



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Azalea Middle School

7855 22ND AVE N

St Petersburg, FL 33710

727-893-2606

<http://www.azalea-ms.pinellas.k12.fl.us>

School Demographics

School Type
Middle School

Title I
Yes

Free and Reduced Lunch Rate
59%

Alternative/ESE Center
No

Charter School
No

Minority Rate
65%

School Grades History

2013-14
F

2012-13
F

2011-12
F

2010-11
D

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 3 or more	4	Jim Browder

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Azalea Middle School

Principal

Constance Kolosey I

School Advisory Council chair

Denise Ruggiero

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Derrick Craun	Assistant Principal
Catherine Evans	Assistant Principal
Jonathan Blair	Problem Solving Facilitator
Joshua Bean	Social Worker
Kelley Gandy	Social Worker
Tammy Shattuck	School Psychologist
Sara McCullough	Literacy Coach
LaWanda Johnson	Science Coach
James Wilson	Math Coach
Teresa Neuberger	VE Coordinator
Angela Owens	Assistant Principal
Julie MacNeal	Guidance Counselor
Yata Fields	Guidance Counselor
Litiki Poole	Guidance Counselor

District-Level Information

District

Pinellas

Superintendent

Dr. Michael A Grego

Date of school board approval of SIP

Pending

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Denise Ruggiero, SAC Chairperson - parent
 Connie Diest, parent
 Kathryn Bogacz, parent
 Patrick Speake, community partner
 Tammie Rooney, parent
 Yvonne Baldwin Johnson, parent
 Angela Owens, Assistant Principal
 Flonell Myles, support staff
 Jonathan Blair, MTSS Facilitator
 Latiki Poole, parent & guidance counselor
 Leslie Simmons, teacher
 Zulma Soba, teacher
 Connie Kolosey, principal

Involvement of the SAC in the development of the SIP

At the May 14, 2013 SAC members reviewed the Title 1 budget for the 2013-2014 school year. Members had the opportunity to ask questions or make suggestion about needed resources. Principal routinely engages SAC in data updates and the council provides input and suggestions for improvement.

Activities of the SAC for the upcoming school year

SAC will approve the school improvement plan before final submission and will be provided monthly updates on progress monitoring indicators. The council will also provide input on school initiatives.

Projected use of school improvement funds, including the amount allocated to each project

AVID Field Trip Transportation (college visits) \$1,000 (supports Goal 1 - student engagement)
 Positive Behavior Support System (materials and incentives) \$2,000 (supports Goal 4 - build social skills)
 School Resource Officer State Conference for SRO summer 2014 \$1,000 (supports Goal 4 - build social skills)
 Student gardening projects \$740.60 (supports Goal 4 - build social skills)
 Total \$4,740.60

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

4

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Constance Kolosey I		
Principal	Years as Administrator: 13	Years at Current School: 2
Credentials	Ed.D. Principal Leadership, Eng. 6-12, Reading Endorsement, ESOL	
Performance Record	Azalea Middle 2013 – 34% Reading, 29% Math, 30% Writing, 27% Science proficient. 56% Reading and 54% Math making gains. 59% Reading and 64 Math lowest 25% making gains. Azalea Middle 2012 – 33% Reading, 26% Math, 63% Writing, 20% Science proficient. 48% Reading and 45% Math making gains. 53% Reading and 51 Math lowest 25% making gains. District 2011	
Angela Owens		
Asst Principal	Years as Administrator: 7	Years at Current School: 3
Credentials	Ed.S. Educational Leadership, English 5-9, Specific Learning Disabilities K12, Reading Endorsement	
Performance Record	Azalea Middle 2013 – 34% Reading, 29% Math, 30% Writing, 27% Science proficient. 56% Reading and 54% Math making gains. 59% Reading and 64 Math lowest 25% making gains. Azalea Middle 2012 – 33% Reading, 26% Math, 63% Writing, 20% Science proficient. 48% Reading and 45% Math making gains. 53% Reading and 51 Math lowest 25% making gains. 2011 47% -Reading, 38%- Math, Writing 84%, 22%. -Science meet expectations 54%-Reading and 54% Math made learning gains 64% -Reading and 66% -Math lowest 25%	
Derrik Craun		
Asst Principal	Years as Administrator: 3	Years at Current School: 3
Credentials	M. Ed. Educational Leadership, Middle Grades Integrated Curriculum	
Performance Record	Azalea Middle 2013 – 34% Reading, 29% Math, 30% Writing, 27% Science proficient. 56% Reading and 54% Math making gains. 59% Reading and 64 Math lowest 25% making gains. Azalea Middle 2012 – 33% Reading, 26% Math, 63% Writing, 20% Science proficient. 48% Reading and 45% Math making gains. 53% Reading and 51 Math lowest 25% making gains. 2011 47% -Reading, 38%- Math, Writing 84%, 22%. -Science meet expectations 54%-Reading and 54% Math made learning gains 64% -Reading and 66% -Math lowest 25%	

Catherine Evans

Asst Principal

Years as Administrator: 8

Years at Current School: 2

Credentials

M. Ed. Educational
Leadership, Spanish 7-12, ESOL K-12, School Principal all levels,
Foreign Language – Spanish K-12

Performance Record

Azalea Middle 2013 – 34% Reading, 29% Math, 30% Writing,
27% Science proficient. 56% Reading and 54% Math making
gains. 59% Reading and 64 Math lowest 25% making gains.
Azalea Middle 2012 – 33% Reading, 26% Math, 63% Writing,
20% Science proficient. 48% Reading and 45% Math making
gains. 53% Reading and 51 Math lowest 25% making gains.
Bay Point Middle 2011 – 58% Reading, 57% Math, 77% Writing,
33% Science proficient, 57% Reading and 69% Math making
gains, 61% Reading and 69% Math lowest 25% making gains.

Instructional Coaches**# of instructional coaches**

4

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Sara McCullough**

Full-time / School-based

Years as Coach: 2

Years at Current School: 6

Areas

Reading/Literacy

Credentials

6-12 English, Reading Endorsed, ESOL Endorsed, Gifted
Endorsement

Performance Record

Azalea Middle 2013 – 34% Reading, 29% Math, 30% Writing,
27% Science proficient. 56% Reading and 54% Math making
gains. 59% Reading and 64 Math lowest 25% making gains.
Azalea Middle 2012 – 33% Reading, 26% Math, 63% Writing,
20% Science proficient. 48% Reading and 45% Math making
gains. 53% Reading and 51 Math lowest 25% making gains.
2011 -47% -Reading, 38%- Math, Writing 84%, 22%. -Science
meet expectations 54%-Reading and 54% Math made learning
gains 64% -Reading and 66% -Math lowest 25%

LaWanda Johnson		
Full-time / School-based	Years as Coach: 0	Years at Current School: 8
Areas	Science	
Credentials	Middle Grades Integrated certification Masters of Business Administration Doctoral Candidate, Educational Leadership	
Performance Record	Azalea Middle 2013 – 34% Reading, 29% Math, 30% Writing, 27% Science proficient. 56% Reading and 54% Math making gains. 59% Reading and 64 Math lowest 25% making gains. Azalea Middle 2012 – 33% Reading, 26% Math, 63% Writing, 20% Science proficient. 48% Reading and 45% Math making gains. 53% Reading and 51 Math lowest 25% making gains. 2011 -47% -Reading, 38%- Math, Writing 84%, 22%. -Science meet expectations 54%-Reading and 54% Math made learning gains 64% -Reading and 66% -Math lowest 25%	

James Wilson		
Full-time / School-based	Years as Coach: 0	Years at Current School: 0
Areas	Mathematics	
Credentials	B.S. Secondary Mathematics Education Secondary Mathematics 6 - 12 6 years teaching experience	
Performance Record	Gibbs High School 2013 - TBA 2012 - C 2011 - B 2010 - C 2009 - F 2008 - D 2007 - D	

Jonathan Blair

Full-time / School-based

Years as Coach: 2

Years at Current School: 4

Areas

RtI/MTSS

Credentials

K12 Guidance, Masters School Counseling

Performance Record

Azalea Middle 2013 – 34% Reading, 29% Math, 30% Writing, 27% Science proficient. 56% Reading and 54% Math making gains. 59% Reading and 64 Math lowest 25% making gains. Azalea Middle 2012 – 33% Reading, 26% Math, 63% Writing, 20% Science proficient. 48% Reading and 45% Math making gains. 53% Reading and 51 Math lowest 25% making gains. 2011 -47% -Reading, 38%- Math, Writing 84%, 22%. -Science meet expectations 54%-Reading and 54% Math made learning gains 64% -Reading and 66% -Math lowest 25%

Classroom Teachers**# of classroom teachers**

73

receiving effective rating or higher

73, 100%

Highly Qualified Teachers

99%

certified in-field

71, 97%

ESOL endorsed

33, 45%

reading endorsed

29, 40%

with advanced degrees

30, 41%

National Board Certified

0, 0%

first-year teachers

4, 5%

with 1-5 years of experience

46, 63%

with 6-14 years of experience

25, 34%

with 15 or more years of experience

16, 22%

Education Paraprofessionals**# of paraprofessionals**

4

Highly Qualified

4, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

6

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Azalea Middle School went through a turnaround process in May of 2013. All teachers who were not effective the previous year (many because there were rated "developing" because they were first year teachers or because of the school low VAM scores) went through a district interview process.

Teachers whose vision did not match that of the school's or those that did not do well on the district interview were terminated or placed on involuntary transfer status. All other returning staff members participated in a site-based interview process.

All returning staff members signed a re-commitment statement indicating their alignment with the school's mission, vision and collective commitments. Those teachers and new hires will receive a \$3,000 incentive bonus.

Additionally, Azalea has a priority hiring status with the district, the school participates in the Teacher Incentive Fund Grant, all teachers receive a high degree of support, 6 out of 8 teaching schedule (block with planning every day), common planning, and cross content teams.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Support will be provided to new to the building teachers on a differentiated basis. Experienced teachers will be assigned a buddy to assist with acclimating to the new environment. New the to district teachers and new teachers will be provided paid mentors through the TIF Grant.

New to School (from Pinellas)

Pauley-Perry, Colleen (math) Selden

Ray, Keith (SS) Salveson

Jenkins, Ried (art/TTT) Conte (TTT)

Wilson, Lisa (science) Johnson

Stitt, Nancy (science) Kolenich

Alonzo, Ernesto (EBD) Salveson

Anderson, Melissa (math) Dawson

New to District

Cordiani, Ada (Spanish) Pollard

White, Michelle (LA) Turini

Sutphin, Kimberly (SS/gifted) Mitchell
 McGevna-Moore, Kim (reading) Hospedales
 Creaser, Melissa (reading) Wimberly
 LeClair, Colleen (support fac.) Maitner
 Soba, Zulma (science/Spanish) TTT DISTRICT MENTOR
 Dufina, Michelle(EBD) Maitner
 Adams, Tyrone (math) Guska
 Tocach, Nanci (MMI) Singh/Maitner
 Steinberg, Kyle (SS) Selden
 Mizzi, Suzanne (science) Johnson
 First year teachers
 Bulino, Karen (science) McEligot
 Conaway, Lorena (read 180) McCullough
 Samuel, Nicholas (SS/SA/TTT) DISTRICT MENTOR

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Our School Based Leadership Team is the central hub for all problem solving and data analysis done in various groups around campus. SBLT, Grade Level Teams, Cross Content Teams, and Professional Learning Communities regularly engage in data-based problem solving. We use data from common, formative, and interim assessments to identify areas in need of supplemental supports. We have implemented a locally normed Early Warning System to monitor students' level of engagement and identify students in need of additional support.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

One key initiative to strengthen our core instruction and behavior management system is Teacher Teaming. A member of SBLT has been assigned to each of these teams to assist in problem solving and be a liaison between the team and SBLT. This will strengthen our Multi-Tiered System of Support by strengthening all academic and behavioral Tier 1 strategies used by these teams. Members of SBLT are also interventionists at the tier 2 level and facilitators of behavior plans.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The aforementioned SBLT Liaison will provide support to teams but also monitor for fidelity within their team. Instructional coaches meet with the leadership team weekly to discuss fidelity in PLCs and coaching cycles. For tier 2 and 3 interventions formal observations will be conducted to monitor fidelity.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

SBLT utilizes a six week calendar rotation for problem solving data. Focus and EDS are the primary data sources; however both are limited in their ability to combine multiple sources of data. For this purpose we create Access databases to combine common assessments and EWS data for example. Reading

interventionist will use FAIR data to determine students in need of support. Tier 2 and 3 behavior interventions will be used when EWS data indicates need for support.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

We plan to follow the district “data camp” training model using the Data Coach book to guide professional development as well as SBLT meetings. As a TIF school two teachers will be assigned as “Data Champions” and they will be strategically utilized in presenting and analyzing data with staff. SBLT member’s knowledge of problem solving will continue to improve by continuing engaging in problem solving on a weekly basis. Again the SBLT liaison and instructional coaches will build capacity within their PLCs from what they have learned in SBLT.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 10,800

Extended Learning Program at Azalea Middle will consist of Promise Time Tutoring for support in core academic classes, numerous after school enrichment clubs/programs (STEM, Girlfriends, Chess, 5000 Role Models, Physical Fitness, AVID, Turf Club, etc.) to increase student engagement, and grade recovery programs to target students at risk of failing core academic courses.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Data will be collected and analyzed by the Promise Time Facilitator. We will be using the I-Ready program which consists of a pretest, online and pencil/paper instructional materials and posttests.

Who is responsible for monitoring implementation of this strategy?

The 8th grade assistant principal and Promise time facilitator will work together to monitor all extended learning programs.

Strategy: Summer Program**Minutes added to school year:** 3,840

Summer Bridge program targeting Level 1 and 2 math or reading students for additional instruction in math, reading and science. Also, course recovery as needed.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Pre and Post tests within online applications used in the programs (Achieve 3000 and Dimensions U), Also, will track participants from summer 2013 to monitor impact of participation.

Who is responsible for monitoring implementation of this strategy?

Principal, supported by teachers, assistant principal and MTSS Facilitators.

Strategy: Summer Program**Minutes added to school year:****Strategy Purpose(s)**

""

How is data collected and analyzed to determine the effectiveness of this strategy?**Who is responsible for monitoring implementation of this strategy?****Literacy Leadership Team (LLT)****Names and position titles of the members of the school-based LLT**

Name	Title
Connie Kolosey	Principal
Laura Guska	Math Teacher
April Maitner	Science Teacher (EBD)
Edward Erickson	Reading/LA Teacher
Hillary Van Dyke	Language Arts Teacher
Jonathan Blair	Problem-solving Facilitator
Sara McCullough	Literacy Coach
James Wilson	Math Coach
LaWanda Johnson	Science Coach
Angela Owens	Assistant Principal

How the school-based LLT functions

The Literacy Leadership Team (Leading the Learning Cadre) increases school-wide capacity of literacy. Cadre members participate in district and school based professional development and share knowledge and strategies within subject areas PLCs and cross content teams. The LLT schedules and prioritizes differentiated professional development opportunities based on the needs of the staff. Needs are assessed through surveys (self-identification), observational data, and student performance data. The LLT will establish the school-wide reading and writing routines as outlined in SIP goal number 2.

Major initiatives of the LLT

Support for text complexity - Comprehension Instruction Sequence

Support for instructional skills to improve reading comprehension

- o Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
- o Providing scaffolding that does not preempt or replace text reading by students
- o Developing and asking text dependent questions from a range of question types
- o Emphasizing students supporting their answers based upon evidence from the text
- o Providing extensive research and writing opportunities (claims and evidence)

Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

The school will establish school-wide reading and writing routines (as specified in SIP goal 2) and will provide differentiated professional development to ensure that all teachers become fluent in the following:

Support for text complexity - Comprehension Instruction Sequence

Support for instructional skills to improve reading comprehension

- o Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
- o Providing scaffolding that does not preempt or replace text reading by students
- o Developing and asking text dependent questions from a range of question types
- o Emphasizing students supporting their answers based upon evidence from the text
- o Providing extensive research and writing opportunities (claims and evidence)

Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

AVID elective (students will take tours of colleges in the area, Doorway student placed in AVID, AVID 8th graders will take Explore assessment (Pre-ACT), Project Lead the Way, Spanish 1 and 2.

Academically focused classes that offer high school credit as well as 8th grade credit: English Honors, Algebra I Honors, Geometry Honors, Integrated Science Honors, Spanish 1 and Spanish 2

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Redistep Assessment (pre-SAT) for all 7th and 8th graders, test will be given in October and results will be back by January so teachers can use data to help prepare them for other classes. Guidance

Counselor will go into 8th grade history classes in October to promote high school programs which are geared towards career paths. In addition Guidance Counselor will go over each student high school request forms with them prior to high school guidance coming out. Lighthouse Guidance System: will be involved in history classes once high schools are selected—planning 4 year high school courses which gear to which college they will go to. Possible 6th and 7th grade counselors will use Choices (website planning tool for career paths)

Strategies for improving student readiness for the public postsecondary level

Assist students in setting goals and monitoring their progress toward those goals including academics, attendance and behavior.

Encourage and support participation in rigorous course work.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	46%	34%	No	51%
American Indian				
Asian	57%	55%	No	61%
Black/African American	33%	21%	No	40%
Hispanic	52%	38%	No	57%
White	58%	48%	No	63%
English language learners	32%	13%	No	39%
Students with disabilities	32%	10%	No	39%
Economically disadvantaged	43%	28%	No	48%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	198	21%	30%
Students scoring at or above Achievement Level 4	110	12%	21%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	18	55%	80%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		20%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	442	49%	59%
Students in lowest 25% making learning gains (FCAT 2.0)		59%	75%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		66%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		35%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		35%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	90	27%	40%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	39%	29%	No	45%
American Indian				
Asian	63%	70%	No	1%
Black/African American	28%	14%	No	36%
Hispanic	43%	37%	No	48%
White	49%	43%	No	54%
English language learners	39%	31%	No	45%
Students with disabilities	32%	12%	No	39%
Economically disadvantaged	37%	25%	No	43%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	184	20%	35%
Students scoring at or above Achievement Level 4	77	9%	10%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	11	33%	70%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		30%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	424	47%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		64%	75%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	67	68%	100%
Middle school performance on high school EOC and industry certifications	61	91%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	44	66%	70%
Students scoring at or above Achievement Level 4	17	17%	20%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		70%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		30%

Area 4: Science**Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	56	27%	40%
Students scoring at or above Achievement Level 4	24	60%	100%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		80%
Students scoring at or above Level 7	[data excluded for privacy reasons]		20%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		7
Participation in STEM-related experiences provided for students	150	16%	25%

Area 8: Early Warning Systems**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	199	21%	15%
Students who fail a mathematics course	24	2%	0%
Students who fail an English Language Arts course	15	1%	0%
Students who fail two or more courses in any subject	10	1%	0%
Students who receive two or more behavior referrals	380	40%	20%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	332	35%	20%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

We will focus on increasing the number of parents assigned Parent Portal log in identification as well as the number of parent email addresses we have entered in Portal.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase email addresses listed in portal by 20%	415	40%	60%
Increase the number of parents using portal by 20%	406	39%	59%

Area 10: Additional Targets**Additional targets for the school**

In order to close the achievement gap between African American students and their peers we will increase instructional time by reducing time out of class due to discipline incidents.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Reduce the percentage of students receiving a discipline referral school wide	578	61%	51%
Reduce the percentage of African American students receiving a disciplinary referral	357	82%	62%
Reduce the percentagr of African American students suspended out of school	236	54%	34%

Goals Summary

- G1.** Student achievement will increase when students are actively engaged in rigorous lessons.
- G2.** Student achievement will increase when students can demonstrate comprehension of complex text through writing.
- G3.** Student achievement will increase when teachers differentiate instruction based on data analysis
- G4.** Students achievement will increase when students' social, emotional, and behavioral competency and self-management skills increase.

Goals Detail

G1. Student achievement will increase when students are actively engaged in rigorous lessons.**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- Civics EOC
- Science
- Science - Middle School
- Parental Involvement
- EWS - Middle School
- Additional Targets

Resources Available to Support the Goal

- Instructional Coaches for math, science, literacy and MTSS
- 6 of 8 schedule
- Common Planning periods
- Summer PD on Marzano Teacher Evaluation and lesson planning process
- Title 1 and Teacher Incentive Fund Grant support for professional development

Targeted Barriers to Achieving the Goal

- Teachers lack sufficient knowledge or confidence in planning rigorous and engaging lessons including planning for student misconceptions, appropriate scaffolding, and the pre-planning of higher order questions.
- Teachers lack sufficient knowledge or experience to implement rigorous and engaging lessons including the ability to monitor student understanding and respond appropriately to ensure all students progress toward the desired learning goal.
- School-related student attendance issues: disengagement, suspension, time out of classroom, ISS, skipping, tardy, lengthy restroom breaks, misuse of hall pass
- Home related student attendance issues: absence from school, frequent late arrivals or early pickups
- Previous retention(s) and course failures
- Lack of academically focused electives

Plan to Monitor Progress Toward the Goal

Walkthrough, informal and formal observation data, student work, formal and informal assessment data

Person or Persons Responsible

Teachers, Instructional Coaches, Administors

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Data review and presentation

G2. Student achievement will increase when students can demonstrate comprehension of complex text through writing.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- Civics EOC
- Science
- Science - Middle School
- STEM
- STEM - All Levels
- Parental Involvement
- EWS
- EWS - Middle School
- Additional Targets

Resources Available to Support the Goal

- Instructional Coaches for math, science, literacy and MTSS
- Common planning periods
- Summer and on going PD for teachers on instructional shifts needed for Common Core

Targeted Barriers to Achieving the Goal

- Lack of teacher knowledge or confidence in using close reading and other appropriate scaffolding strategies to build student reading and writing proficiency
- Students do not regularly use academic language in their conversations
- Parent lack of knowledge of instructional shifts and how they can support literacy at home

Plan to Monitor Progress Toward the Goal

Student work

Person or Persons Responsible

Teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

PLC notes

G3. Student achievement will increase when teachers differentiate instruction based on data analysis**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- Civics EOC
- Science
- Science - Middle School
- STEM
- STEM - All Levels
- Parental Involvement
- EWS
- EWS - Middle School
- Additional Targets

Resources Available to Support the Goal

- Common planning periods
- Instructional coaches
- Cross content teams
- Program based progress monitoring tools (i.e. SAM data, V-Math)
- District progress monitoring assessments
- District warehouse data
- Teacher created informal and formal assessments - learning goals and scales

Targeted Barriers to Achieving the Goal

- Lack of sufficient skill and knowledge in how to differentiate instruction, how to collect data, and data analysis

Plan to Monitor Progress Toward the Goal

Academic, behavior and engagement data

Person or Persons Responsible

Teachers, cross content team, content PLC, SBLT, Administrators

Target Dates or Schedule:

Weekly

Evidence of Completion:

PLC notes and SBLT minutes

G4. Students achievement will increase when students' social, emotional, and behavioral competency and self-management skills increase.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- Civics EOC
- Science
- Science - Middle School
- Parental Involvement
- EWS
- EWS - Middle School
- Additional Targets

Resources Available to Support the Goal

- Additional full time Social Worker (Title 1 funded)
- MTSS - Problem Solving Facilitator (full-time staff member) (Title 1 funded)
- Experienced Administrators
- Strong SBLT Structure
- Many competent and caring staff members
- Homeroom structure/Overcoming Obstacles curriculum
- Violence Prevention Specialist (Gulf Coast Community) - Second Step curriculum for sixth grade students and small group support for whole school.

Targeted Barriers to Achieving the Goal

- Teachers lack sufficient skill and knowledge of effective positive behavior support systems
- Limited parental involvement for behavior support

Plan to Monitor Progress Toward the Goal

All early warning systems data; grades, discipline attendance, engagement data.

Person or Persons Responsible

SBLT and Cross Content teams

Target Dates or Schedule:

According to established data review calendar

Evidence of Completion:

SBLT minutes. Data presentations. PLC logs

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Student achievement will increase when students are actively engaged in rigorous lessons.

G1.B1 Teachers lack sufficient knowledge or confidence in planning rigorous and engaging lessons including planning for student misconceptions, appropriate scaffolding, and the pre-planning of higher order questions.

G1.B1.S1 Teachers and coaches will collaboratively plan & implement rigorous and engaging lessons utilizing PLC work document.

Action Step 1

Effectively use collaborative planning

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Cross-content planning (supported by SBLT) (Social Studies & Academic Electives), DA specialists met with literacy coach to discuss support for Civics teachers while planning for rigorous instruction during PLC sessions, DA Specialists attended PLC meeting with seventh Civics teachers and then met with principal and instructional coaches to discuss ways to support Civics teachers and all other Azalea cross-content teachers during "Unpacking Standards" training Friday, October 25, 2013.

Facilitator:

Administrators and Instructional Coaches

Participants:

Teachers

Action Step 2

Coaching Support

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly debrief between instructional coaches & teachers. Coaches logs

Facilitator:

Instructional Coaches

Participants:

Teachers

Action Step 3

Engage in relevant professional development aligned to planning rigorous and engaging lessons

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly debrief between administrators, instructional coaches & teachers. PD calendars

Facilitator:

Instructional Coaches and District Presenters

Participants:

Teachers

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

Principal meets with Instructional Coaches weekly to review progress in common planning sessions and review coaching logs. Assistant Principals review common planning notes

Person or Persons Responsible

Principal, Assistant Principals and Instructional Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Coaching and PLC logs

Plan to Monitor Effectiveness of G1.B1.S1

Walkthrough data, Informal and Formal Observation and feedback data, student work, formal and informal assessment data

Person or Persons Responsible

Teacher, Instructional Coaches, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Data presentations

G1.B2 Teachers lack sufficient knowledge or experience to implement rigorous and engaging lessons including the ability to monitor student understanding and respond appropriately to ensure all students progress toward the desired learning goal.

G1.B2.S1 Teachers purposefully implement rigorous, engaging lessons everyday.

Action Step 1

Engage in Lesson Study process

Person or Persons Responsible

Teachers

Target Dates or Schedule

Semester

Evidence of Completion

PD calendar and coaching logs documentation.

Facilitator:

Participants:

Teachers

Action Step 2

Work with instructional coaches or mentor teachers to improve practice

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Coaching logs documentation.

Facilitator:

Participants:

Teachers

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

Walkthroughs, informal and formal observations

Person or Persons Responsible

Administrators, Instructional Coaches

Target Dates or Schedule

On-going

Evidence of Completion

Observation data

Plan to Monitor Effectiveness of G1.B2.S1

Progress monitoring data, student engagement data

Person or Persons Responsible

Teachers, SBLT

Target Dates or Schedule

According to established data review calendar

Evidence of Completion

SBLT minutes and PLC notes

G1.B3 School-related student attendance issues: disengagement, suspension, time out of classroom, ISS, skipping, tardy, lengthy restroom breaks, misuse of hall pass

G1.B3.S1 School staff will implement positive behavior systems which maximize instructional time

Action Step 1

MTSS Facilitator coordinates processes to analyze behavior data

Person or Persons Responsible

Staff

Target Dates or Schedule

Weekly

Evidence of Completion

Documentation in data calendar and PLC logs

Facilitator:

MTSS Facilitator

Participants:

Staff

Action Step 2

Cross content teams interventions

Person or Persons Responsible

Teachers & Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Documentation of check in/check out, student conferences, parent contact/conference, & team logs

Facilitator:

MTSS Facilitator

Participants:

Teachers & Administrators

Action Step 3

Utilize child study team or Tier 3

Person or Persons Responsible

Teachers & Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

SBLT meetings

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Referral, ISS and OSS data

Person or Persons Responsible

All staff

Target Dates or Schedule

Weekly

Evidence of Completion

Cross Content team notes, SBLT minutes

Plan to Monitor Effectiveness of G1.B3.S1

Referral Data, Point Charts, ISS, OSS data

Person or Persons Responsible

All staff

Target Dates or Schedule

Weekly

Evidence of Completion

Cross Content teams and SBLT

G1.B4 Home related student attendance issues: absence from school, frequent late arrivals or early pickups

G1.B4.S1 School staff will collaborate and communicate with parents regarding the impact of good attendance on academic success.

Action Step 1

Cross content teams initiate communication with parents

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Documentation of phone calls, texts, emails, notes home in agenda, formal/informal conferences

Action Step 2

Log actions in Portal

Person or Persons Responsible

Administrators, clerks, counselors, and teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Documentation of phone calls, texts, emails, notes home in agenda, formal/informal conferences

Action Step 3

Facilitate Title 1 Family Nights

Person or Persons Responsible

Title I Contact

Target Dates or Schedule

Quartley

Evidence of Completion

Title I documentation

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Whole school communications, parent automated calls, parent personalized calls

Person or Persons Responsible

Cross content teams, guidance counselors, administrators

Target Dates or Schedule

on-going

Evidence of Completion

Text of calls, presentations, parent contact logged in Portal.

Plan to Monitor Effectiveness of G1.B4.S1

Attendance records

Person or Persons Responsible

SBLT

Target Dates or Schedule

Monthly

Evidence of Completion

SBLT minutes

G1.B5 Previous retention(s) and course failures

G1.B5.S1 Implement .5 programs that allow previously retained students to participate in course modification classes to accelerate progress.

Action Step 1

Identify and place students in the .5 program

Person or Persons Responsible

Guidance Counselors

Target Dates or Schedule

Beginning of each semester

Evidence of Completion

Student enrollment in .5 program

Action Step 2

Identify and place teachers with background skills aligned to work successfully with at-risk students

Person or Persons Responsible

Administration

Target Dates or Schedule

Beginning of each semester

Evidence of Completion

Documentation of teacher skill set and student feedback

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Review retention data for all students. Place appropriately.

Person or Persons Responsible

Administrators

Target Dates or Schedule

August

Evidence of Completion

Student schedules

Plan to Monitor Effectiveness of G1.B5.S1

Attendance, grades, progress monitoring data

Person or Persons Responsible

Administrators, guidance counselors, MTSS Facilitator

Target Dates or Schedule

Semesters

Evidence of Completion

Successful promotion

G1.B6 Lack of academically focused electives

G1.B6.S1 Implement college and career focused electives that support student progress toward proficiency in math, science, and literacy

Action Step 1

Identify and fund appropriate programs

Person or Persons Responsible

Administratiion

Target Dates or Schedule

Spring

Evidence of Completion

Student schedules

Action Step 2

Identify and train appropriate teachers

Person or Persons Responsible

Administratiion

Target Dates or Schedule

Spring and summer

Evidence of Completion

Student schedules

Facilitator:

Program specific training

Participants:

Administratiion

Action Step 3

Recruit and prioritize student elective choices

Person or Persons Responsible

Guidance Counselors

Target Dates or Schedule

Spring and summer

Evidence of Completion

Student schedules

Plan to Monitor Fidelity of Implementation of G1.B6.S1

Walk-through data, student engagement

Person or Persons Responsible

Administrators

Target Dates or Schedule

on-going

Evidence of Completion

Walk through data, observation

Plan to Monitor Effectiveness of G1.B6.S1

Grades, attendance, engagement

Person or Persons Responsible

Administrators

Target Dates or Schedule

Spring 2014

Evidence of Completion

PDSA process

G2. Student achievement will increase when students can demonstrate comprehension of complex text through writing.

G2.B1 Lack of teacher knowledge or confidence in using close reading and other appropriate scaffolding strategies to build student reading and writing proficiency

G2.B1.S1 Establish common school-wide routines and expectations for integration of reading strategies and writing opportunities into daily instruction

Action Step 1

Create close reading lessons: text coding, direct vocab instruction, text dependent questions, writing response to reading and thinking

Person or Persons Responsible

All Content Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plan documentation

Facilitator:

Participants:

All Content Teachers

Action Step 2

Create common short and extended writing rubrics

Person or Persons Responsible

All Content Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

PLC logs, team meetings

Facilitator:

Participants:

All Content Teachers

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

Embedded in lessons

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

September, on-going

Evidence of Completion

Student work samples

Plan to Monitor Effectiveness of G2.B1.S1

Student work samples - growth over time

Person or Persons Responsible

Instructional coaches

Target Dates or Schedule

September and on-going

Evidence of Completion

PLC notes and reflections regarding student growth

G2.B2 Students do not regularly use academic language in their conversations

G2.B2.S1 Establish common school-wide routines and expectations for vocabulary acquisition

Action Step 1

Identify appropriate school-wide vocabulary routines

Person or Persons Responsible

Literacy Coach and Lead Teachers

Target Dates or Schedule

September

Evidence of Completion

Routines established

Facilitator:

Literacy Coach and Lead Literacy Teachers

Participants:

Literacy Coach and Lead Teachers

Action Step 2

Provide professional development for cross content teams on established routines

Person or Persons Responsible

Literacy Coach and Lead Teachers

Target Dates or Schedule

September

Evidence of Completion

Training material and sign in

Facilitator:

Literacy Coach and Lead Literacy Teachers

Participants:

Literacy Coach and Lead Teachers

Action Step 3

Coaches provide support at needed

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Routines are in use school-wide

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Walkthroughs, informal and formal observations show students engaged in successfully comprehending reading complex text and writing with fluency.

Person or Persons Responsible

Administrators, Instructional Coaches

Target Dates or Schedule

On-going

Evidence of Completion

Observation data

Plan to Monitor Effectiveness of G2.B2.S1

Student work samples

Person or Persons Responsible

Teachers, Instructional Coaches, Administration

Target Dates or Schedule

Every six weeks

Evidence of Completion

PLC Notes

G2.B3 Parent lack of knowledge of instructional shifts and how they can support literacy at home

G2.B3.S1 Use multiple avenues of communication with parents regarding the instructional shifts and how they can support students at home

Action Step 1

Title 1 parent events (Back-to-School Knight, Literacy Knight, break out sessions)

Person or Persons Responsible

Principal supported by Literacy Coach and teachers

Target Dates or Schedule

on-going

Evidence of Completion

Agenda and feedback

Action Step 2

Other parent events (SAC, PTA, awards, orientation)

Person or Persons Responsible

Principal supported by Literacy Coach and teachers

Target Dates or Schedule

on-going

Evidence of Completion

Agenda and feedback

Action Step 3

Other parent communications (Web site, School Messenger calls, Marquee, emails)

Person or Persons Responsible

Principal supported by Literacy Coach and teachers

Target Dates or Schedule

on-going

Evidence of Completion

Web-site, text of calls and email, photo of marquee etc.

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Website, marquee, automated calls, Parent Knights

Person or Persons Responsible

Principal and Literacy Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Agendas, text of calls and emails, photos of marquee

Plan to Monitor Effectiveness of G2.B3.S1

Parent and teacher feedback

Person or Persons Responsible

Principal and Literacy Coach

Target Dates or Schedule

Semester

Evidence of Completion

PDSA notes

G3. Student achievement will increase when teachers differentiate instruction based on data analysis

G3.B1 Lack of sufficient skill and knowledge in how to differentiate instruction, how to collect data, and data analysis

G3.B1.S1 Develop a proactive approach to collect and utilize data to inform instruction (core, whole group, small group, intervention, and acceleration)

Action Step 1

Participate in professional development in writing of learning goals and scales, progress monitoring strategies, and assessment writing

Person or Persons Responsible

All instructional staff and administrators

Target Dates or Schedule

Summer - pre-school

Evidence of Completion

PD Logs

Facilitator:

Learning Science

Participants:

All instructional staff and administrators

Action Step 2

Effective use of common planning, cross content teams, grade level and full faculty PLC time

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

PLC logs

Action Step 3

Utilize technology to collect data for analysis. (i.e. Smart Response Clickers, TI Inspire calculators),

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

All available Smart Response Clickers in regular use

Facilitator:

Lead Teachers or Learning Science staff developers

Participants:

Teachers

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

Progress monitoring, common assessments, teachers working at the applying and innovating levels during lesson delivery phases

Person or Persons Responsible

Teachers, instructional coaches, administrators

Target Dates or Schedule

On-going

Evidence of Completion

Data review and presentation

Plan to Monitor Effectiveness of G3.B1.S1

Academic, behavior and engagement data

Person or Persons Responsible

Teachers, cross content team, content PLC, SBLT, Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

PLC logs and SBLT notes

G4. Students achievement will increase when students' social, emotional, and behavioral competency and self-management skills increase.

G4.B1 Teachers lack sufficient skill and knowledge of effective positive behavior support systems

G4.B1.S1 Establish school-wide expectations and routines with a system of accountability to address student needs.

Action Step 1

Homeroom—Overcoming Obstacles, gender-based, explicitly teach school-wide expectations and routines

Person or Persons Responsible

SBLT

Target Dates or Schedule

Throughout school year

Evidence of Completion

Lessons plans, staff and student surveys

Facilitator:

SBLT members

Participants:

SBLT

Action Step 2

Teach students to monitor their own progress (grades, GPA, referrals, attendance) during Homeroom

Person or Persons Responsible

Homeroom teachers

Target Dates or Schedule

Each grading period

Evidence of Completion

Student logs

Facilitator:

Lead Teachers/Principal

Participants:

Homeroom teachers

Action Step 3

Use Success Highways student resiliency screener to identify students who need additional support

Person or Persons Responsible

Homeroom teachers

Target Dates or Schedule

First two weeks of school

Evidence of Completion

Success Highways data available for review

Facilitator:

Participants:

Homeroom teachers

Action Step 4

Use Haberman screener as a basis for PD with staff

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

First Semester

Evidence of Completion

Haberman Screener data and PD materials

Facilitator:

Principal or District Staff

Participants:

Administrative Team

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Classroom and campus observations of school culture.

Person or Persons Responsible

SBLT

Target Dates or Schedule

On-going

Evidence of Completion

Positive school culture - student and staff surveys,

Plan to Monitor Effectiveness of G4.B1.S1

All early warning systems data: discipline, grades, attendance

Person or Persons Responsible

SBLT

Target Dates or Schedule

According to established data review calendar

Evidence of Completion

SBLT Minutes, data presentations

G4.B5 Limited parental involvement for behavior support

G4.B5.S1 School staff will collaborate and communicate with parents regarding school-wide expectations and their child's performance.

Action Step 1

Cross content teams initiate communication with parents (phone calls, texts, emails, notes home in agenda, formal/informal conferences)

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Portal contact logs

Action Step 2

Log actions in Portal (administrators, clerks, counselors, and teachers)

Person or Persons Responsible

All staff

Target Dates or Schedule

Per incident

Evidence of Completion

Portal contact logs

Action Step 3

Title 1 Family Nights

Person or Persons Responsible

All staff

Target Dates or Schedule

Quarterly

Evidence of Completion

Promotional flyers, sign in sheets

Plan to Monitor Fidelity of Implementation of G4.B5.S1

Review Portal contact data and Cross-Content team notes

Person or Persons Responsible

SBLT & Assistant Principals

Target Dates or Schedule

Monthly

Evidence of Completion

SBLT Minutes

Plan to Monitor Effectiveness of G4.B5.S1

Increased positive perception of parental involvement

Person or Persons Responsible

School Staff

Target Dates or Schedule

Spring

Evidence of Completion

School Climate Survey

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Azalea Middle School students benefit from a variety of local, District, State and Federal funding sources. These sources are used to coordinate instructional programs and student services for increased academic engagement supporting the School Improvement Plan.

Title I, Part A

Title I, Part A funds are utilized at Azalea Middle School, in conjunction with various other federal, state, and local funds, to support high quality instruction, parental engagement, and professional development for highest student achievement. Title I services are coordinated and integrated with other resources through collaboration of staff in various offices and departments, including: School and Community Support, Teaching and Learning, Assessment, Accountability, and Research, Professional Development, Strategic Communications, Strategic Partnerships, Human Resources, and Transportation. Title I staff monitor expenditures of Title I, Part A funds to ensure that they supplement rather than supplant other funds available to the school.

Title I, Part D

Azalea Middle School benefits from Title I, Part D through staff development support for online course recovery programs.

Title II

Title II Part A funds professional development to increase the academic achievement of students by improving teacher and principal quality and increasing the number of infield and effective teachers in the classroom and highly effective principals and assistant principals in schools. Title II supports professional development for content areas, common core, leadership development, and early career teachers. Funds are also used for recruitment and retention activities and bonuses for high need schools.

Title III

Title III funds benefit Azalea Middle School through supplemental instruction materials and software for English language acquisition, supplemental professional development and family outreach activities if needed for ESOL students.

Title X- Homeless

The district receives funds to provide resources for students identified as homeless under the McKinney-Vento Act, to eliminate barriers (such as lack of transportation or required immunizations) to a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology).

Supplemental Academic Instruction (SAI)

SAI funds are coordinated with Title I, Part A funds to provide extended learning enrichment opportunities for students during the school year and during the summer. SAI funds are also used, in conjunction with Title I, Part A funds, to provide ongoing instructional support for teachers through professional development by highly skilled content area specialists and staff developers.

Nutrition Programs

All Azalea Middle School students benefit from participation in the Community Eligibility Option through Food Services. Title I coordinates with district Food Services staff members to monitor poverty rates at schools and determine Title I eligibility. Title I and Food Services also collaborate to implement the Community Eligibility Option in schools with poverty rates of 40% or greater, so that all students receive free breakfast and lunch during the school year and during extended year/summer programs.

Race To The Top Funds

The RTTT funds, all administrative and instructional staff earn additional incentive bonuses for working at Azalea and more when the school grade increases. Teachers earn an additional \$3,000, assistant principals an additional \$4,000 and the principal an additional \$5,000.

Teacher Incentive Fund Grant through State Race to the Top funds

Azalea Middle School teachers have the opportunity to earn additional compensation for professional development, and leadership contributions to the school as well as performance pay through the Teacher Incentive Fund Grant. Teachers who score in the top 20 percent for their final evaluations which includes both administrative evaluations and student performance data are eligible to receive bonuses of \$1,000 to \$5,000. TIF Grant funds supported teachers stipends for the Marzano Pilot Evaluation professional development (seven days) during the summer of 2013.

Pinellas Count Tax Referendum

Azalea Middle school receives a portion of the Pinellas County referendum funds that support literacy, technology, visual arts and performing arts. These funds provide classroom libraries, art supplies and equipment, musical instruments and supplemental instructional materials.

Executive PASS Partnership

The Raytheon Corporation partners with Azalea Middle School to provide mentors, guest speakers and sponsored the faculty welcome back breakfast.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Student achievement will increase when students are actively engaged in rigorous lessons.

G1.B1 Teachers lack sufficient knowledge or confidence in planning rigorous and engaging lessons including planning for student misconceptions, appropriate scaffolding, and the pre-planning of higher order questions.

G1.B1.S1 Teachers and coaches will collaboratively plan & implement rigorous and engaging lessons utilizing PLC work document.

PD Opportunity 1

Effectively use collaborative planning

Facilitator

Administrators and Instructional Coaches

Participants

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Cross-content planning (supported by SBLT) (Social Studies & Academic Electives), DA specialists met with literacy coach to discuss support for Civics teachers while planning for rigorous instruction during PLC sessions, DA Specialists attended PLC meeting with seventh Civics teachers and then met with principal and instructional coaches to discuss ways to support Civics teachers and all other Azalea cross-content teachers during "Unpacking Standards" training Friday, October 25, 2013.

PD Opportunity 2

Coaching Support

Facilitator

Instructional Coaches

Participants

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly debrief between instructional coaches & teachers. Coaches logs

PD Opportunity 3

Engage in relevant professional development aligned to planning rigorous and engaging lessons

Facilitator

Instructional Coaches and District Presenters

Participants

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly debrief between administrators, instructional coaches & teachers. PD calendars

G1.B2 Teachers lack sufficient knowledge or experience to implement rigorous and engaging lessons including the ability to monitor student understanding and respond appropriately to ensure all students progress toward the desired learning goal.

G1.B2.S1 Teachers purposefully implement rigorous, engaging lessons everyday.

PD Opportunity 1

Enage in Lesson Study process

Facilitator

Participants

Teachers

Target Dates or Schedule

Semester

Evidence of Completion

PD calendar and coaching logs documentation.

PD Opportunity 2

Work with instructional coaches or mentor teachers to improve practice

Facilitator

Participants

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Coaching logs documentation.

G1.B3 School-related student attendance issues: disengagement, suspension, time out of classroom, ISS, skipping, tardy, lengthy restroom breaks, misuse of hall pass

G1.B3.S1 School staff will implement positive behavior systems which maximize instructional time

PD Opportunity 1

MTSS Facilitator coordinates processes to analyze behavior data

Facilitator

MTSS Facilitator

Participants

Staff

Target Dates or Schedule

Weekly

Evidence of Completion

Documentation in data calendar and PLC logs

PD Opportunity 2

Cross content teams interventions

Facilitator

MTSS Facilitator

Participants

Teachers & Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Documentation of check in/check out, student conferences, parent contact/conference, & team logs

G1.B6 Lack of academically focused electives

G1.B6.S1 Implement college and career focused electives that support student progress toward proficiency in math, science, and literacy

PD Opportunity 1

Identify and train appropriate teachers

Facilitator

Program specific training

Participants

Administratiion

Target Dates or Schedule

Spring and summer

Evidence of Completion

Student schedules

G2. Student achievement will increase when students can demonstrate comprehension of complex text through writing.

G2.B1 Lack of teacher knowledge or confidence in using close reading and other appropriate scaffolding strategies to build student reading and writing proficiency

G2.B1.S1 Establish common school-wide routines and expectations for integration of reading strategies and writing opportunities into daily instruction

PD Opportunity 1

Create close reading lessons: text coding, direct vocab instruction, text dependent questions, writing response to reading and thinking

Facilitator

Participants

All Content Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plan documentation

PD Opportunity 2

Create common short and extended writing rubrics

Facilitator

Participants

All Content Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

PLC logs, team meetings

G2.B2 Students do not regularly use academic language in their conversations

G2.B2.S1 Establish common school-wide routines and expectations for vocabulary acquisition

PD Opportunity 1

Identify appropriate school-wide vocabulary routines

Facilitator

Literacy Coach and Lead Literacy Teachers

Participants

Literacy Coach and Lead Teachers

Target Dates or Schedule

September

Evidence of Completion

Routines established

PD Opportunity 2

Provide professional development for cross content teams on established routines

Facilitator

Literacy Coach and Lead Literacy Teachers

Participants

Literacy Coach and Lead Teachers

Target Dates or Schedule

September

Evidence of Completion

Training material and sign in

G3. Student achievement will increase when teachers differentiate instruction based on data analysis

G3.B1 Lack of sufficient skill and knowledge in how to differentiate instruction, how to collect data, and data analysis

G3.B1.S1 Develop a proactive approach to collect and utilize data to inform instruction (core, whole group, small group, intervention, and acceleration)

PD Opportunity 1

Participate in professional development in writing of learning goals and scales, progress monitoring strategies, and assessment writing

Facilitator

Learning Science

Participants

All instructional staff and administrators

Target Dates or Schedule

Summer - pre-school

Evidence of Completion

PD Logs

PD Opportunity 2

Utilize technology to collect data for analysis. (i.e. Smart Response Clickers, TI Inspire calculators),

Facilitator

Lead Teachers or Learning Science staff developers

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

All available Smart Response Clickers in regular use

G4. Students achievement will increase when students' social, emotional, and behavioral competency and self-management skills increase.

G4.B1 Teachers lack sufficient skill and knowledge of effective positive behavior support systems

G4.B1.S1 Establish school-wide expectations and routines with a system of accountability to address student needs.

PD Opportunity 1

Homeroom—Overcoming Obstacles, gender-based, explicitly teach school-wide expectations and routines

Facilitator

SBLT members

Participants

SBLT

Target Dates or Schedule

Throughout school year

Evidence of Completion

Lessons plans, staff and student surveys

PD Opportunity 2

Teach students to monitor their own progress (grades, GPA, referrals, attendance) during Homeroom

Facilitator

Lead Teachers/Principal

Participants

Homeroom teachers

Target Dates or Schedule

Each grading period

Evidence of Completion

Student logs

PD Opportunity 3

Use Success Highways student resiliency screener to identify students who need additional support

Facilitator

Participants

Homeroom teachers

Target Dates or Schedule

First two weeks of school

Evidence of Completion

Success Highways data available for review

PD Opportunity 4

Use Haberman screener as a basis for PD with staff

Facilitator

Principal or District Staff

Participants

Administrative Team

Target Dates or Schedule

First Semester

Evidence of Completion

Haberman Screener data and PD materials

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Student achievement will increase when students are actively engaged in rigorous lessons.	\$232,645
G2.	Student achievement will increase when students can demonstrate comprehension of complex text through writing.	\$16,975
G3.	Student achievement will increase when teachers differentiate instruction based on data analysis	\$105,213
G4.	Students achievement will increase when students' social, emotional, and behavioral competency and self-management skills increase.	\$79,851
Total		\$434,684

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Personnel	Other	Professional Development	Technology	Total
Title 1	\$76,815	\$53,932	\$23,663	\$0	\$75,213	\$229,623
Title 1 and district	\$16,641	\$0	\$0	\$0	\$0	\$16,641
TIF	\$30,000	\$0	\$0	\$0	\$0	\$30,000
District Title 1	\$0	\$0	\$0	\$158,420	\$0	\$158,420
Total	\$123,456	\$53,932	\$23,663	\$158,420	\$75,213	\$434,684

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Student achievement will increase when students are actively engaged in rigorous lessons.

G1.B1 Teachers lack sufficient knowledge or confidence in planning rigorous and engaging lessons including planning for student misconceptions, appropriate scaffolding, and the pre-planning of higher order questions.

G1.B1.S1 Teachers and coaches will collaboratively plan & implement rigorous and engaging lessons utilizing PLC work document.

Action Step 3

Engage in relevant professional development aligned to planning rigorous and engaging lessons

Resource Type

Professional Development

Resource

Instructional coaches

Funding Source

District Title 1

Amount Needed

\$158,420

G1.B2 Teachers lack sufficient knowledge or experience to implement rigorous and engaging lessons including the ability to monitor student understanding and respond appropriately to ensure all students progress toward the desired learning goal.

G1.B2.S1 Teachers purposefully implement rigorous, engaging lessons everyday.

Action Step 1

Engage in Lesson Study process

Resource Type

Evidence-Based Program

Resource

TDE's for teachers

Funding Source

Title 1

Amount Needed

\$3,652

G1.B3 School-related student attendance issues: disengagement, suspension, time out of classroom, ISS, skipping, tardy, lengthy restroom breaks, misuse of hall pass

G1.B3.S1 School staff will implement positive behavior systems which maximize instructional time

Action Step 1

MTSS Facilitator coordinates processes to analyze behavior data

Resource Type

Personnel

Resource

MTSS Facilitator

Funding Source

Title 1

Amount Needed

\$53,932

G1.B6 Lack of academically focused electives

G1.B6.S1 Implement college and career focused electives that support student progress toward proficiency in math, science, and literacy

Action Step 1

Identify and fund appropriate programs

Resource Type

Evidence-Based Program

Resource

Refreshments, professional development materials and supplies

Funding Source

Title 1 and district

Amount Needed

\$3,000

Action Step 2

Identify and train appropriate teachers

Resource Type

Evidence-Based Program

Resource

Project Lead The Way

Funding Source

Title 1 and district

Amount Needed

\$13,641

G2. Student achievement will increase when students can demonstrate comprehension of complex text through writing.

G2.B1 Lack of teacher knowledge or confidence in using close reading and other appropriate scaffolding strategies to build student reading and writing proficiency

G2.B1.S1 Establish common school-wide routines and expectations for integration of reading strategies and writing opportunities into daily instruction

Action Step 1

Create close reading lessons: text coding, direct vocab instruction, text dependent questions, writing response to reading and thinking

Resource Type

Other

Resource

Materials and supplies

Funding Source

Title 1

Amount Needed

\$16,975

G3. Student achievement will increase when teachers differentiate instruction based on data analysis**G3.B1** Lack of sufficient skill and knowledge in how to differentiate instruction, how to collect data, and data analysis**G3.B1.S1** Develop a proactive approach to collect and utilize data to inform instruction (core, whole group, small group, intervention, and acceleration)**Action Step 1**

Participate in professional development in writing of learning goals and scales, progress monitoring strategies, and assessment writing

Resource Type

Evidence-Based Program

Resource

Marzano Teacher Evaluation training

Funding Source

TIF

Amount Needed

\$30,000

Action Step 3

Utilize technology to collect data for analysis. (i.e.Smart Response Clickers, TI Inspire calculators),

Resource Type

Technology

Resource

Hardware and software

Funding Source

Title 1

Amount Needed

\$75,213

G4. Students achievement will increase when students' social, emotional, and behavioral competency and self-management skills increase.

G4.B1 Teachers lack sufficient skill and knowledge of effective positive behavior support systems

G4.B1.S1 Establish school-wide expectations and routines with a system of accountability to address student needs.

Action Step 1

Homeroom—Overcoming Obstacles, gender-based, explicitly teach school-wide expectations and routines

Resource Type

Evidence-Based Program

Resource

materials and supplies

Funding Source

Title 1

Amount Needed

\$16,975

Action Step 3

Use Success Highways student resiliency screener to identify students who need additional support

Resource Type

Evidence-Based Program

Resource

Hardware and software to support differentiated instruction and assessments

Funding Source

Title 1

Amount Needed

\$56,188

G4.B5 Limited parental involvement for behavior support

G4.B5.S1 School staff will collaborate and communicate with parents regarding school-wide expectations and their child's performance.

Action Step 3

Title 1 Family Nights

Resource Type

Other

Resource

Refreshments, materials and supplies,

Funding Source

Title 1

Amount Needed

\$6,688