Azalea Park Elementary

2021-22 Schoolwide Improvement Plan

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Azalea Park Elementary

1 CAROL AVE, Orlando, FL 32807

https://azaleaparkes.ocps.net/

Demographics

Principal: Brad Rosa

Start Date for this Principal: 6/21/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (44%) 2017-18: C (49%) 2016-17: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Orange County School Board on 2/8/2022.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org.](www.floridacims.org)

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 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	79%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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SIP Authority

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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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success

Provide the school's vision statement.

To ensure every student has a promising and successful future

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Verano, Karen	Principal	Responsible for all school operations, decision making, and areas of instruction
Rosa, Brad	Assistant Principal	Responsible for supporting all school operations, decision making, and areas of instruction.
Rublaitus, Kimberly	Curriculum Resource Teacher	CRT/MTSS coach, testing coordinator, 3rd support teacher, weekly coaching observations
Pope, Karen	Dean	Supports student behavior, safety, supervision
Pressly, Amber	Staffing Specialist	Staffing Specialist, works with MTSS coach to serve and support struggling students
Fangue, Ashlyn	Instructional Coach	Instructional focus, coaching cycles, PLC support, instructional leader.
Olson, Elizabeth	Instructional Media	Runs the media center, technology liaison
Paul, Yvesmahri	School Counselor	Member of threat assessment team, supports student and family needs, health initiative, counsel students in groups and individually.

Demographic Information

Principal start date
Monday 6/21/2021, Brad Rosa

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Total number of teacher positions allocated to the school

39

Total number of students enrolled at the school

400

Identify the number of instructional staff who left the school during the 2020-21 school year.

7

Identify the number of instructional staff who joined the school during the 2021-22 school year.

8

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	24	61	69	65	74	76	0	0	0	0	0	0	0	369
Attendance below 90 percent	5	26	21	14	25	21	0	0	0	0	0	0	0	112
One or more suspensions	0	2	1	0	1	4	0	0	0	0	0	0	0	8
Course failure in ELA	0	0	0	0	10	12	0	0	0	0	0	0	0	22
Course failure in Math	0	0	0	0	10	9	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	1	0	9	13	0	0	0	0	0	0	0	25

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 6/21/2021

2020-21 - As Reported

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	
Number of students enrolled	42	73	77	84	82	87	0	0	0	0	0	0	0	445
Attendance below 90 percent	11	21	18	15	26	17	0	0	0	0	0	0	0	108
One or more suspensions	0	0	0	0	4	1	0	0	0	0	0	0	0	5
Course failure in ELA	0	0	0	10	19	0	0	0	0	0	0	0	0	29
Course failure in Math	0	0	0	12	14	6	0	0	0	0	0	0	0	32
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	15	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	20	0	0	0	0	0	0	0	21

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	9	20	19	0	0	0	0	0	0	0	48

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	1	1	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated

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	
Number of students enrolled	42	73	77	84	82	87	0	0	0	0	0	0	0	445
Attendance below 90 percent	11	21	18	15	26	17	0	0	0	0	0	0	0	108
One or more suspensions	0	0	0	0	4	1	0	0	0	0	0	0	0	5
Course failure in ELA	0	0	0	10	19	0	0	0	0	0	0	0	0	29
Course failure in Math	0	0	0	12	14	6	0	0	0	0	0	0	0	32
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	15	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	20	0	0	0	0	0	0	0	21

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	9	20	19	0	0	0	0	0	0	0	48

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	1	1	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				43%	57%	57%	43%	56%	56%
ELA Learning Gains				42%	58%	58%	47%	55%	55%
ELA Lowest 25th Percentile				33%	52%	53%	44%	48%	48%
Math Achievement				56%	63%	63%	54%	63%	62%
Math Learning Gains				53%	61%	62%	61%	57%	59%
Math Lowest 25th Percentile				41%	48%	51%	48%	46%	47%
Science Achievement				43%	56%	53%	49%	55%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	55%	55%	0%	58%	-3%
Cohort Comparison						
04	2021					
	2019	37%	57%	-20%	58%	-21%
Cohort Comparison		-55%				
05	2021					
	2019	34%	54%	-20%	56%	-22%
Cohort Comparison		-37%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	63%	62%	1%	62%	1%
Cohort Comparison						
04	2021					
	2019	48%	63%	-15%	64%	-16%
Cohort Comparison		-63%				
05	2021					
	2019	53%	57%	-4%	60%	-7%
Cohort Comparison		-48%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	43%	54%	-11%	53%	-10%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

In grades first through fifths. Students used iReady in order to progress monitor students proficiency. For fifth grade, teachers used Progress Monitoring Assessments to monitor science proficiency.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	24	35	43
	Economically Disadvantaged	17	28	38
	Students With Disabilities	0	17	17
	English Language Learners	17	10	56
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	24	35	46
	Economically Disadvantaged	19	28	40
	Students With Disabilities	17	0	17
	English Language Learners	23	36	41

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	31	48	55
	Economically Disadvantaged	33	54	56
	Students With Disabilities	0	11	10
	English Language Learners	5	32	30
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	17	34	60
	Economically Disadvantaged	10	38	62
	Students With Disabilities	14	17	29
	English Language Learners	17	19	32

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25	33	48
	Economically Disadvantaged	26	34	45
	Students With Disabilities	0	0	0
	English Language Learners	15	15	38
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10	45	45
	Economically Disadvantaged	6	6	45
	Students With Disabilities	0	10	10
	English Language Learners	6	11	37

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33	38	42
	Economically Disadvantaged	29	35	43
	Students With Disabilities	14	7	7
	English Language Learners	23	31	35
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12	30	43
	Economically Disadvantaged	10	31	43
	Students With Disabilities	6	6	11
	English Language Learners	11	30	41

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	41	47	47
	Economically Disadvantaged	37	41	41
	Students With Disabilities	6	18	12
	English Language Learners	20	28	28
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	21	38	52
	Economically Disadvantaged	20	37	51
	Students With Disabilities	0	6	18
	English Language Learners	16	20	40
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	51	47	55
	Economically Disadvantaged	48	46	46
	Students With Disabilities	7	18	17
	English Language Learners	7	7	7

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	5	6	8	12	13	18	7				
ELL	44	42		43	28		26				
BLK	40			30							
HSP	49	39		51	38		42				
WHT	56			61							
FRL	48	39	9	50	40		41				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	6	10	17	25	26	25	7				
ELL	32	40	26	44	51	43	45				
BLK	21			43							
HSP	44	46	32	56	57	45	48				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
WHT	48	27		58	45						
FRL	41	40	29	54	56	48	41				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	22	40	35	42	49	59	38				
ELL	27	42	45	43	58	47	27				
BLK	57	45		36	58						
HSP	39	47	45	53	63	45	45				
WHT	64	55		64	58		60				
FRL	42	47	48	53	62	50	51				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	296
Total Components for the Federal Index	8
Percent Tested	89%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	15
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	33
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The trend that stands out across multiple grade levels is that our students with disabilities are significantly behind the pace in both ELA and math for overall proficiency. This score needs to increase in order to close the achievement gap. In addition our students overall proficiency has made steady gains across both ELA and Math. Also, students with disabilities in 2019 the learning gains in both ELA and Math were below the other subgroups.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Students with disabilities show the greatest need for growth based off progress monitoring and the 2019 state assessments. In addition, our Black students show a lack of achievement in ELA proficiency.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Some contributing factors that cause this need for improvement in our students with disabilities are about half of our students with disabilities are also deficient in the acquisition of the English language. With the lack of acquisition and a diagnosed learning disability, our students are beginning behind their peers and needing support. Another factor for our students with disabilities are about 80% (38/48) are Economically Disadvantaged.

Some actions that we will need to take in order to address this need for improvement are ensuring that our systems of support are in place. These systems include our intervention plan where teachers will identify specific skills that the students are deficient in and plan to directly impact these students at the level they need to grow in.

This year, 21 out of 48 (44%) students are both labeled LY and SWD.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The most improvement came in our Second and Fourth grade math data. Our second grade overall proficiency grew from 17% in the fall to 60% in the spring, resulting in a 43% increase in proficiency. In addition our Fourth grade overall proficiency and English Language Learners showed an increase in scores. Our ELL students went from 11% to 41%, with a 30% increase. The grade level also increased well from Fall to Spring with an increase of 12% to 43% (31%).

What were the contributing factors to this improvement? What new actions did your school take in this area?

Some contributing factors for this improvement was the addition of a math coach to support our teachers during their instructional planning. The support our school received from the Corrective Programs department allowed our teachers to be monitored through data and instructional strategies that best support student growth.

Teachers engaged in math professional learning communities to collaborate and adjust lessons based on school data.

What strategies will need to be implemented in order to accelerate learning?

The strategies needed to accelerate learning is going to be supporting our teachers with the specific instructional practices that promote student learning. An increased focus on student's social emotional learning through our new Second Step curriculum will allow our teachers to better impact students needs that directly tie to student performance. A reduction in behaviors resulting in more time spent in class. The continued implementation of small group instruction with a focus on strong progress monitoring, and scheduling SWD outside of the FBS block.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

As we enter the 2021-2022 school year our focus will be directly connected to students achievement. Our professional development will be ongoing throughout the entire school year focused on the following areas:
- Social Emotional Learning and Leadership
- MTSS
- Data Driven Decisions for Students
- Professional Learning Communities
- Coaching Cycles based on walkthrough data
- Behavior strategies
- B.E.S.T standards grades K-2

These trainings will continue to be modeled and embedded in our daily routines that impact students and support teachers.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

As we ensure sustainability of improvement for next year and beyond, our school will be implementing the SIPPS curriculum during our FBS block, and having a school wide Oral Reading fluency tracking for clear and direct data for MTSS, and a focus to include parents in the decision making progress.

Azalea Park also received funding to add four ESSIR grant funded positions which added resource positions to push into classrooms to support students during tier 1 instruction and lower the teacher to student ratios.

We will also be implementing an individual student data tracking tool in order to diagnose difficulties in both academics and behavior.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially, and emotionally. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By strengthening our school's culture for social and emotional learning, we will address the following school needs:
Measurable Outcome:	Based on the 2019-2020 Panorama Student Survey, our area of focus will be on student safety. Our school percentage of students feeling safe was 59%. As we focus specifically on people being disrespectful to others at our school (42%), we aim to gain 18%, increasing that question to 60%. This will directly impact our School Safety average above 60%.
Monitoring:	Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of the Culture and Climate continuum, needs assessments, classroom observations, school environment observations, and implementation surveys. We will modify our plan of action as indicated by data, student needs, staff needs, and family needs.
Person responsible for monitoring outcome:	Karen Verano (karen.verano@ocps.net)
Evidence-based Strategy:	Use distributive leadership and social and emotional learning to implement a continuous improvement plan for social and emotional learning focused on implementing a school-wide SEL curriculum, intentionally integrating aligned instructional strategies, and deliberate school supports for families.
Rationale for Evidence-based Strategy:	In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building, including its families. To strengthen a culture of social and emotional learning with families, staff, and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the integration of instructional strategies and deliberate school supports necessary for collective organizational improvement and change. Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through a distributive leadership model our school can implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of every student.

Action Steps to Implement

Implement a school-wide SEL curriculum
Ensure a school team receives training on implementation of a school-wide SEL curriculum (Second - Step)
Create a training plan that leverages the trained school team members to train all necessary stakeholders in implementation of the curriculum
Implement a school-wide SEL curriculum

**Person
Responsible** Karen Verano (karen.verano@ocps.net)

Integrating Aligned Instructional and SEL Strategies
Identify student social and emotional learning needs to prepare for academic instruction
Determine cognitive and conative strategies that align with the standard
Interpret standards and student needs to intentionally integrate aligned instructional strategies

**Person
Responsible** Yvesmahri Paul (yvesmahri.paul@ocps.net)

Deliberate School SEL Supports for Families
Identify strategies to support family engagement based on Panorama Family Members Survey - Barriers
to Engagement that relates to strengthening communication, building community and creating connections
such as:
Strengthening Communication
Create and facilitate opportunities to welcome families and introduce key staff (back to school night, Open
House, principal breakfast)
Develop a school-wide digital communication outreach plan to inform students and families of how they
can connect to the school events and resources

**Person
Responsible** Yvesmahri Paul (yvesmahri.paul@ocps.net)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	FSA learning gains decreased 5% 2018 to 2019 and iReady projections from the end of the year diagnostic show another 5% decrease. Students with disabilities ELA learning gains in 2019 were 10% and iReady projections for 2021 is 24%. Our Black subgroup proficiency is projected to move up to 45% ELA proficient based on the iReady reading, which would be in increase of 24%. Focusing on ELA learning gains will not only affect ELA scores but should increase math and science scores, as well. The analysis of 2021 FSA ELA 3rd-5th grade scores show students who received a level 1 on the assessment have a deficit in phonics and are struggling to decode text.
Measurable Outcome:	Increase ELA learning gains from 37% based on iReady reading end of year diagnostic to 47% on the 2022 FSA ELA. Students with disabilities will increase learning gains from 24% to 50% based on the 2022 FSA ELA assessment. Our Black subgroup will increase learning gains to 50%.
Monitoring:	The monitoring for this desired outcome will be through our school based data meetings connected to our school based common assessments, iReady, and our intervention program SIPPS.
Person responsible for monitoring outcome:	Brad Rosa (brad.rosa@ocps.net)
Evidence-based Strategy:	1.) Increase our systematic approach to providing differentiated instruction through the ELA block. 2.) Accelerate student performance. 3.) Increase our systematic approach to providing scaffolded supports in foundational reading skills. 4.) Build our culture of collaboration between professional (ESE and non-ESE) to increase student success.
Rationale for Evidence-based Strategy:	Scaffolded supports provide temporary assistance to students so they can successfully complete tasks that they cannot yet do independently and with a high rate of success. Teachers select powerful visual, verbal and written supports; carefully calibrate them to students' performance and understanding in relation to learning tasks; use them flexibly; evaluate their effectiveness; and gradually remove them once they are no longer needed. Some supports are planned prior to lessons and some are provided responsively during instruction.

Action Steps to Implement

1.) The leadership team will collaborate with teachers, paraprofessionals and support staff weekly to impact students' learning toward measurable outcomes. The leadership team will collaborate with individual teachers and PLC teams using a variety of effective collaboration behaviors (e.g., sharing ideas, active listening, questioning, planning, problem solving, negotiating) to develop and adjust instructional or behavioral plans based on student data and the coordination of expectations, responsibilities and resources to maximize student learning. The addition of our ESSIR positions for push in support will increase our overall effort to support students academic needs.

Person Responsible	Brad Rosa (brad.rosa@ocps.net)

2.) The leadership team will work with individual teachers who struggle with effective differentiation of instruction and provide scaffolded supports while engaged in small groups. Many of our teachers struggle with strategically differentiating instruction to meet the needs of all learners. Therefore, the leadership team will provide teachers with tools to monitor progress, implement actionable feedback and be reflective on non-evaluative coaching to support improvement with small group instruction.

Person Responsible   Ashlyn Fangue (ashlyn.fangue@ocps.net)

3.) MTSS- Targeted intervention focusing on phonics for students that are struggling to read on grade level to include ESE students.

Person Responsible   Marybelle Cintron (marybelle.cintron@ocps.net)

4.) The school will continue to provide free tutoring which will be based on the Acceleration model; pre-teaching key concepts and vocabulary before they are introduced in the general education classroom.

Person Responsible   Marybelle Cintron (marybelle.cintron@ocps.net)

5.) Create and implement individual classroom digital data collection sheets to use multiple assessments for individual student progress monitoring. ESE and staffing will have access to collaborate on ESE students.

Person Responsible   Ashlyn Fangue (ashlyn.fangue@ocps.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Based on the information from SafeSchoolsforAlex.org, our primary area for concern that we will be monitoring will be our number of physical attacks. We are ranked 1,233 out of 1,395 in the state with violent incidents, and 70 out of 126 in the county. This number is high due to an Emotional Behavioral Unit on our campus. The students in this unit come to Azalea Park with a Behavior Intervention Plan in place due to their disabilities.

In order to impact this number across all of Azalea Park, we will be ensuring the implementation of the new district adopted curriculum Second Step. By helping students become aware of their own social emotional well being and self efficacy they will learn to become more aware of their emotions and be able to self regulate better when in stressful situations. Additionally our staff will become more aware of students "triggers" and be able to become more proactive in situations in order to gain the ability to defuse them before they become larger.

The ability to impact our students and their emotions will have a direct impact on the number of suspensions that we have. Even though our out of school suspension numbers decreased from 18 to 11, we still want our students to be on campus learning. By directly working with students and their needs and tracking the students who are called from classrooms, we will be able to monitor the frequency and create a student-teacher mentorship which will focus on students needs being met and allow them to get out their stress and get back to class where they can succeed for the day.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Azalea Park Elementary will continue to establish a positive culture and climate through the Administrative team and in collaboration with teachers, students, families, front office staff, Parent Engagement Liaison, custodians, cafeteria team, extended day employees/representatives and paraprofessionals. It is a team effort to engage in this mutual responsibility of building a positive school culture and climate.

In order to establish a positive school culture and climate, all schools engage in ongoing, district-wide professional learning on leveraging social and emotional learning, as well as leadership for student success. Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. A core team of teachers and administrators from each school, which includes a mental health designee, attend this district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for staff and families, based on school and community needs. School leadership teams collaborate with students, staff, and families, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Schools strategically utilize staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement in school staff.

Meanwhile, it is critical that school leadership, teachers and staff model an openness to develop, and persist with a growth-mindset, communicate clearly, listen well, and seek and offer help when needed. This will lead us to reach the school's vision, mission and goals.

Clearly, the aspects of social-emotional learning are reflective of our core values: every student can learn and succeed with the support and engagement of families and the community.

1.) Providing families with timely and accurate information about the well-being, behavior and academic performance of their child is essential to higher student achievement and continued behavioral success.

2.) Involving parents and community members in the decision-making process about the use of funds,

planned activities, and services is essential to positively impact the personal growth and academic success of the children we serve.

3.) Parent meetings, SAC meetings and a variety of workshops will be scheduled to support parents with social and emotional learning strategies and provide academic resources to develop and sustain a positive learning environment at home.

4.) Building the capacity of all school staff with various professional development activities will be provided to educate teachers, specialized instructional support personnel, administrators and other school staff to be fully equipped to support parents and families, and efficiently meet the needs of at-risk children in our school community.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Leadership Team - The leadership team's role in promoting a positive culture and environment at the school is to monitor and support teachers with the skills needed to develop a classroom that promotes an environment that is conducive to positivity and learning.

Parent Engagement Liaison (PEL) - The PEL's responsibilities are to encourage a positive parent/family involvement in all school activities. This supports our philosophy that involvement is essential to all student academic achievement and behavioral successes.

Guidance Counselor - The Guidance Counselor's role is to ensure students emotional needs are being met. Their guidance through difficult situations both personal and emotional are discussed and guided in the best way to support them in order to be successful academically.

Teachers - The teachers role is to imbed the SEL Competencies in all aspects of the day. These competencies will promote a school and classroom that allows students to feel safe, and grow academically every day.

Parents - The parents role is to attend meetings organized by the PEL in order to be informed and support their students grow to their maximum potential both socially and academically. Through the message from the school and the parents support Azalea Park can continue to grow and create a pathway to success for our students.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				$105,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5900	100-Salaries	0611 - Azalea Park Elementary	General Fund		$65,000.00
			Notes: Guidance Counselor to support our students and their needs.			
	5900	100-Salaries	0611 - Azalea Park Elementary	Title, I Part A		$40,000.00
			Notes: Parent Engagement Liason			

2	III.A.	Areas of Focus: Instructional Practice: ELA				$176,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	100-Salaries	0611 - Azalea Park Elementary	Other Federal		$176,000.00
			Notes: ESSER funded positions will directly impact ELA instructional scores.			
					Total:	$281,000.00