities

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

**G1.** Increase ELA, Mathematics and Science proficiency in all subgroups. (Division Priority: Accelerate Student Performance)

**G1.B1** Lack of student comprehension of academic vocabulary

**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**

Niki Conti and Jennifer Zagarella

#### **Participants**

PLC Leads from K-5

#### **Schedule**

On 7/27/2017

**G1.B1.S6** To give teachers tools to teach academic vocabulary, Azalea Park ES will provide professional development on building academic vocabulary.

### **PD Opportunity 1**

Utilize a book study to implement a professional development opportunity.

#### **Facilitator**

Luriela Clemente (luriela.clemente@ocps.net)

#### **Participants**

Teachers K-5

#### **Schedule**

Monthly, from 8/21/2017 to 2/2/2018

**G1.B2** Improper alignment of assignment/tasks to the level of the standard

**G1.B2.S1** Utilizing OCPS CRM's & Extended Resources along with CPalms, teachers will create tasks and assignments aligned to the standard and the correct DOK of the standard.

**PD Opportunity 1**

Provide PD for teachers on PLC: Focus on Learning, Results & Collaborative Culture.

**Facilitator**

Zaira Torres

**Participants**

K-5 teachers

**Schedule**

On 8/9/2017

**G1.B2.S3** Focus on Literacy by attending the District Professional Learning Community PD.

**PD Opportunity 1**

PLC Grade Level Leads will attend District Professional Learning Community PD

**Facilitator**

Sheila Burke

**Participants**

K-5 PLC Grade Level Leads

**Schedule**

Every 6 Weeks, from 8/14/2017 to 6/1/2018

**G2. Increase ELA and Mathematics learning gains in the lowest 25%. (Division Priority: Narrow the Achievement Gap)**

**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**

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

**Facilitator**

Julia Chinnock

**Participants**

All teachers grades K-5

**Schedule**

Quarterly, from 8/14/2017 to 3/2/2018

**PD Opportunity 2**

Teachers will use the Universal Design for Learning (UDL) guidelines to build lessons that differentiate instruction to meet the needs of ESE students.

**Facilitator**

Carla Radke

**Participants**

K-5 teachers

**Schedule**

Weekly, from 9/25/2017 to 6/1/2018

**G2.B1.S3** To eliminate the barrier of lack of task alignment to meet the full intent of the grade level standard professional development will be provided for all new teachers to Azalea Park Elementary School on how to deconstruct a standard.

**PD Opportunity 1**

Provide new teachers with professional development on deconstructing standards.

**Facilitator**

Migdalia Garcia

**Participants**

All Teachers K-5

**Schedule**

On 8/11/2017

## VI. Technical Assistance Items

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

**G1.** Increase ELA, Mathematics and Science proficiency in all subgroups. (Division Priority: Accelerate Student Performance)

**G1.B1** Lack of student comprehension of academic vocabulary

**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.

### TA Opportunity 1

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

#### Facilitator

Burke, Sheila (sheila.burke@ocps.net)

#### Participants

Teachers Grades K-5

#### Schedule

Weekly, from 8/18/2017 to 6/1/2018

**G1.B2** Improper alignment of assignment/tasks to the level of the standard

**G1.B2.S1** Utilizing OCPS CRM's & Extended Resources along with CPalms, teachers will create tasks and assignments aligned to the standard and the correct DOK of the standard.

### TA Opportunity 1

Review lesson plans weekly or per unit to check for task alignment to the correct DOK of the standard.

#### Facilitator

Sheila Burke

#### Participants

K-5 Teachers

#### Schedule

Weekly, from 8/14/2017 to 8/14/2017

## TA Opportunity 2

Collect sample assignments from all grade levels to check for task alignment to the correct DOK of the standard.

### Facilitator

Migdalia Garcia

### Participants

Teachers K-5

### Schedule

Monthly, from 9/19/2017 to 9/19/2017

**G3.** Increase ELA and Mathematics learning gains in the top 25%. (Division Priority: Ensure College and Career Readiness)

### **G3.B1** Lack of enrichment activities

**G3.B1.S1** To eliminate the barrier of lack of enrichment activities teachers will plan for and implement enrichment opportunities for the top 25% of students.

## TA Opportunity 1

Plan STREAM activities to allow the top 25% of students additional time for extracurricular activities.

### Facilitator

Clemente, Luriela

### Participants

Students Grades 3-5

### Schedule

Weekly, from 9/18/2017 to 6/1/2018

**TA Opportunity 2**

Plan enrichment activities to be used during the ELA and Mathematics blocks.

**Facilitator**

Zagarella, Jennifer and Conti, Niki

**Participants**

Teachers K-5

**Schedule**

Weekly, from 8/14/2017 to 6/1/2018

**G3.B1.S2** To eliminate the barrier of lack of enrichment activities teachers will develop enrichment activities to use during the intervention/enrichment FBS time.

**TA Opportunity 1**

Create enrichment activities that allow students to generate and test hypothesis therefore engaging rigorous critical thinking.

**Facilitator**

Miggy Garcia

**Participants**

Teachers K-5

**Schedule**

Monthly, from 10/16/2017 to 5/18/2018

VII. Budget						
1	G1.B1.S1.A1	Increasing Rigor with Intentional Instructional Strategies				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	2110	100-Salaries	0611 - Azalea Park Elementary	General Fund		\$0.00
			<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>			
2	G1.B1.S1.A2	Teachers will receive feedback on lesson plans from the administration team.				\$0.00
3	G1.B1.S6.A1	Utilize a book study to implement a professional development opportunity.				\$0.00
4	G1.B2.S1.A1	Provide PD for teachers on PLC: Focus on Learning, Results & Collaborative Culture.				\$0.00

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	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	2110	100-Salaries	0611 - Azalea Park Elementary	General Fund		\$0.00
5	G1.B2.S1.A2	<b>Review lesson plans weekly or per unit to check for task alignment to the correct DOK of the standard.</b>				<b>\$0.00</b>
6	G1.B2.S1.A3	<b>Collect sample assignments from all grade levels to check for task alignment to the correct DOK of the standard.</b>				<b>\$0.00</b>
7	G1.B2.S3.A1	<b>PLC Grade Level Leads will attend District Professional Learning Community PD</b>				<b>\$0.00</b>
8	G2.B1.S1.A1	<b>Members of the Leadership Team will review and refer to the Curriculum Resource Materials in every PLC meeting.</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	2110	100-Salaries	0611 - Azalea Park Elementary	General Fund		\$0.00
9	G2.B1.S1.A2	<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>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	100-Salaries	0611 - Azalea Park Elementary	General Fund		\$0.00
			<i>Notes: We are required to pay for the substitutes for all teachers for this training.</i>			
10	G2.B1.S1.A3	<b>Teachers will use academic notebooks to incorporate academic vocabulary into their everyday instruction.</b>				<b>\$0.00</b>
11	G2.B1.S1.A4	<b>Teachers will use the Universal Design for Learning (UDL) guidelines to build lessons that differentiate instruction to meet the needs of ESE students.</b>				<b>\$0.00</b>
12	G2.B1.S3.A1	<b>Provide new teachers with professional development on deconstructing standards.</b>				<b>\$0.00</b>
13	G3.B1.S1.A1	<b>Plan STREAM activities to allow the top 25% of students additional time for extracurricular activities.</b>				<b>\$0.00</b>
14	G3.B1.S1.A2	<b>Participate in academic competitions: Math/Science Olympiad, Kinetic Klub, Chess Club, Battle of the Books, Scripps Spelling Bee and the Modern Woodman Oration contest.</b>				<b>\$1,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	2110	100-Salaries	0611 - Azalea Park Elementary	Title I, Part A		\$1,000.00
15	G3.B1.S1.A3	<b>Plan enrichment activities to be used during the ELA and Mathematics blocks.</b>				<b>\$0.00</b>
16	G3.B1.S2.A1	<b>Create enrichment activities that allow students to generate and test hypothesis therefore engaging rigorous critical thinking.</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$1,000.00</b>