

# Azalea Middle School



2014-15 School Improvement Plan

## Azalea Middle School

7855 22ND AVE N, St Petersburg, FL 33710

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

### School Demographics

**School Type**

Middle

**Title I**

Yes

**Free/Reduced Price Lunch**

59%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

65%

### School Grades History

**Year**

2013-14

2012-13

2011-12

2010-11

**Grade**

F

F

F

D

### School Board Approval

This plan was approved by the Pinellas County School Board on 9/23/2014.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Priority	4	<a href="#">Jim Browder</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

The Azalea Middle School community creates a quality educational setting that promotes critical thinking skills for college and careers by providing a relevant and rigorous curriculum and building positive relationships.

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

Azalea Middle will enjoy...  
High achievement levels  
Relevant and rigorous academics  
An environment of mutual respect and individual responsibility  
Continuity of staff  
The support and trust of our community  
Actively engaged parents

#### School Environment

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

Demographic data is reviewed at Azalea Learns (summer PD) and throughout the year.  
Homeroom: The first two days of school and then 16 minutes daily students participate in homeroom. Homeroom provides a structure where every student has the opportunity to connect with a supportive teacher. Homeroom teacher serves as a daily "check in" to prepare for the day (dress code check, materials, etc.)  
Cross Content Teams: CCT provide a structure for teams of teachers to work together to support teams of students. With the shared responsibility teachers can better focus on the uniqueness of their individual students.

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

Homeroom: HR provides a structure to deliver a uniform and consistent beginning of the year orientation for all students and to deliver affective lessons using Overcoming Obstacles curriculum. Through these lessons, students learn social skills and positive school processes - - supporting SIP Goal related to building students' social, emotional skills.  
Cross Content Teams: CCT's develop consistent common classroom procedures and expectations. Highly organized school-wide processes for lunches, student movement, hall passes, and supervision ensure a strong adult presence during unstructured times of the day.

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

Part of the preparation for college and career is to learn appropriate social and behavioral skills. We ask all students to follow our Guidelines for Success: to be respectful, responsible and safe. All students are expected to behave in a manner that supports their own learning and the learning of

their peers.

The AMS discipline plan is designed to reduce an over reliance on disciplinary referrals and out of school suspension methods to manage student behavior. A positive and proactive discipline plan starts with well-defined and communicated processes, routines and rules. Azalea Middle School uses both the CHAMPS model and Positive Behavior Support Systems as a foundation for classroom and school wide behavior systems. AMS implements a token economy system where students earn "BKC bucks" (Black Knight Chivalry) for positive behaviors. Students use these bucks to purchase items at the BKC store and for entrance into school events. In addition to established rules and procedures, and positive incentives,

AMS has developed a school-wide system to help students monitor their behavior and help teachers quantify and respond appropriately to student misbehavior. The system works off of a behavior point system that assigns students color level every two weeks. Students who receive the lowest level of points in a two week period receive rewards and incentive. Students who receive higher level points receive sanctions and interventions as well as plans for improvement.

AMS has also developed and communicated a behavior matrix that specifies an appropriate range of response to common disciplinary infractions.

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

We start with an expectation of positive staff/student relationships. All staff are encouraged to use a 3:1 positive to negative interactions with students. The school uses a part of the Title 1 allocation to fund an additional Social Worker who focuses on working directly with students to provide counseling and support. In addition, there is a Violence Prevention Counselor on campus who works in classrooms, with groups and individual students to build social skills and confidence. Also, the school implements after School Enrichment opportunities such as Girl Friends, 5000 Role Model, Principal's Multicultural Advisory Group, Chess Club, STEM Club, Tuff Club, etc. Transportation is provided to allow students who do not live near the school to participate. The school has approximately 20 Take Stock In Children scholarship candidates. Each of these students has a mentor who meets with him or her weekly. Finally, the Cross Content Teams use Early Warning System data to target students for additional interventions or support.

### Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

Azalea's SBLT reviews EWS data frequently to identify students with multiple indicators. Cross Content Teams will be given this data at least once a month to identify students in need of Tier 2 or Tier 3 interventions. We use FCAT scores, retentions, failure in core classes, suspension, referrals, attendance, and infraction points in our EWS. A "stoplight highlighting" technique is used with locally normed cut scores for the indicators based on prior years success. Students with multiple indicators are referred to ELP, Child Study, Tier 3 Team, etc. based on the student's needs.

On Track

FCAT Level 3+ - Read 305 Students (31%), Math 234 Students (23%)

Present more than 95% of the time – 477 Students (47%)

0-1 Office Discipline Referrals – 671 Students (67%)

0 F in Core Class – 468 Students (47%)

Average Infraction Points Per Two Week Period – Blue (0-5) 488 Students (53%)

At Risk for Off Track

Absent 5-7% of days - 150 Students (15%)

2-3 ODR – 123 Students (12%)

1-3 F in Core Class – 324 Students (23%)  
Average Infraction Points Per Two Week Period – Yellow (6-15) 244 Students (26%)  
Off Track  
FCAT Level 2 – Read 290 students (29%) Math 470 Students (47%)  
Absent 10% or more – 292 Students (29%)  
4-7 ODR – 85 Students (8%)  
3-5 F in Core Class – 153 Students (15%)  
Average Infraction Points Per Two Week Period – Teal (16-25) 105 Students (11%)  
High Off Track  
FCAT Level 1 – Read 390 students (39%) Math 470 Students (47%)  
Absent 15%+ 94 students (9%)  
8+ or more ODR – 164 Students (13%)  
6+ F in Core – 129 Students (13%)  
Average Infraction Points Per Two Week Period – Orange (26+) 90 Students (10%)

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	97	98	160	355
One or more suspensions	87	101	111	299
Course failure in ELA or Math	11	15	9	35
Level 1 on statewide assessment	75	94	107	276

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	143	134	158	435

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

The Cross Content Teams review early warning system data regularly in tandem with SBLT. Each team has an SBLT member responsible for helping bring the ideas discussed at SBLT to the teams and to help identify students in need of both academic and behavioral supports. Teams design common protocols and procedures such as classroom rules and expectations, and then review the EWS data to identify students for supports such as Check In Check Out. If students do not have a positive response to these interventions the Cross Content Team can complete a referral form that will go to the MTSS Coach and be added to the Tier 3 meeting agenda. That team engages in individual problem solving by comparing the student's performance to their peers on the same team, to identify gaps in learning and intervene as is appropriate.

Strategies include:

Differentiate work through various online applications (Think It Through Math, Achieve 3000, Compass Learning, Read 180, Dimension U, etc.)

After school extended learning opportunities with transportation

Check and Connect

Social Services referral

Mentoring/conferencing  
Parent involvement

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

Yes

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/53871>.

#### **Description**

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

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

Through our Community Involvement Assistant we reach out to local business and churches to partner with the school in providing mentors, school supplies, and items to support our Positive Behavior Support token economy. Azalea Middle participates in the Executive PASS program in a partnership with the Education Foundation and Pinellas County Schools. Our corporate partner is the Raytheon facility located in walking distance of the school. Raytheon provides mentors for our Take Stock In Children scholarship recipients, guest speakers, as well as sponsor teacher appreciation events such as back to school breakfast and apple pie for Pi Day. The Executive Director of the facility also serves on our Engineering Gateway to Technology (district application program) Advisory Council. In addition, AMS partners with the Jungle Terrace Neighborhood Association and the Walter Fuller Recreational Facility for creating goodwill and mutual benefit with the community directly surrounding the school and with the Childs Park YMCA and Childs Park Recreational Facility for the mutual benefit of the school and the neighborhood where many of our students live.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### **Membership**

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

Name	Title
Kolosey, Connie	Principal
Mitchell, Tonya	Assistant Principal
Davis, Felicia	Assistant Principal
Evans, Catherine	Assistant Principal
Fields, Yata	Guidance Counselor
MacNeal, Julie	Guidance Counselor
Poole, Latiki	Guidance Counselor
Blair, Jonathan	Instructional Coach
Bean, Joshua	Attendance/Social Work
Gandy, Kelley	Attendance/Social Work
Neuberger, Teresa	Teacher, K-12
Leclair, Colleen	Teacher, ESE
Sullivan, Lattye	Psychologist
Singh, Nicole	Teacher, ESE
Davidson, Sarah	Instructional Coach
McCullough, Sara	Instructional Coach
Wilson, James	Instructional Coach

## Duties

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

Azalea Middle School seeks to implement a distributed leadership model wherein all stakeholders have the opportunity to develop leadership skills, contribute to leadership decisions, and assume leadership roles. The principal's role is to coordinate and align the leadership efforts and resources within the school to create a quality educational setting and thereby increase student achievement. The School Based Leadership team is coordinated by the MTSS Coach/Facilitator and consists of administrators, guidance counselors, academic coaches, social workers, Behavior Specialist, Varying Exceptionalities Liaison, school psychologist and teacher representatives. This team is charged with reviewing academic, behavior, attendance and school culture data and then using this information to develop actions plans for the implementation of a multi-tiered system of student support. This system will include monitoring the effectiveness of our core programs and defining appropriate tier 2 and tier 3 interventions. SBLT meets weekly during student hours.

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.

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

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.

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

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.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Oneida Perez Hernandez	Parent
Joe Mestas	Parent
Shawna Ward	Parent
Colleen Segers	Parent
Ernesto Alonzo	Teacher
Nicholas Samuels	Teacher
Connie Ellis	Teacher
Tyisha Lewis	Teacher
Yolanda Fintak	Business/Community
Connie Kolosey	Principal
Onen Crawford	Parent
Anna Salomon	Parent
Jonathan Blair	Teacher
John Sweeny	Business/Community

#### Duties

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

##### *Evaluation of last year's school improvement plan*

At the August 27, 2013 meeting SAC review the goals, strategies and action steps of the 2013-2014 school improvement plan. Members had the opportunity to ask questions or make suggestions about the plan.

##### *Development of this school improvement plan*

Principal routinely engages SAC in data updates and the council provides input and suggestions for improvement.

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

At the May 13, 2014 meeting SAC members reviewed the Title 1 budget for the 2014-2015 school year. Members had the opportunity to ask questions or make suggestion about needed resources.

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

AVID Field Trip Transportation 1,000  
 Positive Behavior Support System 1,825  
 School Resource Officer Conference 900  
 Student gardening projects 640  
 Watch D.O.G.S. 375  
 Total 4740.60

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

Yes

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

**Literacy Leadership Team (LLT)****Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Evans, Catherine	Assistant Principal
McCullough, Sara	Instructional Coach
Mccullough, Michael	Teacher, K-12
Pollard, Sue	Teacher, K-12
Slifkin, Katie	Teacher, K-12
McEligot, Heather	Teacher, K-12
MacNeal, Julie	Guidance Counselor
Creaser, Melissa	Teacher, K-12
Autrey, Rachel	Teacher, K-12
Wimberly, Shelley	Teacher, K-12
Wilson, James	Instructional Coach
Davidson, Sarah	Instructional Coach

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

The Literacy Leadership Team also serves as our AVID Site Team determining how we will implement instructional literacy, study and organizational strategies that will prepared students for college and career.

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).

### Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

#### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

The Azalea Middle School Master Schedule is carefully constructed to support both common planning for core content teachers and cross content teams. All PLC teams are encouraged to develop and use group norms. PLC's maintain logs of their discussion topics. The administrative team works to model effective conversation and learning protocols during faculty and house PLC time. The principal has set a clear expectation that collaboration, team support and learning are a job requirement at AMS.

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

Azalea Middle School went through a turnaround process in the spring of 2014. Teachers had the opportunity to "opt out" if they did not wish to continue at Azalea. All teachers who were not effective the previous year went through a district interview process with the Area II Superintendent and the Executive Director of Middle School Education. 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.

Azalea Middle School saw a decrease in staff turnover from 33% to 22% from 2013-2014 to 2014-2015. This is the lowest turnover rate in many years.

#### **Describe the school's teacher mentoring program, including the rationale for pairings and 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)

Ivana Bozic - Kim Goovaerts

Ivetha Witherspoon - Sara McCullough

Connie Ellis - April Maitner

Ron Henkle - Shelley Wimberly

New to District

Michael Smith - Rachel Autrey

Kathryn Blanchard - Donna Conte

Desiree Lagagnier - Matt Schatzel

Sam Olsen - Laura Guska

Eric Tisdale - Nicole Singh

Laura Botsford - Lisa Turini

Nicole Giguere - Laura Guska

Monroe Ranceful - Matt Schatzel  
Jaclyn Gerakios - Heather McEligot  
First year teachers  
Nicole Houston-Sithole DISTRICT MENTOR  
Neil Bontrager - Bev Kaimala

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

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

Each core subject area is provided a pacing guide by the district with specific standards which will be taught for each quarter. Units and scales are then created by content teams in PLC's to support the focus standards for the quarter. Each core subject area also have cycle tests which provide data for remediation and show areas of growth for each standard. School based administrators conduct a minimum two formal and three informal observations of each teacher using the iObservation platform to provide timely feedback. Additionally, district classroom visits are conducted monthly to determine the progress and pace for individual teachers.

#### Instructional Strategies

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

Data is shared through content PLC's led by instructional coaches who meet for a total of 80 minutes per week. We use the data driven dialogue protocol to sort through the data.

Math- based on cycle assessments and classroom assessments, we use Compass Learning to create a remediation "packet" to fit individual needs.

Science- At the beginning of the year we do a GAP assessment to see what students are coming in with from the previous year's learning. From that we then identify the lowest performing standards and develop remediation plans embedded in our lesson plans tied to similar content. 8th grade science class will have individualized remediation packets based on cycle assessment data to bring up their proficiency in lacking standards. Teachers will use smaller formative assessments to differentiate small group lessons.

Reading- Reading teachers will use the FAIR-FS data as well as program specific data (R180, A3000) to monitor student's growth and plan for differentiation. Teachers will group students according to areas of needs based on the data and differentiate teacher led small group lessons to meet the needs of individual students. Additionally, our Reading Intervention teacher will work individually with intensive reading students keeping a monthly running record on each student which will be used to help guide the differentiation in small group setting.

ELA- ELA teachers will use cycle writing test data along with SRI testing to differentiate their lessons and create small groups for focused remediation. ELA teachers will also use focused "ticket out the door" questions to determine depth of knowledge of the focus standard being taught. In PLC teachers will group kids for remediation based ticket answers.

Social Studies-Social Studies teachers will use cycle assessment data to determine which standards need to be re-mediated both in small and whole group. SS teachers will also use focused "ticket out the door" questions to determine depth of knowledge of the focus standard being taught. In PLC teachers will group kids for remediation

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

**Strategy:** After School Program

**Minutes added to school year:** 8

Extended Learning Program at Azalea Middle will consists of Promise Time Tutoring for support in core academic classes. ELP-PT will target all level 1 and 2 math students with the goal of encouraging 70 students to participate at least three days per week, 1 1/2 hours per day, for 30 weeks. We will use the iReady curriculum and online component for instruction.

**Strategy Rationale**

Students who are below grade level in reading and math require additional time to catch up in addition to moving forward with on grade level instruction.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Blair, Jonathan, blairjo@pcsb.org

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

**Strategy:** After School Program

**Minutes added to school year:** 15,000

Alternative Bell Schedule - alternative to out of school suspension

**Strategy Rationale**

When students are suspended out of school they not only lose instructional time, they become socially isolated from the school community. ABS allows students to receive a consequence for anti-social behavior while continuing to be engaged in core academics as well as included in the norms of the school.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Davis, Felicia, davisfe@pcsb.org

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

EWS data for students assigned to ABS.

**Strategy: After School Program**

**Minutes added to school year: 5,400**

A variety of after school clubs and enrichment activities are available for students. These opportunities include: Chess, STEM, Girlfriends, 5000 Role Models, Community Enrichment (after school social skills training for students earning too many infraction points), Turf, SWAT, Student Council, Arts, etc.

**Strategy Rationale**

Middle School students need multiple entry points into the school community. After school enrichment programs allow students to explore and develop their passions.

**Strategy Purpose(s)**

- Enrichment

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

Davis, Felicia, davisfe@pcsb.org

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

EWS data for participants

**Strategy: Summer Program**

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

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 Rationale**

Students who are below grade level in reading and math require additional time to catch up in addition to moving forward with on grade level instruction

**Strategy Purpose(s)**

- Core Academic Instruction

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

Davis, Felicia, davisfe@pcsb.org

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

Pre and Post tests within online applications used in the programs (Achieve 3000 and Think It Through Math, Also, will track participants from summer 2014 to monitor impact of participation.

**Strategy: After School Program**

**Minutes added to school year: 9,600**

Core content tutoring for FSA tested subjects (math, Algebra, Geometry, reading, science and Civics)

**Strategy Rationale**

Some students need additional academic support to avoid course failures, retention and increased risk of dropping out.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Davis, Felicia, davisfe@pcsb.org

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

Grades will be monitored at the mid term and final points of each grading period. Students falling behind will be encouraged to take advantage of additional time on task.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

N/A

**College and Career Readiness**

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

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)

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

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 (Engineering STEM Elective), 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

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

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.

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

N/A

## School Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step

 S123456 = Quick Key

## Strategic Goals Summary

- G1.** African American students will increase proficiency to meet identified targets in each FSA and EOC tested subject area by receiving equitable access to extended learning opportunities, and support for success in advanced and honors classes.
- G2.** All subgroups will increase proficiency to meet identified targets in each FSA and EOC tested subject areas by actively engaging daily in rigorous lessons aligned to Florida Standards to prepare students for college and career
- G3.** All subgroups will increase literacy proficiency to meet identified reading and writing FSA targets by answering text dependent questions aligned to complex text through writing and speaking daily across all contents.
- G4.** All subgroups will increase proficiency to meet targets in each FSA and EOC assessment through teachers engaging in the problem solving process in order to differentiate instruction to ensure that every student meets the rigorous demands of the FS.
- G5.** The percentage of all students receiving disciplinary action will decrease 10 percent and the percentage of African American students receiving disciplinary action will decrease by 20 percent from previous year by explicitly teaching students social, emotional, behavioral, and self-management skills.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** African American students will increase proficiency to meet identified targets in each FSA and EOC tested subject area by receiving equitable access to extended learning opportunities, and support for success in advanced and honors classes. 1a

G053119

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - African American	43.0
AMO Reading - African American	47.0
FCAT 2.0 Science Proficiency	30.0

**Resources Available to Support the Goal** 2

- Azalea has a strong AVID program that regularly reviews student data across all subgroups to identify opportunities for advancement. African American male students are actively recruited by the principal and AA male role models to participate in AVID.
- Promise Time with transportation provides the opportunity for extended learning and enrichment for students who would otherwise be unable to participate. This group includes the neighborhood from which most of our AA students travel.

**Targeted Barriers to Achieving the Goal** 3

- Data indicate that many black students' achievement levels are lower than peers upon entering middle school, and thus are not placed in Honors and Advanced courses.
- Low socioeconomic status students do not have access to parental transportation for after school programs, and therefore do not have access to extended learning and enrichment opportunities.

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

Progress monitoring of this goal will take place in SBLT, Cross Content Teams, and other PLCs by problem solving using EWS, common assessment, and ELP data.

**Person Responsible**

Connie Kolosey

**Schedule**

Monthly, from 8/18/2014 to 5/22/2015

**Evidence of Completion**

Data will show a decrease in the number of African American students with multiple EWS indicators, an increase in enrollment in rigorous courses, and attendance in ELP.

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

Progress monitoring of this goal will take place in SBLT, Cross Content Teams, and other PLCs by problem solving using EWS, common assessment, and ELP data.

**Person Responsible**

Connie Kolosey

**Schedule**

Monthly, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

Data will show a decrease in the number of African American students with multiple EWS indicators, an increase in enrollment in rigorous courses, and attendance in ELP.

**G2.** All subgroups will increase proficiency to meet identified targets in each FSA and EOC tested subject areas by actively engaging daily in rigorous lessons aligned to Florida Standards to prepare students for college and career **1a**

 G053120

**Targets Supported** **1b**

Indicator	Annual Target
AMO Math - All Students	51.0
Algebra I EOC Pass Rate	92.0
Geometry EOC Pass Rate	92.0
AMO Math - African American	43.0
AMO Math - ED	49.0
AMO Math - Hispanic	54.0
AMO Math - SWD	45.0
AMO Math - White	59.0
AMO Reading - All Students	57.0
AMO Reading - African American	47.0
AMO Reading - ED	54.0
AMO Reading - Hispanic	61.0
AMO Reading - SWD	45.0
AMO Reading - White	67.0
ELA/Reading Gains	65.0
ELA/Reading Lowest 25% Gains	65.0
Math Gains	
FCAT 2.0 Science Proficiency	30.0
Math Lowest 25% Gains	

**Resources Available to Support the Goal** **2**

- Instructional Coaches for math, science, literacy and MTSS
- 6 of 8 schedule to allow time within the school day for PLC's
- Common Planning periods
- Summer PD on implementing Florida Standards, district curriculum guides, learning goals and scales and progress monitoring
- Title 1 and Teacher Incentive Fund Grant support for professional development
- Full time Attendance Specialist

**Targeted Barriers to Achieving the Goal** **3**

- 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.
- 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

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

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

**Person Responsible**

Connie Kolosey

**Schedule**

Quarterly, from 10/17/2014 to 6/3/2015

***Evidence of Completion***

Data review and presentation

**G3.** All subgroups will increase literacy proficiency to meet identified reading and writing FSA targets by answering text dependent questions aligned to complex text through writing and speaking daily across all contents. 1a

G053121

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	57.0
AMO Reading - African American	47.0
AMO Reading - ED	54.0
AMO Reading - Hispanic	61.0
AMO Reading - SWD	45.0
AMO Reading - White	67.0
ELA/Reading Gains	65.0
ELA/Reading Lowest 25% Gains	65.0
FCAT 2.0 Science Proficiency	30.0

**Resources Available to Support the Goal** 2

- 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** 3

- 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 G3.** 8

Student work

**Person Responsible**

Connie Kolosey

**Schedule**

Quarterly, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

PLC notes

**G4.** All subgroups will increase proficiency to meet targets in each FSA and EOC assessment through teachers engaging in the problem solving process in order to differentiate instruction to ensure that every student meets the rigorous demands of the FS. 1a

G053122

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	51.0
AMO Math - African American	43.0
AMO Math - ED	49.0
AMO Math - Hispanic	54.0
AMO Math - SWD	45.0
AMO Math - White	59.0
AMO Reading - All Students	57.0
AMO Reading - African American	47.0
AMO Reading - ED	54.0
AMO Reading - Hispanic	61.0
AMO Reading - SWD	45.0
AMO Reading - White	67.0
FCAT 2.0 Science Proficiency	30.0

**Resources Available to Support the Goal** 2

- 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** 3

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

**Plan to Monitor Progress Toward G4.** 8

Academic, behavior and engagement data

**Person Responsible**

Jonathan Blair

**Schedule**

Weekly, from 9/3/2014 to 6/3/2015

**Evidence of Completion**

PLC notes and SBLT minutes

**G5.** The percentage of all students receiving disciplinary action will decrease 10 percent and the percentage of African American students receiving disciplinary action will decrease by 20 percent from previous year by explicitly teaching students social, emotional, behavioral, and self-management skills. 1a

G053123

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	51.0
AMO Reading - All Students	57.0
FCAT 2.0 Science Proficiency	30.0

**Resources Available to Support the Goal** 2

- Additional full time Social Worker (Title 1 funded)
- MTSS - Problem Solving Facilitator (full-time staff member) (Title 1 funded)
- Experienced Administrators including two new to the school Assistant Principals
- 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** 3

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

**Plan to Monitor Progress Toward G5.** 8

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

**Person Responsible**

Connie Kolosey

**Schedule**

Weekly, from 8/4/2014 to 6/3/2015

**Evidence of Completion**

SBLT minutes. Data presentations. PLC logs

## Action Plan for Improvement

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       **S123456** = Quick Key

**G1.** African American students will increase proficiency to meet identified targets in each FSA and EOC tested subject area by receiving equitable access to extended learning opportunities, and support for success in advanced and honors classes. **1**


 **G053119**

**G1.B2** Data indicate that many black students' achievement levels are lower than peers upon entering middle school, and thus are not placed in Honors and Advanced courses. **2**

 **B133892**

**G1.B2.S1** Use AVID as support for increased access to and success in honors and advanced classes

**4**

 **S145748**

### Strategy Rationale

Students from under represented groups may not realize the importance of participating in advance and honors course work or the opportunities for support available to them through AVID

### Action Step 1 **5**

Identify African American students who meet the AVID participation criteria and actively recruit them to participate.

#### Person Responsible

Catherine Evans

#### Schedule

Weekly, from 5/14/2014 to 6/4/2014

#### Evidence of Completion

African American participation in AVID classes matches the demographic of the total school population

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

Review AVID class rosters to ensure African American enrollment matches the demographics of the school

**Person Responsible**

Catherine Evans

**Schedule**

On 9/5/2014

***Evidence of Completion***

Class rosters with demographic data

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

Review grades in core classes of African American AVID students.

**Person Responsible**

Catherine Evans

**Schedule**

Quarterly, from 10/17/2014 to 6/3/2015


***Evidence of Completion***

Grades of C or above in all core classes.

**G1.B3** Low socioeconomic status students do not have access to parental transportation for after school programs, and therefore do not have access to extended learning and enrichment opportunities. 2

 B133893

**G1.B3.S1** Provide extended learning and enrichment opportunities to students in need of additional supports 4

 S145749

### Strategy Rationale

Some students are not able to access these vital supports due to a transportation barrier.

### Action Step 1 5

Azalea will target African American students based on FCAT scores and invite them to extended learning and enrichment activities.

#### Person Responsible

Felicia Davis

#### Schedule

Daily, from 9/9/2014 to 5/7/2015

#### Evidence of Completion

Extended learning will monitor attendance and progress monitor individual student growth on benchmarks.

### Action Step 2 5

Azalea will use ELP funds to provide consistent transportation for after school remediation, recovery and enrichment programs

#### Person Responsible

Felicia Davis

#### Schedule

Daily, from 9/9/2014 to 5/7/2015

#### Evidence of Completion

The number of students consistently participating in after school programs

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

The ELP Coordinator will do periodic walk-throughs to determine the level of implementation. Also attendance and progress monitoring records will indicate access to the intervention.

**Person Responsible**

Felicia Davis

**Schedule**

Weekly, from 9/8/2014 to 5/29/2015

***Evidence of Completion***

Walk-through, attendance, and progress monitoring data should show students and teachers accessing the provided curriculum.

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Progress monitoring tools will be used to track student's progress since taking the initial diagnostic. Two other diagnostics will be done to monitor progress as well.

**Person Responsible**

Felicia Davis


**Schedule**

Biweekly, from 9/8/2014 to 5/29/2015


***Evidence of Completion***

Progress monitoring data should show positive trends in student data after initial diagnostic.


**G2.** All subgroups will increase proficiency to meet identified targets in each FSA and EOC tested subject areas by actively engaging daily in rigorous lessons aligned to Florida Standards to prepare students for college and career **1**

 G053120

**G2.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. **2**

 B133894

**G2.B1.S1** Teachers and coaches will collaboratively plan & implement rigorous and engaging lessons utilizing PLC work document. **4**

 S145750

### Strategy Rationale

Research indicates that the strongest form of professional development is teachers working together to plan, observe lessons and analyze results.

### Action Step 1 **5**

Effectively use collaborative planning

#### Person Responsible

Connie Kolosey

#### Schedule

Weekly, from 8/11/2014 to 6/5/2015

#### Evidence of Completion

PLC logs, common lesson plans, classroom visits.

### Action Step 2 **5**

Coaching Support

#### Person Responsible

Connie Kolosey

#### Schedule

Weekly, from 8/11/2014 to 6/3/2015

#### Evidence of Completion

Weekly debrief between instructional coaches & teachers. Coaches logs

### Action Step 3 5

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

**Person Responsible**

Connie Kolosey

**Schedule**

Biweekly, from 8/11/2014 to 6/3/2015

***Evidence of Completion***

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

### Action Step 4 5

Engage in Lesson Study and peer observations

**Person Responsible**

Connie Kolosey

**Schedule**

Weekly, from 10/20/2014 to 12/19/2014

***Evidence of Completion***

Collaboratively developed lesson plans and teacher reflections

### Action Step 5 5

Use text Classroom Instruction that Works: Researched-based strategies for increasing student achievement by Dean,Hubbell, Pitler & Stone as book student and resource during PLCs.

**Person Responsible**

Connie Kolosey

**Schedule**

Monthly, from 8/6/2014 to 6/3/2015

***Evidence of Completion***

Azalea Learns agenda for August 6, 2014 and PLC notes monthly

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

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

**Person Responsible**

Connie Kolosey

**Schedule**

Monthly, from 8/11/2014 to 6/3/2015

***Evidence of Completion***

Coaching and PLC logs

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

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

**Person Responsible**

Connie Kolosey


**Schedule**

Quarterly, from 10/17/2014 to 6/3/2015


***Evidence of Completion***

Data presentations

**G2.B3** School-related student attendance issues: disengagement, suspension, time out of classroom, ISS, skipping, tardy, lengthy restroom breaks, misuse of hall pass **2**

 B133896

**G2.B3.S1** School staff will implement positive behavior systems which maximize instructional time **4**

 S145752

### **Strategy Rationale**

Students must be in the classroom in order to be engaged in learning

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

MTSS Facilitator coordinates processes to analyze behavior data

#### **Person Responsible**

Jonathan Blair

#### **Schedule**

Biweekly, from 8/29/2014 to 6/3/2015

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

Documentation in data calendar and PLC logs

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

Cross content teams interventions

#### **Person Responsible**

Jonathan Blair

#### **Schedule**

Biweekly, from 8/29/2014 to 6/3/2015

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

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

### Action Step 3 5

Utilize child study team or Tier 3

**Person Responsible**

Jonathan Blair

**Schedule**

Biweekly, from 8/29/2014 to 6/3/2015

***Evidence of Completion***

SBLT meetings

### Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Referral, ISS and OSS data

**Person Responsible**

Connie Kolosey

**Schedule**

Biweekly, from 8/29/2014 to 6/3/2015

***Evidence of Completion***

Cross Content team notes, SBLT minutes

### Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Referral Data, Point Charts, ISS, OSS data

**Person Responsible**

Connie Kolosey


**Schedule**

Monthly, from 9/19/2014 to 6/3/2015


***Evidence of Completion***

Reduced loss of instructional time as measured by a reduction in the percentage of students receiving ISS, OSS, and ABS assignments.

**G2.B4** Home related student attendance issues: absence from school, frequent late arrivals or early pickups **2**

 B133897

**G2.B4.S1** School staff will collaborate and communicate with parents regarding the impact of good attendance on academic success. **4**

 S145753

### **Strategy Rationale**

Student success is greatly enhanced by a partnership between school and home.

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

Cross content teams initiate communication with parents

#### **Person Responsible**

Jonathan Blair

#### **Schedule**

Weekly, from 9/5/2014 to 6/3/2015

#### **Evidence of Completion**

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

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

Log actions in Portal

#### **Person Responsible**

Jonathan Blair

#### **Schedule**

#### **Evidence of Completion**

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

**Action Step 3** 5

Facilitate Title 1 Family Nights

**Person Responsible**

Sara McCullough

**Schedule**

Quarterly, from 9/12/2014 to 5/13/2015

***Evidence of Completion***

Title I documentation

**Plan to Monitor Fidelity of Implementation of G2.B4.S1** 6

Whole school communications, parent automated calls, parent personalized calls

**Person Responsible**

Connie Kolosey

**Schedule**

Weekly, from 8/17/2014 to 6/5/2015

***Evidence of Completion***

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

**Plan to Monitor Effectiveness of Implementation of G2.B4.S1** 7

Attendance records

**Person Responsible**

Jonathan Blair


**Schedule**

Weekly, from 9/2/2014 to 6/3/2015

***Evidence of Completion***

SBLT minutes


**G3.** All subgroups will increase literacy proficiency to meet identified reading and writing FSA targets by answering text dependent questions aligned to complex text through writing and speaking daily across all contents. **1**

 G053121

**G3.B1** Lack of teacher knowledge or confidence in using close reading and other appropriate scaffolding strategies to build student reading and writing proficiency **2**

 B133898

**G3.B1.S1** Establish and continue work with common school-wide routines and expectations for integration of reading strategies and writing opportunities into daily instruction **4**

 S145754

### Strategy Rationale

Students will become more proficient readers, writers and speakers when they have the opportunity to practice these skills throughout the school day, not just in isolated classes.

### Action Step 1 **5**

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

#### Person Responsible

Sara McCullough

#### Schedule

Weekly, from 8/7/2014 to 6/3/2015

#### Evidence of Completion

Lesson plan documentation

### Action Step 2 **5**

Use common short and extended writing rubrics aligned to FSA

#### Person Responsible

Sara McCullough

#### Schedule

Weekly, from 8/7/2014 to 6/3/2015

#### Evidence of Completion

PLC logs, team meetings

### Action Step 3 5

Science teachers will lead students in creating interactive notebooks that include writing lab reports during inquiry based science projects.

**Person Responsible**

Sarah Davidson

**Schedule**

Weekly, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

Samples of student interactive notebooks used throughout the year

### Action Step 4 5

Social studies teachers will continue to integrate LAFS for Literacy into the social studies content via the Document Based Questions (DBQ) Project.

**Person Responsible**

Sara McCullough

**Schedule**

Weekly, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

Samples of student writing DBQ essays

### Action Step 5 5

Math teachers provide students with opportunities to read informational and persuasive texts, write about the process and outcomes of their investigations, and use the language of math as they work through each problem.

**Person Responsible**

James Wilson

**Schedule**

Weekly, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

Sample of student work

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

Reading, writing and speaking opportunities embedded in lessons

**Person Responsible**

Connie Kolosey

**Schedule**

Weekly, from 8/18/2014 to 7/1/2015

***Evidence of Completion***

Student work samples

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

Student work samples - growth over time

**Person Responsible**

Connie Kolosey


**Schedule**

Quarterly, from 8/18/2014 to 6/3/2015


***Evidence of Completion***

PLC notes and reflections regarding student growth

**G3.B2** Students do not regularly use academic language in their conversations **2**

 B133899

**G3.B2.S1** Establish common school-wide routines and expectations for vocabulary acquisition **4**

 S145755

**Strategy Rationale**

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

Identify appropriate school-wide vocabulary routines

**Person Responsible**

Sara McCullough

**Schedule**

***Evidence of Completion***

Routines established

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

Provide professional development for cross content teams on established routines

**Person Responsible**

Sara McCullough

**Schedule**

Monthly, from 8/7/2014 to 2/27/2015

***Evidence of Completion***

Training material and sign in

**Action Step 3** **5**

Incorporate strategies into weekly lessons with students

**Person Responsible**

Connie Kolosey

**Schedule**

Weekly, from 8/18/2014 to 6/3/2015

***Evidence of Completion***

Routines are in use school-wide

#### Action Step 4 5

Review student word work to determine reteach/further instruction

**Person Responsible**

Sara McCullough

**Schedule**

Monthly, from 8/18/2014 to 6/3/2015

***Evidence of Completion***

PLC Notes and reflections

#### Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

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

**Person Responsible**

Connie Kolosey

**Schedule**

Weekly, from 8/18/2014 to 6/3/2015

***Evidence of Completion***

Observation data

#### Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Student work samples

**Person Responsible**

Connie Kolosey


**Schedule**

Monthly, from 8/18/2014 to 6/3/2015


***Evidence of Completion***

PLC Notes

**G3.B3** Parent lack of knowledge of instructional shifts and how they can support literacy at home **2**

 B133900

**G3.B3.S1** Use multiple avenues of communication with parents regarding the instructional shifts and how they can support students at home **4**

 S145756

**Strategy Rationale**

Parents will be better able to support student growth when they are knowledgeable about what students need to know and be able to do.

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

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

**Person Responsible**

Sara McCullough

**Schedule**

Every 2 Months, from 9/8/2014 to 5/13/2015

***Evidence of Completion***

Agenda and feedback

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

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

**Person Responsible**

Connie Kolosey

**Schedule**

Monthly, from 8/26/2014 to 5/13/2015

***Evidence of Completion***

Agenda and feedback

**Action Step 3** 5

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

**Person Responsible**

Connie Kolosey

**Schedule**

Monthly, from 8/11/2014 to 5/13/2015

***Evidence of Completion***

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

**Plan to Monitor Fidelity of Implementation of G3.B3.S1** 6

Website, marquee, automated calls, Parent Knights

**Person Responsible**

Connie Kolosey

**Schedule**

Monthly, from 8/11/2014 to 5/13/2015

***Evidence of Completion***

Agendas, text of calls and emails, photos of marquee

**Plan to Monitor Effectiveness of Implementation of G3.B3.S1** 7

Parent and teacher feedback

**Person Responsible**

Connie Kolosey


**Schedule**

Monthly, from 8/26/2014 to 5/13/2015


***Evidence of Completion***

PDSA notes


**G4.** All subgroups will increase proficiency to meet targets in each FSA and EOC assessment through teachers engaging in the problem solving process in order to differentiate instruction to ensure that every student meets the rigorous demands of the FS. 1

 G053122

**G4.B1** Lack of sufficient skill and knowledge in how to differentiate instruction, how to collect data, and data analysis 2

 B133901

**G4.B1.S1** Develop a proactive approach to collect and utilize data to inform instruction (core, whole group, small group, intervention, and acceleration) 4

 S145757

### Strategy Rationale

With a clearly communicated and implemented plan, staff and students will gain confidence and competence in using data to make informed decisions

### Action Step 1 5

Implement learning goals and scales, progress monitoring strategies in all classrooms

#### Person Responsible

Connie Kolosey

#### Schedule

Daily, from 8/18/2014 to 6/3/2015

#### Evidence of Completion

PD Logs

### Action Step 2 5

Use research validated Content Enhancement strategies for scaffolding and reteaching

#### Person Responsible

Sarah Davidson

#### Schedule

Monthly, from 9/15/2014 to 6/3/2015

#### Evidence of Completion

PLC logs

### Action Step 3 5

Effective use of common planning, cross content teams, grade level and full faculty PLC time to analyze data and plan appropriate intervention

**Person Responsible**

Connie Kolosey

**Schedule**

Weekly, from 8/18/2014 to 6/3/2015

***Evidence of Completion***

PLC notes and agendas

### Action Step 4 5

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

**Person Responsible**

James Wilson

**Schedule**

On 6/3/2015

***Evidence of Completion***

All available Smart Response Clickers in regular use

### Action Step 5 5

Provide after school tutoring & enrichment opportunities for students identified as needing supplemental supports.

**Person Responsible**

Felicia Davis

**Schedule**

Daily, from 9/9/2014 to 5/15/2015

***Evidence of Completion***

Student attendance, iReady participation, ELP calendar

## Action Step 6 5

Provide supplemental supports in reading classrooms

### **Person Responsible**

Sara McCullough

### **Schedule**

Daily, from 8/8/2014 to 6/5/2015

### **Evidence of Completion**

Schedule of classrooms and students based on progress monitoring results

## Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

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

### **Person Responsible**

Connie Kolosey

### **Schedule**

Weekly, from 8/18/2014 to 6/3/2015

### **Evidence of Completion**

Data review and presentation.

## Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Academic, behavior and engagement data

### **Person Responsible**

Jonathan Blair


### **Schedule**

Weekly, from 9/3/2014 to 6/3/2015


### **Evidence of Completion**

PLC logs and SBLT notes


**G5.** The percentage of all students receiving disciplinary action will decrease 10 percent and the percentage of African American students receiving disciplinary action will decrease by 20 percent from previous year by explicitly teaching students social, emotional, behavioral, and self-management skills. 1

 G053123

**G5.B1** Teachers lack sufficient skill and knowledge of effective positive behavior support systems 2

 B133904

**G5.B1.S1** Establish school-wide expectations and routines with a system of accountability to address student needs. 4

 S145758

### Strategy Rationale

Established, well communicated routines are the foundation of a positive and proactive management system.

### Action Step 1 5

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

#### Person Responsible

Connie Kolosey

#### Schedule

Daily, from 8/18/2014 to 6/3/2015

#### Evidence of Completion

Lessons plans, staff and student surveys

### Action Step 2 5

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

#### Person Responsible

Jonathan Blair

#### Schedule

Daily, from 8/18/2014 to 6/3/2015

#### Evidence of Completion

Student logs

### Action Step 3 5

Cross Content Teams monitor student behavior points and intervene appropriately as needed (i.e. goal setting, encouragement, parent contact, disciplinary action)

**Person Responsible**

Jonathan Blair

**Schedule**

Biweekly, from 9/2/2014 to 6/3/2015

**Evidence of Completion**

Students maintain excellent behavior and engagement or improve behavior and engagement as needed

### Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Classroom and campus observations of school culture.

**Person Responsible**

Connie Kolosey

**Schedule**

Daily, from 8/4/2014 to 6/3/2015

**Evidence of Completion**

Positive school culture - student and staff surveys,

### Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

All early warning systems data: discipline, grades, attendance

**Person Responsible**

Jonathan Blair


**Schedule**

Weekly, from 8/4/2014 to 6/3/2015

**Evidence of Completion**

SBLT Minutes, data presentations

**G5.B1.S2** Implement a multi-tiered system of student support with fidelity 4

 S145759

**Strategy Rationale**

A MTSS will lead to a decrease in disengagement behaviors

**Action Step 1** 5

Staff will engage in professional development on MTSS and learn Azalea's process for providing supplemental supports

**Person Responsible**

Connie Kolosey

**Schedule**

Monthly, from 8/4/2014 to 12/19/2014

***Evidence of Completion***

Azalea Learns, Full Faculty and House Agenda

**Action Step 2** 5

Staff will use the problem solving process to align identified barriers using EWS data

**Person Responsible**

Connie Kolosey

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

SBLT and Cross Content Team notes

**Plan to Monitor Fidelity of Implementation of G5.B1.S2** 6

EWS data, SBLT and Cross Content Team notes

**Person Responsible**

Connie Kolosey

**Schedule**

Monthly, from 9/19/2014 to 6/3/2015

***Evidence of Completion***

A decrease in disciplinary action

**Plan to Monitor Effectiveness of Implementation of G5.B1.S2** 7

EWS data

**Person Responsible**

Connie Kolosey

**Schedule**

Biweekly, from 8/4/2014 to 6/3/2015


**Evidence of Completion**

SBLT and Cross Content team notes

**G5.B2 Teachers lack sufficient cultural awareness and responsiveness** 2

 B133905

**G5.B2.S1 Increase staff cultural awareness and responsiveness** 4

 S145760

**Strategy Rationale**

Increased capacity for appropriate response to students who lack social and emotional skills will lead to increased instructional time.

**Action Step 1** 5

Build foundation for culturally responsive teaching through Azalea Learns preschool professional development

**Person Responsible**

Heather McEligot

**Schedule**

Daily, from 8/4/2014 to 8/7/2014

**Evidence of Completion**

Azalea Learns agenda and sign in sheets.

### Action Step 2 5

Use Principal Kafele's book Closing the Attitude Gap: How To Fire Up Your Students To Strive for Success to guide professional development in cultural proficiency.

**Person Responsible**

Connie Kolosey

**Schedule**

Monthly, from 8/4/2014 to 6/3/2015

***Evidence of Completion***

Participant reflections

### Action Step 3 5

Contract with Principal Kafele to meet with staff twice during the fall

**Person Responsible**

Connie Kolosey

**Schedule**

Monthly, from 10/20/2014 to 11/18/2014

***Evidence of Completion***

Contract, sign in, participant reflection

### Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Agenda, sign in, reflections

**Person Responsible**

Connie Kolosey

**Schedule**

Monthly, from 8/4/2014 to 6/3/2015

***Evidence of Completion***

Agenda, sign in, reflections

**Plan to Monitor Effectiveness of Implementation of G5.B2.S1** 7

The percentage of students receiving disciplinary action decrease 10 percent

**Person Responsible**

Jonathan Blair

**Schedule**

Biweekly, from 8/18/2014 to 6/3/2015


**Evidence of Completion**

Disciplinary referrals and behavior points

**G5.B5 Limited parental involvement for behavior support** 2

 B133908

**G5.B5.S1** School staff will collaborate and communicate with parents regarding school-wide expectations and their child's performance. 4

 S145764

**Strategy Rationale**

**Action Step 1** 5

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

**Person Responsible**

Jonathan Blair

**Schedule**

Weekly, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

Portal contact logs

## Action Step 2 5

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

### **Person Responsible**

Connie Kolosey

### **Schedule**

Weekly, from 8/18/2014 to 6/3/2015

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

Portal contact logs

## Action Step 3 5

Title 1 Family Knights

### **Person Responsible**

Sara McCullough

### **Schedule**

Quarterly, from 9/8/2014 to 5/13/2015

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

Promotional flyers, sign in sheets

## Plan to Monitor Fidelity of Implementation of G5.B5.S1 6

Review Portal contact data and Cross-Content team notes

### **Person Responsible**

Jonathan Blair

### **Schedule**

Monthly, from 9/3/2014 to 6/3/2015

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

SBLT Minutes

**Plan to Monitor Effectiveness of Implementation of G5.B5.S1 7**

Increased positive perception of parental involvement

**Person Responsible**

Connie Kolosey

**Schedule**

Quarterly, from 8/11/2014 to 6/3/2015

**Evidence of Completion**

School Climate Survey

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.A1	Identify African American students who meet the AVID participation criteria and actively recruit them to participate.	Evans, Catherine	5/14/2014	African American participation in AVID classes matches the demographic of the total school population	6/4/2014 weekly
G1.B3.S1.A1	Azalea will target African American students based on FCAT scores and invite them to extended learning and enrichment activities.	Davis, Felicia	9/9/2014	Extended learning will monitor attendance and progress monitor individual student growth on benchmarks.	5/7/2015 daily
G2.B1.S1.A1	Effectively use collaborative planning	Kolosey, Connie	8/11/2014	PLC logs, common lesson plans, classroom visits.	6/5/2015 weekly
G2.B3.S1.A1	MTSS Facilitator coordinates processes to analyze behavior data	Blair, Jonathan	8/29/2014	Documentation in data calendar and PLC logs	6/3/2015 biweekly
G2.B4.S1.A1	Cross content teams initiate communication with parents	Blair, Jonathan	9/5/2014	Documentation of phone calls, texts, emails, notes home in agenda, formal/informal conferences	6/3/2015 weekly
G3.B1.S1.A1	Create close reading lessons: text marking and coding, direct vocab instruction, text dependent questions, writing in response to reading and thinking	McCullough, Sara	8/7/2014	Lesson plan documentation	6/3/2015 weekly
G3.B2.S1.A1	Identify appropriate school-wide vocabulary routines	McCullough, Sara	8/7/2014	Routines established	annually
G3.B3.S1.A1	Title 1 parent events (Back-to-School Knight, Literacy Knight, break out sessions)	McCullough, Sara	9/8/2014	Agenda and feedback	5/13/2015 every-2-months
G4.B1.S1.A1	Implement learning goals and scales, progress monitoring strategies in all classrooms	Kolosey, Connie	8/18/2014	PD Logs	6/3/2015 daily
G5.B1.S1.A1	Homeroom—Overcoming Obstacles, gender-based, explicitly teach school-wide expectations and routines	Kolosey, Connie	8/18/2014	Lessons plans, staff and student surveys	6/3/2015 daily
G5.B1.S2.A1	Staff will engage in professional development on MTSS and learn Azalea's process for providing supplemental supports	Kolosey, Connie	8/4/2014	Azalea Learns, Full Faculty and House Agenda	12/19/2014 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.B2.S1.A1	Build foundation for culturally responsive teaching through Azalea Learns preschool professional development	McEligot, Heather	8/4/2014	Azalea Learns agenda and sign in sheets.	8/7/2014 daily
G5.B5.S1.A1	Cross content teams initiate communication with parents (phone calls, texts, emails, notes home in agenda, formal/informal conferences)	Blair, Jonathan	8/18/2014	Portal contact logs	6/3/2015 weekly
G1.B3.S1.A2	Azalea will use ELP funds to provide consistent transportation for after school remediation, recovery and enrichment programs	Davis, Felicia	9/9/2014	The number of students consistently participating in after school programs	5/7/2015 daily
G2.B1.S1.A2	Coaching Support	Kolosey, Connie	8/11/2014	Weekly debrief between instructional coaches & teachers. Coaches logs	6/3/2015 weekly
G2.B3.S1.A2	Cross content teams interventions	Blair, Jonathan	8/29/2014	Documentation of check in/check out, student conferences, parent contact/conference, & team logs	6/3/2015 biweekly
G2.B4.S1.A2	Log actions in Portal	Blair, Jonathan	Documentation of phone calls, texts, emails, notes home in agenda, formal/informal conferences	one-time	
G3.B1.S1.A2	Use common short and extended writing rubrics aligned to FSA	McCullough, Sara	8/7/2014	PLC logs, team meetings	6/3/2015 weekly
G3.B2.S1.A2	Provide professional development for cross content teams on established routines	McCullough, Sara	8/7/2014	Training material and sign in	2/27/2015 monthly
G3.B3.S1.A2	Other parent events (SAC, PTA, awards, orientation)	Kolosey, Connie	8/26/2014	Agenda and feedback	5/13/2015 monthly
G4.B1.S1.A2	Use research validated Content Enhancement strategies for scaffolding and reteaching	Davidson, Sarah	9/15/2014	PLC logs	6/3/2015 monthly
G5.B1.S1.A2	Teach students to monitor their own progress (grades, GPA, referrals, attendance) during Homeroom	Blair, Jonathan	8/18/2014	Student logs	6/3/2015 daily
G5.B1.S2.A2	Staff will use the problem solving process to align identified barriers using EWS data	Kolosey, Connie	8/18/2014	SBLT and Cross Content Team notes	6/5/2015 weekly
G5.B2.S1.A2	Use Principal Kafele's book Closing the Attitude Gap: How To Fire Up Your Students To Strive for Success to guide professional development in cultural proficiency.	Kolosey, Connie	8/4/2014	Participant reflections	6/3/2015 monthly
G5.B5.S1.A2	Log actions in Portal (administrators, clerks, counselors, and teachers)	Kolosey, Connie	8/18/2014	Portal contact logs	6/3/2015 weekly
G2.B1.S1.A3	Engage in relevant professional development aligned to planning rigorous and engaging lessons	Kolosey, Connie	8/11/2014	Monthly debrief between administrators, instructional coaches & teachers. PD calendars	6/3/2015 biweekly
G2.B3.S1.A3	Utilize child study team or Tier 3	Blair, Jonathan	8/29/2014	SBLT meetings	6/3/2015 biweekly
G2.B4.S1.A3	Facilitate Title 1 Family Nights	McCullough, Sara	9/12/2014	Title I documentation	5/13/2015 quarterly
G3.B1.S1.A3	Science teachers will lead students in creating interactive notebooks that include writing lab reports during inquiry based science projects.	Davidson, Sarah	8/18/2014	Samples of student interactive notebooks used throughout the year	6/3/2015 weekly
G3.B2.S1.A3	Incorporate strategies into weekly lessons with students	Kolosey, Connie	8/18/2014	Routines are in use school-wide	6/3/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B3.S1.A3	Other parent communications (Web site, School Messenger calls, Marquee, emails)	Kolosey, Connie	8/11/2014	Web-site, text of calls and email, photo of marquee etc.	5/13/2015 monthly
G4.B1.S1.A3	Effective use of common planning, cross content teams, grade level and full faculty PLC time to analyze data and plan appropriate intervention	Kolosey, Connie	8/18/2014	PLC notes and agendas	6/3/2015 weekly
G5.B1.S1.A3	Cross Content Teams monitor student behavior points and intervene appropriately as needed (i.e. goal setting, encouragement, parent contact, disciplinary action)	Blair, Jonathan	9/2/2014	Students maintain excellent behavior and engagement or improve behavior and engagement as needed	6/3/2015 biweekly
G5.B2.S1.A3	Contract with Principal Kafele to meet with staff twice during the fall	Kolosey, Connie	10/20/2014	Contract, sign in, participant reflection	11/18/2014 monthly
G5.B5.S1.A3	Title 1 Family Knights	McCullough, Sara	9/8/2014	Promotional flyers, sign in sheets	5/13/2015 quarterly
G2.B1.S1.A4	Engage in Lesson Study and peer observations	Kolosey, Connie	10/20/2014	Collaboratively developed lesson plans and teacher reflections	12/19/2014 weekly
G3.B1.S1.A4	Social studies teachers will continue to integrate LAFS for Literacy into the social studies content via the Document Based Questions (DBQ) Project.	McCullough, Sara	8/18/2014	Samples of student writing DBQ essays	6/3/2015 weekly
G3.B2.S1.A4	Review student word work to determine reteach/further instruction	McCullough, Sara	8/18/2014	PLC Notes and reflections	6/3/2015 monthly
G4.B1.S1.A4	Utilize technology to collect data for analysis (i.e. Smart Response Clickers, TI Inspire calculators, etc)	Wilson, James	9/15/2014	All available Smart Response Clickers in regular use	6/3/2015 one-time
G2.B1.S1.A5	Use text Classroom Instruction that Works: Researched-based strategies for increasing student achievement by Dean, Hubbell, Pitler & Stone as book student and resource during PLCs.	Kolosey, Connie	8/6/2014	Azalea Learns agenda for August 6, 2014 and PLC notes monthly	6/3/2015 monthly
G3.B1.S1.A5	Math teachers provide students with opportunities to read informational and persuasive texts, write about the process and outcomes of their investigations, and use the language of math as they work through each problem.	Wilson, James	8/18/2014	Sample of student work	6/3/2015 weekly
G4.B1.S1.A5	Provide after school tutoring & enrichment opportunities for students identified as needing supplemental supports.	Davis, Felicia	9/9/2014	Student attendance, iReady participation, ELP calendar	5/15/2015 daily
G4.B1.S1.A6	Provide supplemental supports in reading classrooms	McCullough, Sara	8/8/2014	Schedule of classrooms and students based on progress monitoring results	6/5/2015 daily
G1.MA1	Progress monitoring of this goal will take place in SBLT, Cross Content Teams, and other PLCs by problem solving using EWS, common assessment, and ELP data.	Kolosey, Connie	8/18/2014	Data will show a decrease in the number of African American students with multiple EWS indicators, an increase in enrollment in rigorous courses, and attendance in ELP.	5/22/2015 monthly
G1.MA1	Progress monitoring of this goal will take place in SBLT, Cross Content Teams, and other PLCs by problem solving using EWS, common assessment, and ELP data.	Kolosey, Connie	8/18/2014	Data will show a decrease in the number of African American students with multiple EWS indicators, an increase in enrollment in rigorous courses, and attendance in ELP.	6/3/2015 monthly
G1.B2.S1.MA1	Review grades in core classes of African American AVID students.	Evans, Catherine	10/17/2014	Grades of C or above in all core classes.	6/3/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.MA1	Review AVID class rosters to ensure African American enrollment matches the demographics of the school	Evans, Catherine	8/18/2014	Class rosters with demographic data	9/5/2014 one-time
G1.B3.S1.MA1	Progress monitoring tools will be used to track student's progress since taking the initial diagnostic. Two other diagnostics will be done to monitor progress as well.	Davis, Felicia	9/8/2014	Progress monitoring data should show positive trends in student data after initial diagnostic.	5/29/2015 biweekly
G1.B3.S1.MA1	The ELP Coordinator will do periodic walk-throughs to determine the level of implementation. Also attendance and progress monitoring records will indicate access to the intervention.	Davis, Felicia	9/8/2014	Walk-through, attendance, and progress monitoring data should show students and teachers accessing the provided curriculum.	5/29/2015 weekly
G2.MA1	Walkthrough, informal and formal observation data, student work, formal and informal assessment data	Kolosey, Connie	10/17/2014	Data review and presentation	6/3/2015 quarterly
G2.B1.S1.MA1	Walkthrough data, Informal and Formal Observation and feedback data, student work, formal and informal assessment data	Kolosey, Connie	10/17/2014	Data presentations	6/3/2015 quarterly
G2.B1.S1.MA1	Principal meets with Instructional Coaches weekly to review progress in common planning sessions and review coaching logs. Assistant Principals review common planning notes	Kolosey, Connie	8/11/2014	Coaching and PLC logs	6/3/2015 monthly
G2.B3.S1.MA1	Referral Data, Point Charts, ISS, OSS data	Kolosey, Connie	9/19/2014	Reduced loss of instructional time as measured by a reduction in the percentage of students receiving ISS, OSS, and ABS assignments.	6/3/2015 monthly
G2.B3.S1.MA1	Referral, ISS and OSS data	Kolosey, Connie	8/29/2014	Cross Content team notes, SBLT minutes	6/3/2015 biweekly
G2.B4.S1.MA1	Attendance records	Blair, Jonathan	9/2/2014	SBLT minutes	6/3/2015 weekly
G2.B4.S1.MA1	Whole school communications, parent automated calls, parent personalized calls	Kolosey, Connie	8/17/2014	Text of calls, presentations, parent contact logged in Portal.	6/5/2015 weekly
G3.MA1	Student work	Kolosey, Connie	8/18/2014	PLC notes	6/3/2015 quarterly
G3.B1.S1.MA1	Student work samples - growth over time	Kolosey, Connie	8/18/2014	PLC notes and reflections regarding student growth	6/3/2015 quarterly
G3.B1.S1.MA1	Reading, writing and speaking opportunities embedded in lessons	Kolosey, Connie	8/18/2014	Student work samples	7/1/2015 weekly
G3.B2.S1.MA1	Student work samples	Kolosey, Connie	8/18/2014	PLC Notes	6/3/2015 monthly
G3.B2.S1.MA1	Walkthroughs, informal and formal observations show students engaged in successfully comprehending reading complex text and writing with fluency.	Kolosey, Connie	8/18/2014	Observation data	6/3/2015 weekly
G3.B3.S1.MA1	Parent and teacher feedback	Kolosey, Connie	8/26/2014	PDSA notes	5/13/2015 monthly
G3.B3.S1.MA1	Website, marquee, automated calls, Parent Knights	Kolosey, Connie	8/11/2014	Agendas, text of calls and emails, photos of marquee	5/13/2015 monthly
G4.MA1	Academic, behavior and engagement data	Blair, Jonathan	9/3/2014	PLC notes and SBLT minutes	6/3/2015 weekly
G4.B1.S1.MA1	Academic, behavior and engagement data	Blair, Jonathan	9/3/2014	PLC logs and SBLT notes	6/3/2015 weekly
G4.B1.S1.MA1	Progress monitoring, common assessments, teachers working at	Kolosey, Connie	8/18/2014	Data review and presentation.	6/3/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	the applying and innovating levels during lesson delivery phases				
G5.MA1	All early warning systems data; grades, discipline attendance, engagement data.	Kolosey, Connie	8/4/2014	SBLT minutes. Data presentations. PLC logs	6/3/2015 weekly
G5.B1.S1.MA1	All early warning systems data: discipline, grades, attendance	Blair, Jonathan	8/4/2014	SBLT Minutes, data presentations	6/3/2015 weekly
G5.B1.S1.MA1	Classroom and campus observations of school culture.	Kolosey, Connie	8/4/2014	Positive school culture - student and staff surveys,	6/3/2015 daily
G5.B2.S1.MA1	The percentage of students receiving disciplinary action decrease 10 percent	Blair, Jonathan	8/18/2014	Disciplinary referrals and behavior points	6/3/2015 biweekly
G5.B2.S1.MA1	Agenda, sign in, reflections	Kolosey, Connie	8/4/2014	Agenda, sign in, reflections	6/3/2015 monthly
G5.B5.S1.MA1	Increased positive perception of parental involvement	Kolosey, Connie	8/11/2014	School Climate Survey	6/3/2015 quarterly
G5.B5.S1.MA1	Review Portal contact data and Cross-Content team notes	Blair, Jonathan	9/3/2014	SBLT Minutes	6/3/2015 monthly
G5.B1.S2.MA1	EWS data	Kolosey, Connie	8/4/2014	SBLT and Cross Content team notes	6/3/2015 biweekly
G5.B1.S2.MA1	EWS data, SBLT and Cross Content Team notes	Kolosey, Connie	9/19/2014	A decrease in disciplinary action	6/3/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G2.** All subgroups will increase proficiency to meet identified targets in each FSA and EOC tested subject areas by actively engaging daily in rigorous lessons aligned to Florida Standards to prepare students for college and career

**G2.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.

**G2.B1.S1** Teachers and coaches will collaboratively plan & implement rigorous and engaging lessons utilizing PLC work document.

### PD Opportunity 1

Coaching Support

#### Facilitator

Instructional Coaches

#### Participants

Teachers

#### Schedule

Weekly, from 8/11/2014 to 6/3/2015

### PD Opportunity 2

Engage in Lesson Study and peer observations

#### Facilitator

Sara McCullough, James Wilson, Sara Davidson

#### Participants

Teachers on voluntary basis

#### Schedule

Weekly, from 10/20/2014 to 12/19/2014

### PD Opportunity 3

Use text Classroom Instruction that Works: Researched-based strategies for increasing student achievement by Dean,Hubbell, Pitler & Stone as book student and resource during PLCs.

#### Facilitator

#### Participants

#### Schedule

Monthly, from 8/6/2014 to 6/3/2015

**G2.B3** School-related student attendance issues: disengagement, suspension, time out of classroom, ISS, skipping, tardy, lengthy restroom breaks, misuse of hall pass

**G2.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

#### Schedule

Biweekly, from 8/29/2014 to 6/3/2015

### PD Opportunity 2

Cross content teams interventions

#### Facilitator

MTSS Facilitator

#### Participants

Teachers & Administrators

#### Schedule

Biweekly, from 8/29/2014 to 6/3/2015

**G3.** All subgroups will increase literacy proficiency to meet identified reading and writing FSA targets by answering text dependent questions aligned to complex text through writing and speaking daily across all contents.

**G3.B1** Lack of teacher knowledge or confidence in using close reading and other appropriate scaffolding strategies to build student reading and writing proficiency

**G3.B1.S1** Establish and continue work with 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 marking and coding, direct vocab instruction, text dependent questions, writing in response to reading and thinking

#### **Facilitator**

Sara McCullough and Sarah Davidson

#### **Participants**

All Content Teachers

#### **Schedule**

Weekly, from 8/7/2014 to 6/3/2015

### **PD Opportunity 2**

Use common short and extended writing rubrics aligned to FSA

#### **Facilitator**

Sara McCullough and Sarah Davidson

#### **Participants**

All Content Teachers

#### **Schedule**

Weekly, from 8/7/2014 to 6/3/2015

### **PD Opportunity 3**

Science teachers will lead students in creating interactive notebooks that include writing lab reports during inquiry based science projects.

#### **Facilitator**

Sarah Davidson

#### **Participants**

Science teachers

#### **Schedule**

Weekly, from 8/18/2014 to 6/3/2015

### **PD Opportunity 4**

Social studies teachers will continue to integrate LAFS for Literacy into the social studies content via the Document Based Questions (DBQ) Project.

#### **Facilitator**

Tracy Newman (district staff developer)

#### **Participants**

Social Studies teachers

#### **Schedule**

Weekly, from 8/18/2014 to 6/3/2015

### **PD Opportunity 5**

Math teachers provide students with opportunities to read informational and persuasive texts, write about the process and outcomes of their investigations, and use the language of math as they work through each problem.

#### **Facilitator**

James Wilson

#### **Participants**

Math teachers

#### **Schedule**

Weekly, from 8/18/2014 to 6/3/2015

**G3.B2** Students do not regularly use academic language in their conversations

**G3.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

**Schedule**

**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

**Schedule**

Monthly, from 8/7/2014 to 2/27/2015

**PD Opportunity 3**

Incorporate strategies into weekly lessons with students

**Facilitator**

Sara McCullough

**Participants**

All teachers

**Schedule**

Weekly, from 8/18/2014 to 6/3/2015

**G4.** All subgroups will increase proficiency to meet targets in each FSA and EOC assessment through teachers engaging in the problem solving process in order to differentiate instruction to ensure that every student meets the rigorous demands of the FS.

**G4.B1** Lack of sufficient skill and knowledge in how to differentiate instruction, how to collect data, and data analysis

**G4.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**

Implement learning goals and scales, progress monitoring strategies in all classrooms

#### **Facilitator**

Learning Science Staff Developer and AMS Instructional Coaches

#### **Participants**

All instructional staff and administrators

#### **Schedule**

Daily, from 8/18/2014 to 6/3/2015

### **PD Opportunity 2**

Use research validated Content Enhancement strategies for scaffolding and reteaching

#### **Facilitator**

Sarah Davidson

#### **Participants**

All staff

#### **Schedule**

Monthly, from 9/15/2014 to 6/3/2015

### **PD Opportunity 3**

Effective use of common planning, cross content teams, grade level and full faculty PLC time to analyze data and plan appropriate intervention

#### **Facilitator**

Lead Teachers and Instructional Coaches

#### **Participants**

Teachers and administrators

#### **Schedule**

Weekly, from 8/18/2014 to 6/3/2015

### **PD Opportunity 4**

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

#### **Facilitator**

James Wilson

#### **Participants**

All teachers

#### **Schedule**

On 6/3/2015

**G5.** The percentage of all students receiving disciplinary action will decrease 10 percent and the percentage of African American students receiving disciplinary action will decrease by 20 percent from previous year by explicitly teaching students social, emotional, behavioral, and self-management skills.

**G5.B1** Teachers lack sufficient skill and knowledge of effective positive behavior support systems

**G5.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**

Principal/SBLT members

**Participants**

All teachers

**Schedule**

Daily, from 8/18/2014 to 6/3/2015

**PD Opportunity 2**

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

**Facilitator**

Lead Teachers/Principal

**Participants**

Homeroom teachers

**Schedule**

Daily, from 8/18/2014 to 6/3/2015

### PD Opportunity 3

Cross Content Teams monitor student behavior points and intervene appropriately as needed (i.e. goal setting, encouragement, parent contact, disciplinary action)

**Facilitator**

Jonathan Blair

**Participants**

All staff

**Schedule**

Biweekly, from 9/2/2014 to 6/3/2015

## G5.B1.S2 Implement a multi-tiered system of student support with fidelity

### PD Opportunity 1

Staff will engage in professional development on MTSS and learn Azalea's process for providing supplemental supports

**Facilitator**

Jonathan Blair

**Participants**

All staff

**Schedule**

Monthly, from 8/4/2014 to 12/19/2014

### PD Opportunity 2

Staff will use the problem solving process to align identified barriers using EWS data

**Facilitator**

Jonathan Blair

**Participants**

All staff

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

**G5.B2 Teachers lack sufficient cultural awareness and responsiveness**

**G5.B2.S1 Increase staff cultural awareness and responsiveness**

**PD Opportunity 1**

Build foundation for culturally responsive teaching through Azalea Learns preschool professional development

**Facilitator**

Connie Kolosey, Jonathan Blair, Sara McCullough, Tonya Mitchell, Felicia Moline, Catherine Evans, Mary Conage

**Participants**

Full faculty

**Schedule**

Daily, from 8/4/2014 to 8/7/2014

**PD Opportunity 2**

Use Principal Kafele's book Closing the Attitude Gap: How To Fire Up Your Students To Strive for Success to guide professional development in cultural proficiency.

**Facilitator**

Catherine Evans, Felicia Moline, Tonya Mitchell

**Participants**

Full faculty

**Schedule**

Monthly, from 8/4/2014 to 6/3/2015

**PD Opportunity 3**

Contract with Principal Kafele to meet with staff twice during the fall

**Facilitator**

Principal Kafele

**Participants**

Full faculty

**Schedule**

Monthly, from 10/20/2014 to 11/18/2014

**G5.B5** Limited parental involvement for behavior support

**G5.B5.S1** School staff will collaborate and communicate with parents regarding school-wide expectations and their child's performance.

**PD Opportunity 1**

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

**Facilitator**

Jonathan Bliar

**Participants**

Cross Content team leaders and SBLT

**Schedule**

Weekly, from 8/18/2014 to 6/3/2015

## Technical Assistance Items

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

**G2.** All subgroups will increase proficiency to meet identified targets in each FSA and EOC tested subject areas by actively engaging daily in rigorous lessons aligned to Florida Standards to prepare students for college and career

**G2.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.

**G2.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

#### Schedule

Weekly, from 8/11/2014 to 6/5/2015

### PD Opportunity 2

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

#### Facilitator

Instructional Coaches and District Presenters

#### Participants

Teachers

#### Schedule

Biweekly, from 8/11/2014 to 6/3/2015

## Budget Rollup

Summary	
Description	Total
<b>Goal 1:</b> African American students will increase proficiency to meet identified targets in each FSA and EOC tested subject area by receiving equitable access to extended learning opportunities, and support for success in advanced and honors classes.	20,000
<b>Goal 2:</b> All subgroups will increase proficiency to meet identified targets in each FSA and EOC tested subject areas by actively engaging daily in rigorous lessons aligned to Florida Standards to prepare students for college and career	518,343
<b>Goal 3:</b> All subgroups will increase literacy proficiency to meet identified reading and writing FSA targets by answering text dependent questions aligned to complex text through writing and speaking daily across all contents.	800
<b>Goal 4:</b> All subgroups will increase proficiency to meet targets in each FSA and EOC assessment through teachers engaging in the problem solving process in order to differentiate instruction to ensure that every student meets the rigorous demands of the FS.	213,791
<b>Goal 5:</b> The percentage of all students receiving disciplinary action will decrease 10 percent and the percentage of African American students receiving disciplinary action will decrease by 20 percent from previous year by explicitly teaching students social, emotional, behavioral, and self-management skills.	65,500
<b>Grand Total</b>	<b>818,434</b>

**Goal 1: African American students will increase proficiency to meet identified targets in each FSA and EOC tested subject area by receiving equitable access to extended learning opportunities, and support for success in advanced and honors classes.**

Description	Source	Total
<b>B3.S1.A2</b> - Transportation for ELP and Summer Bridge	Title I Part A	20,000
<b>Total Goal 1</b>		<b>20,000</b>

**Goal 2: All subgroups will increase proficiency to meet identified targets in each FSA and EOC tested subject areas by actively engaging daily in rigorous lessons aligned to Florida Standards to prepare students for college and career**

Description	Source	Total
<b>B1.S1.A1</b> - 3 teaching units to provide opportunity for 6 of 8 scheduling to support A/B day block.	Title I Part A	169,799
<b>B1.S1.A2</b> - 3 district funded instructional coaches: literacy, math, science	Other	169,799
<b>B1.S1.A3</b> - Stipends	Title I Part A	17,259
<b>B1.S1.A4</b> - TDEs - substitute	Title I Part A	3,652
<b>B1.S1.A5</b> - Teacher Incentive Fund Grant purchases book Classroom Instruction that Works: Researched-based strategies for increasing student achievement by Dean,Hubbell, Pitler & Stone as book student and resource during PLCs.	Other	2,250
<b>B3.S1.A1</b> - Multi-Tiered System of Support	Title I Part A	58,812

**Goal 2: All subgroups will increase proficiency to meet identified targets in each FSA and EOC tested subject areas by actively engaging daily in rigorous lessons aligned to Florida Standards to prepare students for college and career**

Description	Source	Total
<b>B3.S1.A3</b> - Social Worker	Title I Part A	56,204
<b>B3.S1.A3</b> - District provided Attendance Specialist	Other Federal	36,068
<b>B4.S1.A3</b> - Title 1 Family Knights	Title I Part A	4,500
<b>Total Goal 2</b>		<b>518,343</b>

**Goal 3: All subgroups will increase literacy proficiency to meet identified reading and writing FSA targets by answering text dependent questions aligned to complex text through writing and speaking daily across all contents.**

Description	Source	Total
<b>B1.S1.A1</b> - AVID binders, composition books for interactive notebooks in LA, math and science, copies for DBQ's	Title I Part A	800
<b>B3.S1.A1</b>	Title I Part A	0
<b>Total Goal 3</b>		<b>800</b>

**Goal 4: All subgroups will increase proficiency to meet targets in each FSA and EOC assessment through teachers engaging in the problem solving process in order to differentiate instruction to ensure that every student meets the rigorous demands of the FS.**

Description	Source	Total
<b>B1.S1.A2</b>	Title I Part A	0
<b>B1.S1.A4</b> - Technology Technician	Title I Part A	46,723
<b>B1.S1.A4</b> - Interactive projectors, iPads	Title I Part A	24,000
<b>B1.S1.A4</b> - Software	Title I Part A	12,000
<b>B1.S1.A5</b> - District ELP & Title 1 Promise Time - teacher hourly pay and transportation	Other Federal	95,000
<b>B1.S1.A6</b> - Reading paraprofessional	Title I Part A	36,068
<b>Total Goal 4</b>		<b>213,791</b>

**Goal 5: The percentage of all students receiving disciplinary action will decrease 10 percent and the percentage of African American students receiving disciplinary action will decrease by 20 percent from previous year by explicitly teaching students social, emotional, behavioral, and self-management skills.**

Description	Source	Total
<b>B1.S1.A1</b> - Agenda books and journals	Title I Part A	3,700
<b>B2.S1.A1</b> - Teacher Incentive Fund Grant (TIP) paid stipends.	Other	48,000
<b>B2.S1.A2</b> - Teacher Incentive Fund Grant (TIF) purchase books	Other	1,800
<b>B2.S1.A3</b> - Principal Kafele contract 10/20 and 11/18	Other Federal	12,000
<b>B5.S1.A3</b>	Title I Part A	0

**Goal 5: The percentage of all students receiving disciplinary action will decrease 10 percent and the percentage of African American students receiving disciplinary action will decrease by 20 percent from previous year by explicitly teaching students social, emotional, behavioral, and self-management skills.**

Description	Source	Total
Total Goal 5		65,500