

FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



Pam Stewart, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399

School: 0121 - Azalea Middle School
District: 52 - Pinellas
Principal: Constance Kolosey I
SAC Chair: Denise Ruggiero
Superintendent: Dr. Michael A Grego
School Board Approval Date: [pending]
Last Modified on: 10/31/2013

Address:	<u>Physical</u>	<u>Mailing</u>
	7855 22ND AVE N St Petersburg, FL 33710	7855 22ND AVE N St Petersburg, FL 33710
Phone Number:	727-893-2606	
Web Address:	http://www.azalea-ms.pinellas.k12.fl.us	
Email Address:	0121.principal@pcsb.org	

School Type:	Middle School			
Alternative:	No			
Charter:	No			
Title I:	Yes			
Free/Reduced Lunch:	84%			
Minority:	63%			
School Grade History:	<u>2012-13</u> F	<u>2011-12</u> F	<u>2010-11</u> D	<u>2009-10</u> C

NOTE

Sections marked N/A in the online application have been excluded from this document.
 For privacy reasons, data representing fewer than 10 students or teachers have been excluded from this document

Current School Status	
School Information	
School-Level Information	
School Azalea Middle School	
Principal's name Constance Kolosey I	
School Advisory Council chair's name Denise Ruggiero	
Names and position titles of the School-Based Leadership Team (SBLT)	
Name	Title
Derrick Craun	Assistant Principal
Catherine Evans	Assistant Principal
Jonathan Blair	Problem Solving Facilitator
Joshua Bean	Social Worker
Kelley Gandy	Social Worker
Tammy Shattuck	School Psychologist
Sara McCullough	Literacy Coach
LaWanda Johnson	Science Coach
James Wilson	Math Coach
Teresa Neuberger	VE Coordinator
Angela Owens	Assistant Principal
Julie MacNeal	Guidance Counselor
Yata Fields	Guidance Counselor
Litiki Poole	Guidance Counselor
District-Level Information	
District Pinellas	
Superintendent's name Dr. Michael A Grego	
Date of school board approval of SIP Pending	
School Advisory Council (SAC)	
This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).	
Describe the membership of the SAC including position titles	
Denise Ruggiero, SAC Chairperson - parent	
Connie Diest, parent	
Kathryn Bogacz, parent	
Patrick Speake, community partner	
Tammie Rooney, parent	
Yvonne Baldwin Johnson, parent	
Angela Owens, Assistant Principal	
Flonell Myles, support staff	
Jonathan Blair, MTSS Facilitator	
Latiki Poole, parent & guidance counselor	
Leslie Simmons, teacher	

Zulma Soba, teacher Connie Kolosey, principal	
<p>Describe the involvement of the SAC in the development of this school improvement plan At the May 14, 2013 SAC members reviewed the Title 1 budget for the 2013-2014 school year. Members had the opportunity to ask questions or make suggestion about needed resources. Principal routinely engages SAC in data updates and the council provides input and suggestions for improvement.</p>	
<p>Describe the activities of the SAC for the upcoming school year SAC will approve the school improvement plan before final submission and will be provided monthly updates on progress monitoring indicators. The council will also provide input on school initiatives.</p>	
<p>Describe the projected use of school improvement funds and include the amount allocated to each project AVID Field Trip Transportation (college visits) \$1,000 (supports Goal 1 - student engagement) Positive Behavior Support System (materials and incentives) \$2,000 (supports Goal 4 - build social skills) School Resource Officer State Conference for SRO summer 2014 \$1,000 (supports Goal 4 - build social skills) Student gardening projects \$740.60 (supports Goal 4 - build social skills) Total \$4,740.60</p>	
<p>Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below In Compliance</p>	
<p>If no, describe the measures being taken to comply with SAC requirements</p>	
<p>Highly Qualified Staff This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).</p>	
<p>Administrators</p>	
<p># Administrators 4</p>	
<p># Receiving Effective rating or higher (not entered because basis is < 10)</p>	
<p>Administrator Information:</p>	
<p>Constance Kolosey I</p>	
Principal	Years as Administrator: 13 Years at Current School: 2
Credentials	Ed.D. Principal Leadership, Eng. 6-12, Reading Endorsement, ESOL
Performance Record	Azalea Middle 2013 – 34% Reading, 29% Math, 30% Writing, 27% Science proficient. 56% Reading and 54% Math making gains. 59% Reading and 64 Math lowest 25% making gains. Azalea Middle 2012 – 33% Reading, 26% Math, 63% Writing, 20% Science proficient. 48% Reading and 45% Math making gains. 53% Reading and 51 Math lowest 25% making gains. District 2011

Angela Owens		
Asst Principal	Years as Administrator: 7	Years at Current School: 3
Credentials	Ed.S. Educational Leadership, English 5-9, Specific Learning Disabilities K12, Reading Endorsement	
Performance Record	Azalea Middle 2013 – 34% Reading, 29% Math, 30% Writing, 27% Science proficient. 56% Reading and 54% Math making gains. 59% Reading and 64 Math lowest 25% making gains. Azalea Middle 2012 – 33% Reading, 26% Math, 63% Writing, 20% Science proficient. 48% Reading and 45% Math making gains. 53% Reading and 51 Math lowest 25% making gains. 2011 47% -Reading, 38%- Math, Writing 84%, 22%. -Science meet expectations 54%-Reading and 54% Math made learning gains 64% -Reading and 66% -Math lowest 25%	
Derrick Craun		
Asst Principal	Years as Administrator: 3	Years at Current School: 3
Credentials	M. Ed. Educational Leadership, Middle Grades Integrated Curriculum	
Performance Record	Azalea Middle 2013 – 34% Reading, 29% Math, 30% Writing, 27% Science proficient. 56% Reading and 54% Math making gains. 59% Reading and 64 Math lowest 25% making gains. Azalea Middle 2012 – 33% Reading, 26% Math, 63% Writing, 20% Science proficient. 48% Reading and 45% Math making gains. 53% Reading and 51 Math lowest 25% making gains. 2011 47% -Reading, 38%- Math, Writing 84%, 22%. -Science meet expectations 54%-Reading and 54% Math made learning gains 64% -Reading and 66% -Math lowest 25%	
Catherine Evans		
Asst Principal	Years as Administrator: 8	Years at Current School: 2
Credentials	M. Ed. Educational Leadership, Spanish 7-12, ESOL K-12, School Principal all levels, Foreign Language – Spanish K-12	
Performance Record	Azalea Middle 2013 – 34% Reading, 29% Math, 30% Writing, 27% Science proficient. 56% Reading and 54% Math making gains. 59% Reading and 64 Math lowest 25% making gains. Azalea Middle 2012 – 33% Reading, 26% Math, 63% Writing, 20% Science proficient. 48% Reading and 45% Math making gains. 53% Reading and 51 Math lowest 25% making gains. Bay Point Middle 2011 – 58% Reading, 57%Math, 77% Writing, 33% Science proficient, 57% Reading and 69% Math making gains, 61% Reading and 69% Math lowest 25% making gains.	
Instructional Coaches		
# Instructional Coaches 4		
# Receiving Effective rating or higher (not entered because basis is < 10)		

Instructional Coach Information:**Sara McCullough**

Full-time / School-based

Years as Coach: 2

Years at Current School: 6

Areas

Reading/Literacy

Credentials

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

Performance Record

Azalea Middle 2013 – 34% Reading, 29% Math, 30% Writing, 27% Science proficient. 56% Reading and 54% Math making gains. 59% Reading and 64 Math lowest 25% making gains.

Azalea Middle 2012 – 33% Reading, 26% Math, 63% Writing, 20% Science proficient. 48% Reading and 45% Math making gains. 53% Reading and 51 Math lowest 25% making gains.

2011 -47% -Reading, 38%- Math, Writing 84%, 22%. -Science meet expectations 54%-Reading and 54% Math made learning gains 64% -Reading and 66% -Math lowest 25%

LaWanda Johnson

Full-time / School-based

Years as Coach: 0

Years at Current School: 8

Areas

Science

Credentials

Middle Grades Integrated certification
Masters of Business Administration
Doctoral Candidate, Educational Leadership

Performance Record

Azalea Middle 2013 – 34% Reading, 29% Math, 30% Writing, 27% Science proficient. 56% Reading and 54% Math making gains. 59% Reading and 64 Math lowest 25% making gains.

Azalea Middle 2012 – 33% Reading, 26% Math, 63% Writing, 20% Science proficient. 48% Reading and 45% Math making gains. 53% Reading and 51 Math lowest 25% making gains.

2011 -47% -Reading, 38%- Math, Writing 84%, 22%. -Science meet expectations 54%-Reading and 54% Math made learning gains 64% -Reading and 66% -Math lowest 25%

James Wilson

Full-time / School-based

Years as Coach: 0

Years at Current School: 0

Areas

Mathematics

Credentials

B.S. Secondary Mathematics Education
Secondary Mathematics 6 - 12
6 years teaching experience

Performance Record

Gibbs High School
2013 - TBA
2012 - C
2011 - B
2010 - C
2009 - F
2008 - D
2007 - D

Jonathan Blair		
Full-time / School-based	Years as Coach: 2	Years at Current School: 4
Areas	Rtl/MTSS	
Credentials	K12 Guidance, Masters School Counseling	
Performance Record	Azalea Middle 2013 – 34% Reading, 29% Math, 30% Writing, 27% Science proficient. 56% Reading and 54% Math making gains. 59% Reading and 64 Math lowest 25% making gains. Azalea Middle 2012 – 33% Reading, 26% Math, 63% Writing, 20% Science proficient. 48% Reading and 45% Math making gains. 53% Reading and 51 Math lowest 25% making gains. 2011 -47% -Reading, 38%- Math, Writing 84%, 22%. -Science meet expectations 54%-Reading and 54% Math made learning gains 64% -Reading and 66% -Math lowest 25%	
Classroom Teachers		
# of classroom teachers 73		
# receiving effective rating or higher 73, 100%		
# Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 99%		
# certified in-field, pursuant to Section 1012.2315(2), F.S. 71, 97%		
# ESOL endorsed 33, 45%		
# reading endorsed 29, 40%		
# with advanced degrees 30, 41%		
# National Board Certified 0, 0%		
# first-year teachers 4, 5%		
# with 1-5 years of experience 46, 63%		
# with 6-14 years of experience 25, 34%		
# with 15 or more years of experience 16, 22%		
Education Paraprofessionals		
# of paraprofessionals 4		
# Highly Qualified, as defined in 20 U.S.C. § 6319(c) 4, 100%		
Other Instructional Personnel		
# of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 6		
# receiving effective rating or higher (not entered because basis is < 10)		
Teacher Recruitment and Retention Strategies		
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).		
Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.		

Azalea Middle School went through a turnaround process in May of 2013. All teachers who were not effective the previous year (many because there were rated "developing" because they were first year teachers or because of the school low VAM scores) went through a district interview process. Teachers whose vision did not match that of the school's or those that did not do well on the district interview were terminated or placed on involuntary transfer status. All other returning staff members participated in a site-based interview process.

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

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

Teacher Mentoring Program/Plan

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

Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities

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

New to School (from Pinellas)

Pauley-Perry, Colleen (math) Selden

Ray, Keith (SS) Salveson

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

Wilson, Lisa (science) Johnson

Stitt, Nancy (science) Kolenich

Alonzo, Ernesto (EBD) Salveson

Anderson, Melissa (math) Dawson

New to District

Cordliani, Ada (Spanish) Pollard

White, Michelle (LA) Turini

Sutphin, Kimberly (SS/gifted) Mitchell

McGevna-Moore, Kim (reading) Hospedales

Creaser, Melissa (reading) Wimberly

LeClair, Colleen (support fac.) Maitner

Soba, Zulma (science/Spanish) TTT DISTRICT MENTOR

Dufina, Michelle (EBD) Maitner

Adams, Tyrone (math) Guska

Tocach, Nanci (MMI) Singh/Maitner

Steinberg, Kyle (SS) Selden

Mizzi, Suzanne (science) Johnson

First year teachers

Bulino, Karen (science) McEligot

Conaway, Lorena (read 180) McCullough

Samuel, Nicholas (SS/SA/TTT) DISTRICT MENTOR

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

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

Describe your school's data-based problem-solving processes for the implementation and monitoring of your MTSS and SIP structures to address effectiveness of core instruction,

resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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

What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?

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

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

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

Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance)

SBLT utilizes a six week calendar rotation for problem solving data. Focus and EDS are the primary data sources; however both are limited in their ability to combine multiple sources of data. For this purpose we create Access databases to combine common assessments and EWS data for example. Reading interventionist will use FAIR data to determine students in need of support. Tier 2 and 3 behavior interventions will be used when EWS data indicates need for support.

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

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

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 10,800

Strategy Purpose(s)

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

Strategy Description

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

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

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

Who is responsible for monitoring implementation of this strategy?

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

Strategy: Summer Program

Minutes added to school year: 3,840

Strategy Purpose(s)

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

Strategy Description

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.

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

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

Who is responsible for monitoring implementation of this strategy?

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

Strategy: Summer Program

Minutes added to school year:

Strategy Purpose(s)

Strategy Description

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

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Connie Kolosey	Principal
Laura Guska	Math Teacher

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

Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)

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

What will be the major initiatives of the LLT this year?

Support for text complexity - Comprehension Instruction Sequence
 Support for instructional skills to improve reading comprehension

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

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

Every Teacher Contributes to Reading Instruction

Describe how the school ensures every teacher contributes to the reading improvement of every student

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

Support for text complexity - Comprehension Instruction Sequence
 Support for instructional skills to improve reading comprehension

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

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

College and Career Readiness

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

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

AVID elective (students will take tours of colleges in the area, Doorway student placed in AVID, AVID 8th graders will take Explore assessment (Pre-ACT), Project Lead the Way, Spanish 1 and 2. Academically focused classes that offer high school credit as well as 8th grade credit: English Honors, Algebra I Honors, Geometry Honors, Integrated Science Honors, Spanish 1 and Spanish 2

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

Redistep Assessment (pre-SAT) for all 7th and 8th graders, test will be given in October and results will be back by January so teachers can use data to help prepare them for other classes. Guidance Counselor will go into 8th grade history classes in October to promote high school programs which are geared towards career paths. In addition Guidance Counselor will go over each student high school request forms with them prior to high school guidance coming out. Lighthouse Guidance System: will be involved in history classes once high schools are selected—planning 4 year high school courses which gear to which college they will go to. Possible 6th and 7th grade counselors will use Choices (website planning tool for career paths)

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C

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

Encourage and support participation in rigorous course work.

Expected Improvements

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

Area 1: Reading**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA**

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

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

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

Florida Alternate Assessment (FAA)

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

Learning Gains

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

Comprehensive English Language Learning Assessment (CELLA)

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

Area 2: Writing				
	2013 Actual #	2013 Actual %	2014 Target %	
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	90	27%	40%	
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%	
Area 3: Mathematics				
Elementary and Middle School Mathematics				
Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA				
Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	39%	29%	No	45%
American Indian				
Asian	63%	70%	No	1%
Black/African American	28%	14%	No	36%
Hispanic	43%	37%	No	48%
White	49%	43%	No	54%
English language learners	39%	31%	No	45%
Students with disabilities	32%	12%	No	39%
Economically disadvantaged	37%	25%	No	43%
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)				
	2013 Actual #	2013 Actual %	2014 Target %	
Students scoring at Achievement Level 3	184	20%	35%	
Students scoring at or above Achievement Level 4	77	9%	10%	
Florida Alternate Assessment (FAA)				
	2013 Actual #	2013 Actual %	2014 Target %	
Students scoring at Levels 4, 5, and 6	11	33%	70%	
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		30%	
Learning Gains				
	2013 Actual #	2013 Actual %	2014 Target %	
Learning Gains	424	47%	60%	
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		64%	75%	
Middle School Acceleration				
	2013 Actual #	2013 Actual %	2014 Target %	
Middle school participation in high school EOC and industry certifications	67	68%	100%	
Middle school performance on high school EOC and industry certifications	61	91%	100%	

Algebra I End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	44	66%	70%
Students scoring at or above Achievement Level 4	17	17%	20%
Geometry End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		70%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		30%
Area 4: Science			
Middle School Science			
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	56	27%	40%
Students scoring at or above Achievement Level 4	24	60%	100%
Florida Alternate Assessment (FAA)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		80%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		20%
Area 5: Science, Technology, Engineering, and Mathematics (STEM)			
All Levels			
	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		7
Participation in STEM-related experiences provided for students	150	16%	25%
Area 8: Early Warning Systems			
Middle School Indicators			
	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	199	21%	15%
Students who fail a mathematics course	24	2%	0%
Students who fail an English Language Arts course	15	1%	0%
Students who fail two or more courses in any subject	10	1%	0%
Students who receive two or more behavior referrals	380	40%	20%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	332	35%	20%
Area 9: Parent Involvement			
Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).			

Describe parental involvement targets for your school

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

Specific Parental Involvement Targets

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

Area 10: Additional Targets**Description of additional targets**

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

Specific Additional Targets

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

Goals Summary

Goal #1:

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

Goal #2:

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

Goal #3:

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

Goal #4:

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

Goals Detail

Goal #1: Student achievement will increase when students are actively engaged in rigorous lessons.

Targets Supported

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

Resources Available to Support the Goal

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

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

Action:

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

Person or Persons Responsible:

Teachers, Instructional Coaches, Administrators

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Data review and presentation

Goal #2:

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

Targets Supported	<ul style="list-style-type: none"> • Reading • Reading - AMO's • Reading - FCAT2.0 • Reading - FAA • Reading - Learning Gains • Reading - CELLA • Writing • Math • Math - Elementary and Middle School • Math - Elementary and Middle AMO's • Math - Elementary and Middle FCAT 2.0 • Math - Elementary and Middle FAA • Math - Elementary and Middle Learning Gains • Math - Middle School Acceleration • Algebra 1 EOC • Geometry EOC • Social Studies • Civics EOC • Science • Science - Middle School • STEM • STEM - All Levels • Parental Involvement • EWS • EWS - Middle School • Additional Targets
Resources Available to Support the Goal	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Lack of teacher knowledge or confidence in using close reading and other appropriate scaffolding strategies to build student reading and writing proficiency • Students do not regularly use academic language in their conversations • Parent lack of knowledge of instructional shifts and how they can support literacy at home

Plan to Monitor Progress Toward the Goal

Action:

Student work

Person or Persons Responsible:

Teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

PLC notes

Goal #3:

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

Targets Supported

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

Resources Available to Support the Goal

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

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

Action:

Academic, behavior and engagement data

Person or Persons Responsible:

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

Target Dates or Schedule:

Weekly

Evidence of Completion:

PLC notes and SBLT minutes

Goal #4:

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

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

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

- Targeted Barriers to Achieving the Goal**
- Teachers lack sufficient skill and knowledge of effective positive behavior support systems
 - Limited parental involvement for behavior support

Plan to Monitor Progress Toward the Goal

Action:

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

Person or Persons Responsible:

SBLT and Cross Content teams

Target Dates or Schedule:

According to established data review calendar

Evidence of Completion:

SBLT minutes. Data presentations. PLC logs

Action Plan for Improvement

Goal #1:	Student achievement will increase when students are actively engaged in rigorous lessons.
Barrier #1:	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.
Strategy #1 to Overcome the Barrier	Teachers and coaches will collaboratively plan & implement rigorous and engaging lessons utilizing PLC work document.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:

Effectively use collaborative planning

Person or Persons Responsible:

Teachers

Target Dates or Schedule:

Weekly

Evidence of Completion:

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

Facilitator:

Administrators and Instructional Coaches

Participants:

Teachers

Step #2 to Implement Strategy #1 - PD Opportunity

Action:

Coaching Support

Person or Persons Responsible:

Teachers

Target Dates or Schedule:

Weekly

Evidence of Completion:

Weekly debrief between instructional coaches & teachers. Coaches logs

Facilitator:

Instructional Coaches

Participants:

Teachers

Step #3 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:

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

Person or Persons Responsible:

Teachers

Target Dates or Schedule:

Monthly

Evidence of Completion:

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

Facilitator:

Instructional Coaches and District Presenters

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #1

Action:

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

Person or Persons Responsible:

Principal, Assistant Principals and Instructional Coaches

Target Dates or Schedule:

Weekly

Evidence of Completion

Coaching and PLC logs

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #1

Action:

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

Person or Persons Responsible:

Teacher, Instructional Coaches, Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Data presentations

Goal #1:	Student achievement will increase when students are actively engaged in rigorous lessons.
Barrier #2:	Teachers lack sufficient knowledge or experience to implement rigorous and engaging lessons including the ability to monitor student understanding and respond appropriately to ensure all students progress toward the desired learning goal.
Strategy #1 to Overcome the Barrier	Teachers purposefully implement rigorous, engaging lessons everyday.

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:

Enage in Lesson Study process

Person or Persons Responsible:

Teachers

Target Dates or Schedule:

Semester

Evidence of Completion:

PD calendar and coaching logs documentation.

Facilitator:

Participants:

Teachers

Step #2 to Implement Strategy #1 - PD Opportunity

Action:

Work with instructional coaches or mentor teachers to improve practice

Person or Persons Responsible:

Teachers

Target Dates or Schedule:

Weekly

Evidence of Completion:

Coaching logs documentation.

Facilitator:

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #1

Action:

Walkthroughs, informal and formal observations

Person or Persons Responsible:

Administrators, Instructional Coaches

Target Dates or Schedule:

On-going

Evidence of Completion

Observation data

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #1

Action:

Progress monitoring data, student engagement data

Person or Persons Responsible:

Teachers, SBLT

Target Dates or Schedule:

According to established data review calendar

Evidence of Completion:

SBLT minutes and PLC notes

Goal #1:	Student achievement will increase when students are actively engaged in rigorous lessons.
Barrier #3:	School-related student attendance issues: disengagement, suspension, time out of classroom, ISS, skipping, tardy, lengthy restroom breaks, misuse of hall pass
Strategy #1 to Overcome the Barrier	School staff will implement positive behavior systems which maximize instructional time

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:
MTSS Facilitator coordinates processes to analyze behavior data

Person or Persons Responsible:
Staff

Target Dates or Schedule:
Weekly

Evidence of Completion:
Documentation in data calendar and PLC logs

Facilitator:
MTSS Facilitator

Participants:
Staff

Step #2 to Implement Strategy #1 - PD Opportunity

Action:
Cross content teams interventions

Person or Persons Responsible:
Teachers & Administrators

Target Dates or Schedule:
Weekly

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

Facilitator:
MTSS Facilitator

Participants:
Teachers & Administrators

Step #3 to Implement Strategy #1

Action:
Utilize child study team or Tier 3

Person or Persons Responsible:
Teachers & Administrators

Target Dates or Schedule:
Monthly

Evidence of Completion:
SBLT meetings

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #3 to Goal #1

Action:

Referral, ISS and OSS data

Person or Persons Responsible:

All staff

Target Dates or Schedule:

Weekly

Evidence of Completion

Cross Content team notes, SBLT minutes

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #3 to Goal #1

Action:

Referral Data, Point Charts, ISS, OSS data

Person or Persons Responsible:

All staff

Target Dates or Schedule:

Weekly

Evidence of Completion:

Cross Content teams and SBLT

Goal #1:	Student achievement will increase when students are actively engaged in rigorous lessons.
Barrier #4:	Home related student attendance issues: absence from school, frequent late arrivals or early pickups
Strategy #1 to Overcome the Barrier	School staff will collaborate and communicate with parents regarding the impact of good attendance on academic success.

Step #1 to Implement Strategy #1

Action:

Cross content teams initiate communication with parents

Person or Persons Responsible:

Teachers

Target Dates or Schedule:

Weekly

Evidence of Completion:

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

Step #2 to Implement Strategy #1

Action:

Log actions in Portal

Person or Persons Responsible:

Administrators, clerks, counselors, and teachers

Target Dates or Schedule:

Weekly

Evidence of Completion:

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

Step #3 to Implement Strategy #1

Action:

Facilitate Title 1 Family Nights

Person or Persons Responsible:

Title I Contact

Target Dates or Schedule:

Quartley

Evidence of Completion:

Title I documentation

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #4 to Goal #1

Action:

Whole school communications, parent automated calls, parent personalized calls

Person or Persons Responsible:

Cross content teams, guidance counselors, administrators

Target Dates or Schedule:

on-going

Evidence of Completion

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

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #4 to Goal #1

Action:

Attendance records

Person or Persons Responsible:

SBLT

Target Dates or Schedule:

Monthly

Evidence of Completion:

SBLT minutes

Goal #1:	Student achievement will increase when students are actively engaged in rigorous lessons.
Barrier #5:	Previous retention(s) and course failures
Strategy #1 to Overcome the Barrier	Implement .5 programs that allow previously retained students to participate in course modification classes to accelerate progress.

Step #1 to Implement Strategy #1

Action:
Identify and place students in the .5 program

Person or Persons Responsible:
Guidance Counselors

Target Dates or Schedule:
Beginning of each semester

Evidence of Completion:
Student enrollment in .5 program

Step #2 to Implement Strategy #1

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

Person or Persons Responsible:
Administration

Target Dates or Schedule:
Beginning of each semester

Evidence of Completion:
Documentation of teacher skill set and student feedback

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #5 to Goal #1

Action:
Review retention data for all students. Place appropriately.

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
August

Evidence of Completion
Student schedules

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #5 to Goal #1

Action:

Attendance, grades, progress monitoring data

Person or Persons Responsible:

Administrators, guidance counselors, MTSS Facilitator

Target Dates or Schedule:

Semesters

Evidence of Completion:

Successful promotion

Goal #1:	Student achievement will increase when students are actively engaged in rigorous lessons.
Barrier #6:	Lack of academically focused electives
Strategy #1 to Overcome the Barrier	Implement college and career focused electives that support student progress toward proficiency in math, science, and literacy

Step #1 to Implement Strategy #1 - Budget Item

Action:

Identify and fund appropriate programs

Person or Persons Responsible:

Administratiion

Target Dates or Schedule:

Spring

Evidence of Completion:

Student schedules

Step #2 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:

Identify and train appropriate teachers

Person or Persons Responsible:

Administratiion

Target Dates or Schedule:

Spring and summer

Evidence of Completion:

Student schedules

Facilitator:

Program specific training

Participants:

Administratiion

Step #3 to Implement Strategy #1

Action:

Recruit and prioritize student elective choices

Person or Persons Responsible:

Guidance Counselors

Target Dates or Schedule:

Spring and summer

Evidence of Completion:

Student schedules

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #6 to Goal #1

Action:

Walk-through data, student engagement

Person or Persons Responsible:

Administrators

Target Dates or Schedule:

on-going

Evidence of Completion

Walk through data, observation

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #6 to Goal #1

Action:

Grades, attendance, engagement

Person or Persons Responsible:

Administrators

Target Dates or Schedule:

Spring 2014

Evidence of Completion:

PDSA process

Goal #2:	Student achievement will increase when students can demonstrate comprehension of complex text through writing.
Barrier #1:	Lack of teacher knowledge or confidence in using close reading and other appropriate scaffolding strategies to build student reading and writing proficiency
Strategy #1 to Overcome the Barrier	Establish common school-wide routines and expectations for integration of reading strategies and writing opportunities into daily instruction

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:

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

Person or Persons Responsible:

All Content Teachers

Target Dates or Schedule:

Weekly

Evidence of Completion:

Lesson plan documentation

Facilitator:

Participants:

All Content Teachers

Step #2 to Implement Strategy #1 - PD Opportunity

Action:

Create common short and extended writing rubrics

Person or Persons Responsible:

All Content Teachers

Target Dates or Schedule:

Weekly

Evidence of Completion:

PLC logs, team meetings

Facilitator:

Participants:

All Content Teachers

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #2

Action:

Embedded in lessons

Person or Persons Responsible:

Instructional Coaches

Target Dates or Schedule:

September, on-going

Evidence of Completion

Student work samples

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #2

Action:

Student work samples - growth over time

Person or Persons Responsible:

Instructional coaches

Target Dates or Schedule:

September and on-going

Evidence of Completion:

PLC notes and reflections regarding student growth

Goal #2:	Student achievement will increase when students can demonstrate comprehension of complex text through writing.
Barrier #2:	Students do not regularly use academic language in their conversations
Strategy #1 to Overcome the Barrier	Establish common school-wide routines and expectations for vocabulary acquisition

Step #1 to Implement Strategy #1 - PD Opportunity

Action:

Identify appropriate school-wide vocabulary routines

Person or Persons Responsible:

Literacy Coach and Lead Teachers

Target Dates or Schedule:

September

Evidence of Completion:

Routines established

Facilitator:

Literacy Coach and Lead Literacy Teachers

Participants:

Literacy Coach and Lead Teachers

Step #2 to Implement Strategy #1 - PD Opportunity

Action:

Provide professional development for cross content teams on established routines

Person or Persons Responsible:

Literacy Coach and Lead Teachers

Target Dates or Schedule:

September

Evidence of Completion:

Training material and sign in

Facilitator:

Literacy Coach and Lead Literacy Teachers

Participants:

Literacy Coach and Lead Teachers

Step #3 to Implement Strategy #1

Action:

Coaches provide support at needed

Person or Persons Responsible:

Instructional Coaches

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Routines are in use school-wide

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #2

Action:

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

Person or Persons Responsible:

Administrators, Instructional Coaches

Target Dates or Schedule:

On-going

Evidence of Completion

Observation data

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #2

Action:

Student work samples

Person or Persons Responsible:

Teachers, Instructional Coaches, Administration

Target Dates or Schedule:

Every six weeks

Evidence of Completion:

PLC Notes

Goal #2:	Student achievement will increase when students can demonstrate comprehension of complex text through writing.
Barrier #3:	Parent lack of knowledge of instructional shifts and how they can support literacy at home
Strategy #1 to Overcome the Barrier	Use multiple avenues of communication with parents regarding the instructional shifts and how they can support students at home

Step #1 to Implement Strategy #1

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

Person or Persons Responsible:
Principal supported by Literacy Coach and teachers

Target Dates or Schedule:
on-going

Evidence of Completion:
Agenda and feedback

Step #2 to Implement Strategy #1

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

Person or Persons Responsible:
Principal supported by Literacy Coach and teachers

Target Dates or Schedule:
on-going

Evidence of Completion:
Agenda and feedback

Step #3 to Implement Strategy #1

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

Person or Persons Responsible:
Principal supported by Literacy Coach and teachers

Target Dates or Schedule:
on-going

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

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #3 to Goal #2

Action:

Website, marquee, automated calls, Parent Knights

Person or Persons Responsible:

Principal and Literacy Coach

Target Dates or Schedule:

Monthly

Evidence of Completion

Agendas, text of calls and emails, photos of marquee

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #3 to Goal #2

Action:

Parent and teacher feedback

Person or Persons Responsible:

Principal and Literacy Coach

Target Dates or Schedule:

Semester

Evidence of Completion:

PDSA notes

Goal #3:	Student achievement will increase when teachers differentiate instruction based on data analysis
Barrier #1:	Lack of sufficient skill and knowledge in how to differentiate instruction, how to collect data, and data analysis
Strategy #1 to Overcome the Barrier	Develop a proactive approach to collect and utilize data to inform instruction (core, whole group, small group, intervention, and acceleration)

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:

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

Person or Persons Responsible:

All instructional staff and administrators

Target Dates or Schedule:

Summer - pre-school

Evidence of Completion:

PD Logs

Facilitator:

Learning Science

Participants:

All instructional staff and administrators

Step #2 to Implement Strategy #1

Action:

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

Person or Persons Responsible:

Teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

PLC logs

Step #3 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:

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

Person or Persons Responsible:

Teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

All available Smart Response Clickers in regular use

Facilitator:

Lead Teachers or Learning Science staff developers

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #3

Action:

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

Person or Persons Responsible:

Teachers, instructional coaches, administrators

Target Dates or Schedule:

On-going

Evidence of Completion

Data review and presentation

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #3

Action:

Academic, behavior and engagement data

Person or Persons Responsible:

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

Target Dates or Schedule:

Weekly

Evidence of Completion:

PLC logs and SBLT notes

Goal #4:	Students achievement will increase when students' social, emotional, and behavioral competency and self-management skills increase.
Barrier #1:	Teachers lack sufficient skill and knowledge of effective positive behavior support systems
Strategy #1 to Overcome the Barrier	Establish school-wide expectations and routines with a system of accountability to address student needs.

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

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

Person or Persons Responsible:
 SBLT

Target Dates or Schedule:
 Throughout school year

Evidence of Completion:
 Lessons plans, staff and student surveys

Facilitator:
 SBLT members

Participants:
 SBLT

Step #2 to Implement Strategy #1 - PD Opportunity

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

Person or Persons Responsible:
 Homeroom teachers

Target Dates or Schedule:
 Each grading period

Evidence of Completion:
 Student logs

Facilitator:
 Lead Teachers/Principal

Participants:
 Homeroom teachers

Step #3 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:

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

Person or Persons Responsible:

Homeroom teachers

Target Dates or Schedule:

First two weeks of school

Evidence of Completion:

Success Highways data available for review

Facilitator:

Participants:

Homeroom teachers

Step #4 to Implement Strategy #1 - PD Opportunity

Action:

Use Haberman screener as a basis for PD with staff

Person or Persons Responsible:

Administrative Team

Target Dates or Schedule:

First Semester

Evidence of Completion:

Haberman Screener data and PD materials

Facilitator:

Principal or District Staff

Participants:

Administrative Team

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #4

Action:

Classroom and campus observations of school culture.

Person or Persons Responsible:

SBLT

Target Dates or Schedule:

On-going

Evidence of Completion

Positive school culture - student and staff surveys,

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #4

Action:

All early warning systems data: discipline, grades, attendance

Person or Persons Responsible:

SBLT

Target Dates or Schedule:

According to established data review calendar

Evidence of Completion:

SBLT Minutes, data presentations

Goal #4:

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

Barrier #5:

Limited parental involvement for behavior support

Strategy #1 to Overcome the Barrier

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

Step #1 to Implement Strategy #1

Action:

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

Person or Persons Responsible:

Teachers

Target Dates or Schedule:

On-going

Evidence of Completion:

Portal contact logs

Step #2 to Implement Strategy #1

Action:

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

Person or Persons Responsible:

All staff

Target Dates or Schedule:

Per incident

Evidence of Completion:

Portal contact logs

Step #3 to Implement Strategy #1 - Budget Item

Action:

Title 1 Family Nights

Person or Persons Responsible:

All staff

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Promotional flyers, sign in sheets

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #5 to Goal #4

Action:

Review Portal contact data and Cross-Content team notes

Person or Persons Responsible:

SBLT & Assistant Principals

Target Dates or Schedule:

Monthly

Evidence of Completion

SBLT Minutes

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #5 to Goal #4

Action:

Increased positive perception of parental involvement

Person or Persons Responsible:

School Staff

Target Dates or Schedule:

Spring

Evidence of Completion:

School Climate Survey

Coordination and Integration

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

Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school

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

Title I, Part A

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

Title I, Part D

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

Title II

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

Title III

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

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

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

Nutrition Programs

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

Race To The Top Funds

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

Teacher Incentive Fund Grant through State Race to the Top funds

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

Pinellas Count Tax Referendum

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

Executive PASS Partnership

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

Goal #1: Student achievement will increase when students are actively engaged in rigorous lessons.

Barrier #1: 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.

Strategy #1: Teachers and coaches will collaboratively plan & implement rigorous and engaging lessons utilizing PLC work document.

Action Step #1: Effectively use collaborative planning

Facilitator leader

Administrators and Instructional Coaches

Participants

Teachers

Target dates or schedule

Weekly

Evidence of Completion and Person Responsible for Monitoring

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

Action Step #2: Coaching Support

Facilitator leader

Instructional Coaches

Participants

Teachers

Target dates or schedule

Weekly

Evidence of Completion and Person Responsible for Monitoring

Weekly debrief between instructional coaches & teachers. Coaches logs
(Person Responsible: Teachers)

Action Step #3: Engage in relevant professional development aligned to planning rigorous and engaging lessons

Facilitator leader

Instructional Coaches and District Presenters

Participants

Teachers

Target dates or schedule

Monthly

Evidence of Completion and Person Responsible for Monitoring

Monthly debrief between administrators, instructional coaches & teachers. PD calendars
(Person Responsible: Teachers)

Barrier #2: Teachers lack sufficient knowledge or experience to implement rigorous and engaging lessons including the ability to monitor student understanding and respond appropriately to ensure all students progress toward the desired learning goal.

Strategy #1: Teachers purposefully implement rigorous, engaging lessons everyday.

Action Step #1: Engage in Lesson Study process

Facilitator leader

Participants

Teachers

Target dates or schedule

Semester

Evidence of Completion and Person Responsible for Monitoring

PD calendar and coaching logs documentation.
(Person Responsible: Teachers)

Action Step #2: Work with instructional coaches or mentor teachers to improve practice

Facilitator leader

Participants

Teachers

Target dates or schedule

Weekly

Evidence of Completion and Person Responsible for Monitoring

Coaching logs documentation.
(Person Responsible: Teachers)

Barrier #3: School-related student attendance issues: disengagement, suspension, time out of classroom, ISS, skipping, tardy, lengthy restroom breaks, misuse of hall pass

Strategy #1: School staff will implement positive behavior systems which maximize instructional time

Action Step #1: MTSS Facilitator coordinates processes to analyze behavior data

Facilitator leader

MTSS Facilitator

Participants

Staff

Target dates or schedule

Weekly

Evidence of Completion and Person Responsible for Monitoring

Documentation in data calendar and PLC logs

(Person Responsible: Staff)

Action Step #2: Cross content teams interventions

Facilitator leader

MTSS Facilitator

Participants

Teachers & Administrators

Target dates or schedule

Weekly

Evidence of Completion and Person Responsible for Monitoring

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

(Person Responsible: Teachers & Administrators)

Barrier #6: Lack of academically focused electives

Strategy #1: Implement college and career focused electives that support student progress toward proficiency in math, science, and literacy

Action Step #2: Identify and train appropriate teachers

Facilitator leader

Program specific training

Participants

Administration

Target dates or schedule

Spring and summer

Evidence of Completion and Person Responsible for Monitoring

Student schedules

(Person Responsible: Administration)

Goal #2: Student achievement will increase when students can demonstrate comprehension of complex text through writing.

Barrier #1: Lack of teacher knowledge or confidence in using close reading and other appropriate scaffolding strategies to build student reading and writing proficiency

Strategy #1: Establish common school-wide routines and expectations for integration of reading strategies and writing opportunities into daily instruction

Action Step #1: Create close reading lessons: text coding, direct vocab instruction, text dependent questions, writing response to reading and thinking

Facilitator leader

Participants

All Content Teachers

Target dates or schedule

Weekly

Evidence of Completion and Person Responsible for Monitoring

Lesson plan documentation

(Person Responsible: All Content Teachers)

Action Step #2: Create common short and extended writing rubrics

Facilitator leader

Participants

All Content Teachers

Target dates or schedule

Weekly

Evidence of Completion and Person Responsible for Monitoring

PLC logs, team meetings

(Person Responsible: All Content Teachers)

Barrier #2: Students do not regularly use academic language in their conversations

Strategy #1: Establish common school-wide routines and expectations for vocabulary acquisition

Action Step #1: Identify appropriate school-wide vocabulary routines

Facilitator leader

Literacy Coach and Lead Literacy Teachers

Participants

Literacy Coach and Lead Teachers

Target dates or schedule

September

Evidence of Completion and Person Responsible for Monitoring

Routines established

(Person Responsible: Literacy Coach and Lead Teachers)

Action Step #2: Provide professional development for cross content teams on established routines

Facilitator leader

Literacy Coach and Lead Literacy Teachers

Participants

Literacy Coach and Lead Teachers

Target dates or schedule

September

Evidence of Completion and Person Responsible for Monitoring

Training material and sign in

(Person Responsible: Literacy Coach and Lead Teachers)

Goal #3: Student achievement will increase when teachers differentiate instruction based on data analysis

Barrier #1: Lack of sufficient skill and knowledge in how to differentiate instruction, how to collect data, and data analysis

Strategy #1: Develop a proactive approach to collect and utilize data to inform instruction (core, whole group, small group, intervention, and acceleration)

Action Step #1: Participate in professional development in writing of learning goals and scales, progress monitoring strategies, and assessment writing

Facilitator leader

Learning Science

Participants

All instructional staff and administrators

Target dates or schedule

Summer - pre-school

Evidence of Completion and Person Responsible for Monitoring

PD Logs

(Person Responsible: All instructional staff and administrators)

Action Step #3: Utilize technology to collect data for analysis. (i.e. Smart Response Clickers, TI Inspire calculators),

Facilitator leader

Lead Teachers or Learning Science staff developers

Participants

Teachers

Target dates or schedule

Ongoing

Evidence of Completion and Person Responsible for Monitoring

All available Smart Response Clickers in regular use

(Person Responsible: Teachers)

Goal #4: Students achievement will increase when students' social, emotional, and behavioral competency and self-management skills increase.

Barrier #1: Teachers lack sufficient skill and knowledge of effective positive behavior support systems

Strategy #1: Establish school-wide expectations and routines with a system of accountability to address student needs.

Action Step #1: Homeroom—Overcoming Obstacles, gender-based, explicitly teach school-wide expectations and routines

Facilitator leader

SBLT members

Participants

SBLT

Target dates or schedule

Throughout school year

Evidence of Completion and Person Responsible for Monitoring

Lessons plans, staff and student surveys

(Person Responsible: SBLT)

Action Step #2: Teach students to monitor their own progress (grades, GPA, referrals, attendance) during Homeroom

Facilitator leader

Lead Teachers/Principal

Participants

Homeroom teachers

Target dates or schedule

Each grading period

Evidence of Completion and Person Responsible for Monitoring

Student logs

(Person Responsible: Homeroom teachers)

Action Step #3: Use Success Highways student resiliency screener to identify students who need additional support

Facilitator leader

Participants

Homeroom teachers

Target dates or schedule

First two weeks of school

Evidence of Completion and Person Responsible for Monitoring

Success Highways data available for review

(Person Responsible: Homeroom teachers)

Action Step #4: Use Haberman screener as a basis for PD with staff

Facilitator leader

Principal or District Staff

Participants

Administrative Team

Target dates or schedule

First Semester

Evidence of Completion and Person Responsible for Monitoring

Haberman Screener data and PD materials

(Person Responsible: Administrative Team)

Appendix 2: Budget to Support School Improvement Goals**Budget Summary by Goal**

Goal	Description	Total
Goal #1	Student achievement will increase when students are actively engaged in rigorous lessons.	\$232,645
Goal #2	Student achievement will increase when students can demonstrate comprehension of complex text through writing.	\$16,975
Goal #3	Student achievement will increase when teachers differentiate instruction based on data analysis	\$105,213
Goal #4	Students achievement will increase when students' social, emotional, and behavioral competency and self-management skills increase.	\$79,851
	Total	\$434,684

Budget Summary by Resource Type and Funding Source

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

Budget Detail

Goal #1: Student achievement will increase when students are actively engaged in rigorous lessons.

Barrier #1: 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.

Strategy #1: Teachers and coaches will collaboratively plan & implement rigorous and engaging lessons utilizing PLC work document.

Action Step #3: Engage in relevant professional development aligned to planning rigorous and engaging lessons

Resource Type Professional Development

Resource Instructional coaches

Funding Source District Title 1

Amount Needed \$158,420

Barrier #2: Teachers lack sufficient knowledge or experience to implement rigorous and engaging lessons including the ability to monitor student understanding and respond appropriately to ensure all students progress toward the desired learning goal.

Strategy #1: Teachers purposefully implement rigorous, engaging lessons everyday.

Action Step #1: Engage in Lesson Study process

Resource Type Evidence-Based Program

Resource TDE's for teachers

Funding Source Title 1

Amount Needed \$3,652

Barrier #3: School-related student attendance issues: disengagement, suspension, time out of classroom, ISS, skipping, tardy, lengthy restroom breaks, misuse of hall pass

Strategy #1: School staff will implement positive behavior systems which maximize instructional time

Action Step #1: MTSS Facilitator coordinates processes to analyze behavior data

Resource Type Personnel

Resource MTSS Facilitator

Funding Source Title 1

Amount Needed \$53,932

Barrier #6: Lack of academically focused electives

Strategy #1: Implement college and career focused electives that support student progress toward proficiency in math, science, and literacy

Action Step #1: Identify and fund appropriate programs

Resource Type Evidence-Based Program

Resource Refreshments, professional development materials and supplies

Funding Source Title 1 and district

Amount Needed \$3,000

Action Step #2: Identify and train appropriate teachers

Resource Type Evidence-Based Program

Resource Project Lead The Way

Funding Source Title 1 and district

Amount Needed \$13,641

Goal #2: Student achievement will increase when students can demonstrate comprehension of complex text through writing.

Barrier #1: Lack of teacher knowledge or confidence in using close reading and other appropriate scaffolding strategies to build student reading and writing proficiency

Strategy #1: Establish common school-wide routines and expectations for integration of reading strategies and writing opportunities into daily instruction

Action Step #1: Create close reading lessons: text coding, direct vocab instruction, text dependent questions, writing response to reading and thinking

Resource Type Other

Resource Materials and supplies

Funding Source Title 1

Amount Needed \$16,975

Goal #3: Student achievement will increase when teachers differentiate instruction based on data analysis

Barrier #1: Lack of sufficient skill and knowledge in how to differentiate instruction, how to collect data, and data analysis

Strategy #1: Develop a proactive approach to collect and utilize data to inform instruction (core, whole group, small group, intervention, and acceleration)

Action Step #1: Participate in professional development in writing of learning goals and scales, progress monitoring strategies, and assessment writing

Resource Type	Evidence-Based Program
Resource	Marzano Teacher Evaluation training
Funding Source	TIF
Amount Needed	\$30,000

Action Step #3: Utilize technology to collect data for analysis. (i.e. Smart Response Clickers, TI Inspire calculators),

Resource Type	Technology
Resource	Hardware and software
Funding Source	Title 1
Amount Needed	\$75,213

Goal #4: Students achievement will increase when students' social, emotional, and behavioral competency and self-management skills increase.

Barrier #1: Teachers lack sufficient skill and knowledge of effective positive behavior support systems

Strategy #1: Establish school-wide expectations and routines with a system of accountability to address student needs.

Action Step #1: Homeroom—Overcoming Obstacles, gender-based, explicitly teach school-wide expectations and routines

Resource Type	Evidence-Based Program
Resource	materials and supplies
Funding Source	Title 1
Amount Needed	\$16,975

Action Step #3: Use Success Highways student resiliency screener to identify students who need additional support

Resource Type	Evidence-Based Program
Resource	Hardware and software to support differentiated instruction and assessments
Funding Source	Title 1
Amount Needed	\$56,188

Barrier #5: Limited parental involvement for behavior support

Strategy #1: School staff will collaborate and communicate with parents regarding school-wide expectations and their child's performance.

Action Step #3: Title 1 Family Nights

Resource Type	Other
Resource	Refreshments, materials and supplies,
Funding Source	Title 1
Amount Needed	\$6,688