

Pinellas County Schools

Azalea Middle School



2016-17 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 and Grades Served (per MSID File) | 2015-16 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3) |
| Middle School 6-8 | Yes | 100% |
| Primary Service Type (per MSID File) | Charter School | 2015-16 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 63% |

School Grades History

| | | | | |
|--------------|----------------|----------------|----------------|----------------|
| Year | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| Grade | D | D* | F | F |

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority and Template

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

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>.

Table of Contents

| | |
|---|-----------|
| Purpose and Outline of the SIP | 4 |
| Differentiated Accountability | 5 |
| Current School Status | 6 |
| 8-Step Planning and Problem Solving Implementation | 20 |
| Goals Summary | 20 |
| Goals Detail | 20 |
| Action Plan for Improvement | 25 |
| Appendix 1: Implementation Timeline | 57 |
| Appendix 2: Professional Development and Technical Assistance Outlines | 0 |
| Professional Development Opportunities | 61 |
| Technical Assistance Items | 71 |
| Appendix 3: Budget to Support Goals | 0 |

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
- 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)

2016-17 DA Category and Statuses

| DA Category | Region | RED |
|-------------|-------------------|-----------------------------|
| Focus | Southwest | Jim Browder |
| Former F | Turnaround Status | |
| No | Implementing | |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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

2. School Environment

a. 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. The full faculty participated in Learning Sciences International (LSI) and AVID training towards refocusing on research based best practices school wide and monitoring student progress.

School Wide Orientation was facilitated during the first week of school as modeled during Pre-School. Each teacher presents lessons designed to ensure all students know our school processes/ expectations, and also create an opportunity for teachers and students to interact with culture building activities.

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.

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

Affective lessons will be delivered weekly by teachers rotating through various subjects. These lessons will focus on life, communication and problem solving 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.

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

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 Positive Behavior Support Systems as a foundation for classroom and school wide behavior systems. CHAMPS, Restorative Justice and STOIC structures are used to support our Tier 1 processes. 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 also developed and communicated a behavior matrix that specifies an appropriate range of response to common disciplinary infractions.

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

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 Girlfriends, 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's Take Stock In Children scholarship candidates continues to grow. 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.

3. 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).

a. 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 FSA scores, retentions, failure in core classes, suspension, referrals, and attendance 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

Meeting or exceeding all Tier 1 expectations:

Present more than 95% of the time – 453 Students (45%)

0-1 Office Discipline Referrals – 417 Students(42%) (0 ODR – 588 students)
0 F in Core Class – 553 Students (55%)

At Risk for Off Track

Present 90-94% - 257 Students (26%)
2-3 Referrals – 85 Students (9%)
1-3 F in Core Class – 277 Students (28%)

Off Track

Absent 10% or more – 294 Students (30%)
4-6 ODR – 81 Students (8%)
4-7 F in Core Class – 118 Students (12%)

High Off Track

Over age 1 year – 150 Students (15%)
Absent 15% or more – 154 Students (15%)
7 or more Referrals – 113 Students (11%)
8+ F in Core – 46 Students (4%)

Extreme Off Track

Over age 2-3 years – 12 Students (1%)
Behind Core Credits entering 12-13
Failing all core classes – 2 Students (.2%)

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

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

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|---------------------------------|-------------|---|---|---|---|---|-----|----|-----|---|----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 75 | 85 | 92 | 0 | 0 | 0 | 0 | 252 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 79 | 97 | 85 | 0 | 0 | 0 | 0 | 261 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 10 | 9 | 0 | 0 | 0 | 0 | 24 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 115 | 94 | 107 | 0 | 0 | 0 | 0 | 316 |

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

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|--|-------------|---|---|---|---|---|-----|-----|----|---|----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Students exhibiting two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 109 | 125 | 97 | 0 | 0 | 0 | 0 | 331 |

c. 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.)

Restorative Practices

After school extended learning opportunities with transportation

Social Services referral

Mentoring/conferencing

Parent involvement

B. Family and Community Engagement

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).

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

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

a. Will the school use its PIP to satisfy this question?

Yes

1. 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/306480>.

2. Description

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

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

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 Paradise Lutheran Church, 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.

C. 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).

1. School Leadership Team

a. Membership

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

| Name | Title |
|-------------------|------------------------|
| Lowery, Solomon | Principal |
| Mitchell, Tonya | Assistant Principal |
| MacNeal, Julie | Guidance Counselor |
| Poole, Latiki | Guidance Counselor |
| Blair, Jonathan | Instructional Coach |
| Bean, Joshua | Attendance/Social Work |
| Neuberger, Teresa | Teacher, K-12 |
| Leclair, Colleen | Teacher, ESE |
| Autrey, Rachel | Instructional Coach |

b. Duties

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

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/Student Achievement Specialist 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.

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

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 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

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.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|----------------|--------------------|
| Paula Zachem | Parent |
| Joe Mestas | Parent |
| Ernesto Alonzo | Teacher |
| Yolanda Fintak | Business/Community |
| Kara Chastain | Parent |
| Tom Andry | Parent |
| Louise Flowler | Business/Community |
| Solomon Lowery | Principal |

b. Duties

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

a. Evaluation of last year's school improvement plan

At the September 13, 2016 meeting; SAC will review the goals, strategies and action steps of the 2016-2017 school improvement plan. Members will have the opportunity to ask questions or make suggestions about the plan.

b. Development of this school improvement plan

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

c. Preparation of the school's annual budget and plan

At the May 2015 meeting SAC members reviewed the Title 1 budget for the 2016-2017 school year. Members had the opportunity to ask questions or make suggestion about needed resources.

2. 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

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

| Name | Title |
|---------------------|---------------------|
| Lowery, Solomon | Principal |
| 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 |
| Neuberger, Teresa | |
| Mitchell, Tonya | Assistant Principal |

b. Duties

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

The Literacy Leadership Team also serves as our AVID Site Team determining how we will implement WICOR, 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).

D. 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).

1. 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.

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

Azalea has a priority hiring status with the district which allows the school to hire outside of the normal hiring timelines. This opportunity gives the school access to experienced teachers who wish to relocate to the St. Petersburg area. All teachers receive a high degree of support through strong administrators, instructional coaches and mentors. In addition, teachers teach 6 out of 8 periods (block schedule with planning with 86 minutes of planning every day), they have common planning, and work in cross content teams.

Teachers who work at Azalea earn an additional \$3,000 for the first three years and increases beyond for four years and beyond. In addition, they are paid for professional development outside of the contract day.

3. 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 to the district teachers and new teachers will be provided paid mentors through the TIF Grant.

New Teachers will meet with their assigned mentor weekly, with the new teacher Coordinators bi-weekly for the first marking Term (and a minimum of monthly thereafter), the Asst. Principal Monthly, and the Principal Monthly to provide ongoing sustained support/growth. Additionally, community building activities to orient the new teachers to AMS will take place. Lastly, the group will participate in guided professional development to support their use/understanding of our student information system, tracking mechanisms, and activities to prepare them for a successful first year of teaching at AMS.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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.

b. Instructional Strategies

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

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 - Differentiated instruction is based on pre/post unit assessments, cycle assessments and classroom assessments. Additionally, computer based programs are used to pre-assess and modify instruction. Programs used included Think Through Math, Dimension U for intensive math, Carnegie Learning for Algebra and Honors Geometry, and Khan Academy, 10 Marks, Compass Learning for supplemental instruction. Cycle and classroom assessments determine needed remediation in small group, individual or whole class instruction.

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 for individual students and develop remediation plans embedded in our lesson plans tied to similar content. Additionally we target borderline students. Teachers will use smaller formative assessments to differentiate small group lessons.

Reading- Reading teachers will use SRI and 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 teachers will work 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. Short standards based quizzes for the focus standards each quarters. ELA teachers will also use focused formative assessments 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 assessments to determine depth of knowledge of the focus standard being taught. In PLC teachers will group kids for remediation

All content areas will utilize the student tracker provided by Learning Sciences International (LSI) to monitor student(s) progress towards mastery of content specific standards. AMS will be supported ongoing by LSI in pursuit of proper implementation/use of this resource.

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

Strategy: After School Program

Minutes added to school year: 10,800

Extended Learning Program at Azalea Middle will consist of support in core academic classes. ELP will target all level 1 and 2 math students with the goal of encouraging all students to participate at least two days per week, 1 1/2 hours per day, for 30 weeks. We will use the iReady curriculum, GradPoint for course recovery students, and online components 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

Mitchell, Tonya, mitchellto@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 MTSS Facilitator, Asst. Principal, and School/Student Achievement Specialist. 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: 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

Mitchell, Tonya, mitchellto@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

Mitchell, Tonya, mitchellto@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) and EOC Crash Course sessions to prepare students for end of course exams.

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

Mitchell, Tonya, mitchellto@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.

2. Student Transition and Readiness

a. 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).

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

AMS Facilitates Articulation for our incoming 6th Graders and outgoing 8th Graders. Additionally, we hold Orientation sessions, facilitate school tours, Title I parent information sessions, distribute newsletters, and invite our feeder high school representatives in to support a smooth transition for our incoming/outgoing students.

b. College and Career Readiness

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

Students will have the opportunity to earn certifications in Business and Information Technology. 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)

2. 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

3. 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.

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

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

| |
|---|
| 2016_AMS_FSA-EOC_Snapshot.docx |
| 2016 AMS FSA-EOC Snapshot |
| 2016_AMS_Subgroup_Data_AMO_Pinellas.xls |
| 2016 AMS Subgroup Performance |

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

The problem of low student achievement is occurring due to a lack of consistency and fidelity in the implementation of Tier 1 instructional strategies and processes for academics and behavior.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

If all stakeholders buy into and implement all Tier 1 strategies and processes for instruction, curriculum, and learning environment the problem of low student achievement would be reduced.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase student achievement resulting in increased percentages of proficiency across the school in math, literacy, science and Civics, and learning gains for all students in literacy and math.

- G2.** Develop and sustain a healthy, respectful, caring, safe learning environment for students, faculty, staff, and community resulting in individual employee learning, student achievement and overall school improvement.

- G3.** Eliminate the gap between Azalea Middle School's accelerated participation and performance rates for black and non-black students as measured by the percent within ethnicity.

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. Increase student achievement resulting in increased percentages of proficiency across the school in math, literacy, science and Civics, and learning gains for all students in literacy and math. **1a**

G076731

Targets Supported **1b**

| Indicator | Annual Target |
|------------------------------|---------------|
| Algebra I EOC Pass Rate | 80.0 |
| Geometry EOC Pass Rate | 90.0 |
| ELA/Reading Gains | 75.0 |
| ELA/Reading Lowest 25% Gains | 75.0 |
| Math Gains | 75.0 |
| FCAT 2.0 Science Proficiency | 60.0 |
| Math Lowest 25% Gains | 75.0 |
| Civics EOC Pass | 60.0 |

Targeted Barriers to Achieving the Goal **3**

- Teachers do not consistently ensure curriculum, instruction and assessment are designed and delivered with a clear focus on continuous improvement of student engagement and academic achievement.
- Teachers do not consistently implement school-wide routines and expectations for integration of reading strategies, writing opportunities, and problem solving tasking into daily instruction.
- Teachers and administrators do not consistently collect or utilize data to inform instruction (core, whole group, small group, intervention, acceleration.)
- Parents do not consistently receive communication regarding the Florida Standards and how they can support students at home.

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

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

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

Person Responsible

Solomon Lowery

Schedule

Quarterly, from 8/1/2016 to 6/2/2017

Evidence of Completion

Data review and presentation

G2. Develop and sustain a healthy, respectful, caring, safe learning environment for students, faculty, staff, and community resulting in individual employee learning, student achievement and overall school improvement. **1a**

G076732

Targets Supported **1b**

| Indicator | Annual Target |
|-------------------------------|---------------|
| School Climate Survey - Staff | 6.0 |

Targeted Barriers to Achieving the Goal **3**

- Students and teachers tend to be reactive to behavior and do not maximize instructional time.
- The multi-tiered system of student support is not implemented with full fidelity.
- Parents lack knowledge of school-wide expectations and their child's performance and grades.
- Lack of healthy lifestyles for staff members can contribute to stress and increased absences

Resources Available to Support the Goal **2**

- Instructional Coaches for math, science, literacy, Student Achievement and MTSS
- Common planning periods
- Azalea Learns Summer PD
- Proactive Wellness Champion
- Volunteer/Family & Community Liaison (additional hours)

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

AMS will implement multiple surveys towards attaining stakeholder feedback for improvement. Additionally we will monitor/measure this goal through gauging the overall civility throughout our campus qualitatively and review disciplinary infractions as a metric of success.

Person Responsible

Solomon Lowery

Schedule

Quarterly, from 8/10/2016 to 6/9/2017

Evidence of Completion

School Climate Survey and Advanced Ed Parent/Student surveys.

G3. Eliminate the gap between Azalea Middle School's accelerated participation and performance rates for black and non-black students as measured by the percent within ethnicity. 1a

G076733

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| FCAT 2.0 Science Proficiency | 60.0 |
| Math Lowest 25% Gains | 75.0 |
| ELA/Reading Lowest 25% Gains | 75.0 |

Targeted Barriers to Achieving the Goal 3

- African American students who are placed in honors and advanced classes demonstrate lower achievement levels than students from other demographic groups.
- Data indicate that African American participation in extended learning and enrichment opportunities is lower than that of students from other demographic groups.
- Staff does not consistently demonstrate culturally responsive teaching.

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.
- Extended Learning 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.

Plan to Monitor Progress Toward G3. 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

Solomon Lowery

Schedule

Monthly, from 8/29/2016 to 6/9/2017

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 G3. 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

Solomon Lowery

Schedule

Monthly, from 8/10/2016 to 6/9/2017

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.

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

 = Problem Solving Step  S123456 = Quick Key

G1. Increase student achievement resulting in increased percentages of proficiency across the school in math, literacy, science and Civics, and learning gains for all students in literacy and math. **1**


 G076731

G1.B1 Teachers do not consistently ensure curriculum, instruction and assessment are designed and delivered with a clear focus on continuous improvement of student engagement and academic achievement. **2**

 B201029

G1.B1.S1 Teachers and coaches will ensure curriculum, instruction, and assessment is designed and delivered with a focus on continuous improvement of student engagement and academic achievement.

4

 S212716

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**

Establish and promote a common language for defining excellent instruction via the Marzano Learning Map.

Person Responsible

Solomon Lowery

Schedule

Daily, from 8/1/2016 to 6/2/2017

Evidence of Completion

PLC logs, common lesson plans, classroom visits.

Action Step 2 **5**

Teachers and coaches will collaboratively plan and implement rigorous and engaging, standards-based lessons including higher order questions and common assessments.

Person Responsible

Solomon Lowery

Schedule

Daily, from 8/1/2016 to 6/2/2017

Evidence of Completion

Lesson Plans, PLC Minutes

Action Step 3 5

Teachers will utilize standards based monitoring systems (LSI Student Tracker) designed to provide teachers, students, and parents with meaningful feedback on the student's achievement of selected standards in each course.

Person Responsible

Solomon Lowery

Schedule

Quarterly, from 8/1/2016 to 6/2/2017

Evidence of Completion

Teacher Lesson Plans, PLC Minutes

Action Step 4 5

Cross Content Teams collaborate to integrate curriculum concepts to increase engagement and meaningful connections for students.

Person Responsible

Solomon Lowery

Schedule

Weekly, from 8/1/2016 to 6/2/2017

Evidence of Completion

Collaboratively developed lesson plans and CCT Meeting Minutes

Action Step 5 5

Teachers engage in peer observations and Lesson Study.

Person Responsible

Solomon Lowery

Schedule

Monthly, from 8/1/2016 to 6/2/2017

Evidence of Completion

Azalea Learns agenda for August , 2014 and PLC notes monthly

Action Step 6 5

Analyze student work samples to evaluate level of rigor in assigned tasks, alignment to standards, and student mastery of the standards.

Person Responsible

Solomon Lowery

Schedule

Daily, from 8/1/2016 to 6/2/2017

Evidence of Completion

PLC/CCT Meeting Minutes

Action Step 7 5

Across the curriculum students will access technology for core instruction, supplemental instruction, research, and product production.

Person Responsible

Solomon Lowery

Schedule

Weekly, from 8/1/2016 to 6/2/2017

Evidence of Completion

Teacher Lesson Plans

Action Step 8 5

Teachers and administrators will participate in monthly “40 and Outs” to discuss and reflect on instructional strategies.

Person Responsible

Schedule

Monthly, from 8/1/2016 to 6/2/2017

Evidence of Completion

Discussion Minutes

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

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

Person Responsible

Solomon Lowery

Schedule

Monthly, from 8/1/2016 to 6/9/2017

Evidence of Completion

Coaching and PLC logs

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

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

Person Responsible

Solomon Lowery


Schedule

Quarterly, from 8/1/2016 to 6/2/2017

Evidence of Completion

Data presentations

G1.B2 Teachers do not consistently implement school-wide routines and expectations for integration of reading strategies, writing opportunities, and problem solving tasking into daily instruction. **2**

 B201030

G1.B2.S1 Continue work with common school-wide routines and expectations for integration of reading strategies, writing opportunities and problem solving tasks into daily instruction. **4**

 S212717

Strategy Rationale

Consistency across the school will lead to greater student success.

Action Step 1 **5**

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

Person Responsible

Solomon Lowery

Schedule

Daily, from 8/1/2016 to 6/2/2017

Evidence of Completion

Teacher Lesson Plans

Action Step 2 **5**

Across curriculum use common short and extended writing rubrics aligned to FSA and implement the LSI Student Tracker to monitor student progress/growth.

Person Responsible

Solomon Lowery

Schedule

Biweekly, from 8/1/2016 to 6/2/2017

Evidence of Completion

Teacher Lesson Plans

Action Step 3 5

Across curriculum use common routines and expectations for vocabulary acquisition.

Person Responsible

Solomon Lowery

Schedule

Daily, from 8/1/2016 to 6/2/2017

Evidence of Completion

Teacher Lesson Plans

Action Step 4 5

Core content teachers will lead students in creating Interactive Notebooks that include learning goals and scales, prioritized vocabulary, lab reports in science, Cornell Notes, etc.

Person Responsible

Solomon Lowery

Schedule

Daily, from 8/1/2016 to 6/2/2017

Evidence of Completion

Sample interactive notebook

Action Step 5 5

Social studies teachers will integrate LAFS for Literacy into the social studies content via the Document Based Questions (DBQ) Project, partnering with ELA teachers to ensure common language.

Person Responsible

Solomon Lowery

Schedule

Quarterly, from 8/1/2016 to 6/2/2017

Evidence of Completion

Teacher Lesson Plans

Action Step 6 5

Math teachers will build complex, real-world word problems aligned to the test specification of the FMS into daily lessons and use student responses as formative assessment to guide instruction.

Person Responsible

Solomon Lowery

Schedule

Daily, from 8/1/2016 to 6/2/2017

Evidence of Completion

Teacher Lesson Plans

Action Step 7 5

Teachers will integrate into lessons and classroom routines the identified AVID strategies of Philosophical Chairs, Cornell Notes, and Interactive Notebooks.

Person Responsible

Solomon Lowery

Schedule

Weekly, from 8/1/2016 to 6/2/2017

Evidence of Completion

Teacher Lesson Plans

Action Step 8 5

Teachers will effectively incorporate student agendas into their daily routine in order to communicate important dates and tasks (ex. Homework, projects, due dates, etc.).

Person Responsible

Solomon Lowery

Schedule

Daily, from 8/1/2016 to 6/2/2017

Evidence of Completion

Completed student planners

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

Monitor consistency of implementation through classroom visitations and review of lesson plans.

Person Responsible

Solomon Lowery

Schedule

On 6/2/2017

Evidence of Completion

Lesson Plans, Classroom Visitation Feedback, and PLC minutes.

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

PLC and Site Based PD to ensure fidelity in the implementation of this Goal.

Person Responsible

Solomon Lowery

Schedule

On 6/2/2017

Evidence of Completion

G1.B3 Teachers and administrators do not consistently collect or utilize data to inform instruction (core, whole group, small group, intervention, acceleration.) 2

 B201031

G1.B3.S1 Develop a proactive approach to collect and utilize data to inform instruction (core, whole group, small group, intervention, acceleration). 4

 S212718

Strategy Rationale

When teachers make data drive instructional decisions, teaching will be targeted to the needs of the students

Action Step 1 5

Teachers implement learning goals and scales for tracking student progress on prioritized standards. Teachers will also utilize LSI Student Tracker to progress monitor student mastery of standards towards adjusting lesson plans and delivery.

Person Responsible

Solomon Lowery

Schedule

Weekly, from 8/1/2016 to 6/2/2017

Evidence of Completion

Teacher Lesson Plans

Action Step 2 5

Use research validated Content Enhancement strategies for scaffolding and re-teaching.

Person Responsible

Solomon Lowery

Schedule

Daily, from 8/1/2016 to 6/2/2017

Evidence of Completion

PLC Minutes

Action Step 3 5

Content teams, cross content teams, grade level and full faculty PLCs analyze data and plan appropriate intervention.

Person Responsible

Solomon Lowery

Schedule

Weekly, from 8/1/2016 to 6/2/2017

Evidence of Completion

Teacher Lesson Plans, PLC Minutes, CCT Minutes

Action Step 4 5

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

Person Responsible

Solomon Lowery

Schedule

Weekly, from 8/1/2016 to 6/2/2017

Evidence of Completion

PLC Minutes, Teacher Lesson Plans

Action Step 5 5

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

Person Responsible

Solomon Lowery

Schedule

Daily, from 8/1/2016 to 6/2/2017

Evidence of Completion

Focus Attendance, MTSS Meeting Minutes

Action Step 6 5

Provide supplemental support in reading classrooms.

Person Responsible

Solomon Lowery

Schedule

Daily, from 8/1/2016 to 6/2/2017

Evidence of Completion

Focus Attendance

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

Regularly review the usage of the LSI Standards Tracker.

Person Responsible

Solomon Lowery

Schedule

Biweekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

LSI Student Tracker reports will show an increased use of the platform and remediation efforts towards standards mastery.

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

Increased standards mastery as a result of the use of the LSI Standards Tracker.

Person Responsible

Solomon Lowery


Schedule

Monthly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Increased student scores on Cycle Assessments.

G1.B4 Parents do not consistently receive communication regarding the Florida Standards and how they can support students at home. **2**

 B201032

G1.B4.S1 Use multiple avenues of communication with parents regarding the Florida Standards and how they can support students at home. **4**

 S212719

Strategy Rationale

No one form of communication works for all families. Parents will be better able to support their students if they understand the Florida Standards.

Action Step 1 **5**

Title 1 parent events (Back to School Knight, Literacy Knight, etc.)

Person Responsible

Solomon Lowery

Schedule

Quarterly, from 8/1/2016 to 6/2/2017

Evidence of Completion

Sign in sheets and Community Liaison working to coordinate events.

Action Step 2 **5**

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

Person Responsible

Solomon Lowery

Schedule

Monthly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Meeting Minutes

Action Step 3 5

Other parent communication and community engagement activities through building/growing partnerships (Website, School Messenger calls, marquee, emails, parent conference, volunteer appreciation events, fund additional hours for Community Liaison position)

Person Responsible

Solomon Lowery

Schedule

Weekly, from 8/1/2016 to 6/2/2017

Evidence of Completion

Email records, Focus contact records

Action Step 4 5

Expand and Grow working relationship(s) with business community and parent engagement events.

Person Responsible

Solomon Lowery

Schedule

Daily, from 9/1/2016 to 6/2/2017

Evidence of Completion

Fund additional hours for Volunteer/Family Community Liaison position to afford additional time to organize/coordinate activities.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Lesson Studies and data chats will take place to monitor this goal.

Person Responsible

Solomon Lowery

Schedule

On 9/2/2016

Evidence of Completion

Meeting Minutes and Debriefing Notes.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Gauge frequency of participation and usage.

Person Responsible

Solomon Lowery

Schedule

Every 6 Weeks, from 8/15/2016 to 6/2/2017

Evidence of Completion

Observations and meeting minutes.

G2. Develop and sustain a healthy, respectful, caring, safe learning environment for students, faculty, staff, and community resulting in individual employee learning, student achievement and overall school improvement. 1

G076732

G2.B1 Students and teachers tend to be reactive to behavior and do not maximize instructional time. 2

B201033

G2.B1.S1 Implement positive behavior systems that maximize instructional time. 4

S212720

Strategy Rationale

Consistently implemented school-wide processes help students to understand the importance of positive behavior on learning

Action Step 1 5

Explicitly teach (and re-teach as needed) school-wide expectations and routines

Person Responsible

Solomon Lowery

Schedule

Weekly, from 8/10/2016 to 6/2/2017

Evidence of Completion

Lesson plan documentation

Action Step 2 5

Teach students to monitor their own progress (grades, GPA, behavior points, referrals, and attendance).

Person Responsible

Solomon Lowery

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

PLC logs, team meetings

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

Solomon Lowery

Schedule

Weekly, from 8/10/2016 to 5/29/2017

Evidence of Completion

CCT Meeting Minutes

Action Step 4 5

Utilize student surveys and focus group data to better align processes and routines with student needs

Person Responsible

Solomon Lowery

Schedule

Monthly, from 8/10/2016 to 6/5/2017

Evidence of Completion

SBLT Meeting Minutes

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

Reading, writing and speaking opportunities embedded in lessons

Person Responsible

Solomon Lowery

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Student work samples

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

Student work samples - growth over time

Person Responsible

Solomon Lowery


Schedule

Quarterly, from 8/10/2016 to 6/9/2017


Evidence of Completion

PLC notes and reflections regarding student growth

G2.B2 The multi-tiered system of student support is not implemented with full fidelity. **2**

 B201034

G2.B2.S1 Implement a multi-tiered system of student support with fidelity. **4**

 S212721

Strategy Rationale

A multi-tiered approach allows students to get the interventions they need.

Action Step 1 **5**

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

Person Responsible

Solomon Lowery

Schedule

Semiannually, from 8/22/2016 to 6/9/2017

Evidence of Completion

Routines established

Action Step 2 **5**

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

Person Responsible

Solomon Lowery

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Child Study Team, SBLT Meeting Minutes

Action Step 3 5

Principal coordinates processes to analyze behavior data.

Person Responsible

Solomon Lowery

Schedule

Weekly, from 8/29/2016 to 6/9/2017

Evidence of Completion

SBLT Meeting Minutes

Action Step 4 5

Cross content teams implement appropriate interventions.

Person Responsible

Solomon Lowery

Schedule

Weekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Teacher Lesson Plans, CCT Meeting Minutes

Action Step 5 5

Utilize Child Study Team or Tier 3 Team for support

Person Responsible

Solomon Lowery

Schedule

Biweekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

CST Meeting Minutes

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

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

Person Responsible

Solomon Lowery

Schedule

Weekly, from 8/16/2016 to 6/2/2017

Evidence of Completion

Observation data

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Student work samples

Person Responsible

Solomon Lowery


Schedule

Monthly, from 9/12/2016 to 6/2/2017

Evidence of Completion

PLC Notes

G2.B3 Parents lack knowledge of school-wide expectations and their child's performance and grades. **2**

 B201035

G2.B3.S1 Collaborate and communicate with parents regarding school-wide expectations and their child's performance and attendance. **4**

 S212722

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**

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

Person Responsible

Solomon Lowery

Schedule

Daily, from 8/1/2016 to 6/2/2017

Evidence of Completion

CCT Meeting Minutes

Action Step 2 **5**

Staff logs interactions in Focus.

Person Responsible

Solomon Lowery

Schedule

Daily, from 8/1/2016 to 6/2/2017

Evidence of Completion

Focus Parent Contact Logs

Action Step 3 5

Title 1 Family Knights

Person Responsible

Solomon Lowery

Schedule

Semiannually, from 8/1/2016 to 6/2/2017

Evidence of Completion

Parent Sign In Sheets.

Action Step 4 5

Implement user friendly technology connections.

Person Responsible

Solomon Lowery

Schedule

Weekly, from 8/1/2016 to 6/2/2017

Evidence of Completion

Website Printout

Action Step 5 5

Open conference days

Person Responsible

Solomon Lowery

Schedule

Semiannually, from 8/1/2016 to 6/2/2017

Evidence of Completion

Parent Sign In Sheets

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

Website, marquee, automated calls, Parent Knights

Person Responsible

Solomon Lowery

Schedule

Monthly, from 8/1/2016 to 6/2/2017

Evidence of Completion

Agendas, text of calls and emails, photos of marquee

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

Parent and teacher feedback

Person Responsible

Solomon Lowery


Schedule

Monthly, from 8/15/2016 to 6/2/2017


Evidence of Completion

PDSA notes

G2.B4 Lack of healthy lifestyles for staff members can contribute to stress and increased absences **2**

 B201036

G2.B4.S1 Work toward Bronze Level recognition with the Alliance for a Healthier Generation. **4**

 S212723

Strategy Rationale

Bronze Level recognition will document healthier life choices for staff members

Action Step 1 **5**

By developing and sustaining a healthy, respectful, caring and safe learning environment for students and staff and community members we will engage in wellness efforts through the Alliance for a Healthier Generation's Healthy Schools Program working towards Bronze Level Recognition becoming eligible in 6 out of 6 Assessment Modules.

Person Responsible

Solomon Lowery

Schedule

On 6/2/2017

Evidence of Completion

Bronze level attained

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

Bronze status attained

Person Responsible

Solomon Lowery

Schedule

Evidence of Completion

Bronze status attained

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

Bronze status attained

Person Responsible

Solomon Lowery

Schedule

Evidence of Completion

Bronze status attained

G3. Eliminate the gap between Azalea Middle School's accelerated participation and performance rates for black and non-black students as measured by the percent within ethnicity. 1

G076733

G3.B1 African American students who are placed in honors and advanced classes demonstrate lower achievement levels than students from other demographic groups. 2

B201037

G3.B1.S1 Use AVID as support for increased access to and success in honors and advanced classes.

4

S212724

Strategy Rationale

The structure of AVID explicitly teaches strategies and supports student for success in advanced classes

Action Step 1 5

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

Person Responsible

Solomon Lowery

Schedule

Annually, from 8/15/2016 to 6/9/2017

Evidence of Completion

AVID Recruitment Letters

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

SBLT will monitor for fidelity of Tier 1 strategies by disaggregating infraction data by teacher. This data will highlight those who are not accessing the intervention and it will be analyzed in cross content teams weekly.

Person Responsible

Tonya Mitchell

Schedule

Weekly, from 8/29/2016 to 6/9/2017

Evidence of Completion

Data should indicate very similar amount of infractions entered by teachers across content teams.

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

Cross Content Teams will have a data collection tool for using Tier 2 interventions such as Check In Check Out. SBLT will aggregate monitor this data to look for fidelity of implementation and need for additional supports.

Person Responsible

Joshua Bean

Schedule

Biweekly, from 8/29/2016 to 6/9/2017

Evidence of Completion

Point sheets, sign in sheets, and logs will show students accessing the intervention and teachers providing the intervention daily.

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

Members of SBLT will be assigned to each Cross Content Team as a liaison. This role is responsible for monitoring the level of implementation of interventions. Should that level be low, the liaison would report that back to SBLT who would then discuss the best course of action to provide additional support.

Person Responsible

Solomon Lowery

Schedule

Biweekly, from 8/16/2016 to 8/16/2016

Evidence of Completion

Point sheets, sign in sheets, and logs will show students accessing the intervention and teachers providing the intervention daily.

G3.B2 Data indicate that African American participation in extended learning and enrichment opportunities is lower than that of students from other demographic groups. 2

B201038

G3.B2.S1 Provide extended learning and enrichment opportunities to students in need of additional supports 4

S212725

Strategy Rationale

Extended learning and enrichment allows students more time to become proficient and more ways to engage positively with the school community

Action Step 1 5

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

Person Responsible

Solomon Lowery

Schedule

Weekly, from 8/10/2016 to 6/2/2017

Evidence of Completion

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

Action Step 2 5

Azalea will use ELP and Title 1 funds to provide consistent transportation for after school remediation, recovery and enrichment programs.

Person Responsible

Solomon Lowery

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

Bus Schedule

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

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

Person Responsible

Solomon Lowery

Schedule

On 6/2/2017

Evidence of Completion

Class rosters with demographic data

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

Review grades in core classes of African American AVID students.

Person Responsible

Melissa Creaser

Schedule

Quarterly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Grades of C or above in all core classes.

G3.B3 Staff does not consistently demonstrate culturally responsive teaching. 2

B201039

G3.B3.S1 Increase staff cultural awareness and responsiveness. 4

S212726

Strategy Rationale

All staff members desire to build positive and supportive relationships with students, but need opportunities to better understand the impact of students cultural reference on the learning environment.

Action Step 1 5

Build foundation for culturally responsive teaching starting during pre-school and continuing throughout the year in various PLC groups.

Person Responsible

Solomon Lowery

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Azalea Learns Sign in Sheet, PLC Minutes

Plan to Monitor Fidelity of Implementation of G3.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

Tonya Mitchell

Schedule

Weekly, from 8/8/2016 to 5/26/2017

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 G3.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

Tonya Mitchell

Schedule

Biweekly, from 8/29/2016 to 5/12/2017

Evidence of Completion

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

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|-------------------------|--|-----------------|-------------------------------|--|--------------------------|
| 2015 | | | | | |
| G1.B4.S1.A2 A265527 | Other parent events (PTA, SAC, awards, orientation) | Lowery, Solomon | 8/24/2015 | Meeting Minutes | 6/7/2016 monthly |
| 2016 | | | | | |
| G1.B2.S1.A1 A265512 | Create close reading lessons: text marking and coding, direct vocabulary instruction, text... | Lowery, Solomon | 8/1/2016 | Teacher Lesson Plans | 6/2/2017 daily |
| G2.B3.S1.A5 A265542 | Open conference days | Lowery, Solomon | 8/1/2016 | Parent Sign In Sheets | 6/2/2017 semiannually |
| G2.B3.S1.A4 A265541 | Implement user friendly technology connections. | Lowery, Solomon | 8/1/2016 | Website Printout | 6/2/2017 weekly |
| G1.B1.S1.MA1 M258087 | Walkthrough data, Informal and Formal Observation and feedback data, student work, formal and... | Lowery, Solomon | 8/1/2016 | Data presentations | 6/2/2017 quarterly |
| G2.B3.S1.A3 A265540 | Title 1 Family Knights | Lowery, Solomon | 8/1/2016 | Parent Sign In Sheets. | 6/2/2017 semiannually |
| G1.B1.S1.A1 A265504 | Establish and promote a common language for defining excellent instruction via the Marzano Learning... | Lowery, Solomon | 8/1/2016 | PLC logs, common lesson plans, classroom visits. | 6/2/2017 daily |
| G1.B1.S1.A2 A265505 | Teachers and coaches will collaboratively plan and implement rigorous and engaging, standards-based... | Lowery, Solomon | 8/1/2016 | Lesson Plans, PLC Minutes | 6/2/2017 daily |
| G1.B1.S1.A3 A265506 | Teachers will utilize standards based monitoring systems (LSI Student Tracker) designed to provide... | Lowery, Solomon | 8/1/2016 | Teacher Lesson Plans, PLC Minutes | 6/2/2017 quarterly |
| G1.B1.S1.A4 A265507 | Cross Content Teams collaborate to integrate curriculum concepts to increase engagement and... | Lowery, Solomon | 8/1/2016 | Collaboratively developed lesson plans and CCT Meeting Minutes | 6/2/2017 weekly |
| G1.B1.S1.A5 A265508 | Teachers engage in peer observations and Lesson Study. | Lowery, Solomon | 8/1/2016 | Azalea Learns agenda for August , 2014 and PLC notes monthly | 6/2/2017 monthly |
| G1.B1.S1.A6 A265509 | Analyze student work samples to evaluate level of rigor in assigned tasks, alignment to standards,... | Lowery, Solomon | 8/1/2016 | PLC/CCT Meeting Minutes | 6/2/2017 daily |
| G1.B1.S1.A7 A265510 | Across the curriculum students will access technology for core instruction, supplemental... | Lowery, Solomon | 8/1/2016 | Teacher Lesson Plans | 6/2/2017 weekly |
| G1.B1.S1.A8 A265511 | Teachers and administrators will participate in monthly "40 and Outs" to discuss and reflect on... | | 8/1/2016 | Discussion Minutes | 6/2/2017 monthly |
| G1.B4.S1.A1 A265526 | Title 1 parent events (Back to School Knight, Literacy Knight, etc.) | Lowery, Solomon | 8/1/2016 | Sign in sheets and Community Liaison working to coordinate events. | 6/2/2017 quarterly |
| G2.B3.S1.A1 A265538 | Cross content teams initiate communication with parents (phone calls, texts, emails, notes home in... | Lowery, Solomon | 8/1/2016 | CCT Meeting Minutes | 6/2/2017 daily |
| G2.B4.S1.A1 A265543 | By developing and sustaining a healthy, respectful, caring and safe learning environment for... | Lowery, Solomon | 8/1/2016 | Bronze level attained | 6/2/2017 one-time |
| G1.B2.S1.A2 A265513 | Across curriculum use common short and extended writing rubrics aligned to FSA and implement the... | Lowery, Solomon | 8/1/2016 | Teacher Lesson Plans | 6/2/2017 biweekly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|-------------------------|--|-----------------|-------------------------------|---|--------------------|
| G1.B2.S1.A3 A265514 | Across curriculum use common routines and expectations for vocabulary acquisition. | Lowery, Solomon | 8/1/2016 | Teacher Lesson Plans | 6/2/2017 daily |
| G1.B2.S1.A4 A265515 | Core content teachers will lead students in creating Interactive Notebooks that include learning... | Lowery, Solomon | 8/1/2016 | Sample interactive notebook | 6/2/2017 daily |
| G1.B2.S1.A5 A265516 | Social studies teachers will integrate LAFS for Literacy into the social studies content via the... | Lowery, Solomon | 8/1/2016 | Teacher Lesson Plans | 6/2/2017 quarterly |
| G1.B2.S1.A6 A265517 | Math teachers will build complex, real-world word problems aligned to the test specification of the... | Lowery, Solomon | 8/1/2016 | Teacher Lesson Plans | 6/2/2017 daily |
| G1.B2.S1.A7 A265518 | Teachers will integrate into lessons and classroom routines the identified AVID strategies of... | Lowery, Solomon | 8/1/2016 | Teacher Lesson Plans | 6/2/2017 weekly |
| G1.B2.S1.A8 A265519 | Teachers will effectively incorporate student agendas into their daily routine in order to... | Lowery, Solomon | 8/1/2016 | Completed student planners | 6/2/2017 daily |
| G2.B3.S1.MA1 M258095 | Website, marquee, automated calls, Parent Knights | Lowery, Solomon | 8/1/2016 | Agendas, text of calls and emails, photos of marquee | 6/2/2017 monthly |
| G1.B4.S1.A3 A265528 | Other parent communication and community engagement activities through building/growing... | Lowery, Solomon | 8/1/2016 | Email records, Focus contact records | 6/2/2017 weekly |
| G1.B3.S1.A1 A265520 | Teachers implement learning goals and scales for tracking student progress on prioritized... | Lowery, Solomon | 8/1/2016 | Teacher Lesson Plans | 6/2/2017 weekly |
| G1.B3.S1.A2 A265521 | Use research validated Content Enhancement strategies for scaffolding and re-teaching. | Lowery, Solomon | 8/1/2016 | PLC Minutes | 6/2/2017 daily |
| G1.B3.S1.A3 A265522 | Content teams, cross content teams, grade level and full faculty PLCs analyze data and plan... | Lowery, Solomon | 8/1/2016 | Teacher Lesson Plans, PLC Minutes, CCT Minutes | 6/2/2017 weekly |
| G1.B3.S1.A4 A265523 | Utilize technology to collect data for analysis (i.e. BaseBall Card, Smart Response Clickers, TI... | Lowery, Solomon | 8/1/2016 | PLC Minutes, Teacher Lesson Plans | 6/2/2017 weekly |
| G1.B3.S1.A5 A265524 | Provide after school tutoring and enrichment opportunities for students identified as needing... | Lowery, Solomon | 8/1/2016 | Focus Attendance, MTSS Meeting Minutes | 6/2/2017 daily |
| G1.B3.S1.A6 A265525 | Provide supplemental support in reading classrooms. | Lowery, Solomon | 8/1/2016 | Focus Attendance | 6/2/2017 daily |
| G1.MA1 M258089 | Walkthrough, informal and formal observation data, student work, formal and informal assessment data | Lowery, Solomon | 8/1/2016 | Data review and presentation | 6/2/2017 quarterly |
| G2.B3.S1.A2 A265539 | Staff logs interactions in Focus. | Lowery, Solomon | 8/1/2016 | Focus Parent Contact Logs | 6/2/2017 daily |
| G1.B1.S1.MA1 M258088 | Administration meets with Instructional Coaches to review progress in common planning sessions and... | Lowery, Solomon | 8/1/2016 | Coaching and PLC logs | 6/9/2017 monthly |
| G3.B3.S1.MA1 M258105 | The ELP Coordinator will do periodic walk-throughs to determine the level of implementation. Also... | Mitchell, Tonya | 8/8/2016 | Walk-through, attendance, and progress monitoring data should show students and teachers accessing the provided curriculum. | 5/26/2017 weekly |
| G1.B4.S1.MA1 M269834 | Lesson Studies and data chats will take place to monitor this goal. | Lowery, Solomon | 8/10/2016 | Meeting Minutes and Debriefing Notes. | 9/2/2016 one-time |
| G2.B1.S1.A3 A265531 | Cross Content Teams monitor student behavior points and intervene appropriately as needed (i.e.... | Lowery, Solomon | 8/10/2016 | CCT Meeting Minutes | 5/29/2017 weekly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|-------------------------|---|------------------|-------------------------------|--|------------------------|
| G2.B1.S1.A1 A265529 | Explicitly teach (and re-teach as needed) school-wide expectations and routines | Lowery, Solomon | 8/10/2016 | Lesson plan documentation | 6/2/2017 weekly |
| G3.B2.S1.A1 A265545 | Azalea will target African American students based on FSA scores and invite them to extended... | Lowery, Solomon | 8/10/2016 | African American participation in AVID classes matches the demographic of the total school population | 6/2/2017 weekly |
| G2.B1.S1.A4 A265532 | Utilize student surveys and focus group data to better align processes and routines with student... | Lowery, Solomon | 8/10/2016 | SBLT Meeting Minutes | 6/5/2017 monthly |
| G3.MA1 M258107 | Progress monitoring of this goal will take place in SBLT, Cross Content Teams, and other PLCs by... | Lowery, Solomon | 8/10/2016 | 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. | 6/9/2017 monthly |
| G2.B1.S1.MA1 M258090 | Student work samples - growth over time | Lowery, Solomon | 8/10/2016 | PLC notes and reflections regarding student growth | 6/9/2017 quarterly |
| G2.MA1 M258098 | AMS will implement multiple surveys towards attaining stakeholder feedback for improvement.... | Lowery, Solomon | 8/10/2016 | School Climate Survey and Advanced Ed Parent/Student surveys. | 6/9/2017 quarterly |
| G1.B4.S1.MA1 M269835 | Gauge frequency of participation and usage. | Lowery, Solomon | 8/15/2016 | Observations and meeting minutes. | 6/2/2017 every-6-weeks |
| G2.B3.S1.MA1 M258094 | Parent and teacher feedback | Lowery, Solomon | 8/15/2016 | PDSA notes | 6/2/2017 monthly |
| G3.B1.S1.A1 A265544 | Identify African American Students who meet the AVID participation criteria and actively recruit... | Lowery, Solomon | 8/15/2016 | AVID Recruitment Letters | 6/9/2017 annually |
| G3.B1.S1.MA1 M258099 | Members of SBLT will be assigned to each Cross Content Team as a liaison. This role is responsible... | Lowery, Solomon | 8/16/2016 | Point sheets, sign in sheets, and logs will show students accessing the intervention and teachers providing the intervention daily. | 8/16/2016 biweekly |
| G2.B2.S1.MA1 M258093 | Walkthroughs, informal and formal observations show students engaged in successfully comprehending... | Lowery, Solomon | 8/16/2016 | Observation data | 6/2/2017 weekly |
| G3.B2.S1.MA1 M258103 | Review AVID class rosters to ensure African American enrollment matches the demographics of the... | Lowery, Solomon | 8/17/2016 | Class rosters with demographic data | 6/2/2017 one-time |
| G3.B2.S1.A2 A265546 | Azalea will use ELP and Title 1 funds to provide consistent transportation for after school... | Lowery, Solomon | 8/22/2016 | Bus Schedule | 6/2/2017 daily |
| G2.B2.S1.A2 A265534 | Staff will use the problem solving process to align identified barriers using EWS data. | Lowery, Solomon | 8/22/2016 | Child Study Team, SBLT Meeting Minutes | 6/2/2017 monthly |
| G2.B2.S1.A1 A265533 | Staff will engage in professional development on MTSS and learn Azalea's process for providing... | Lowery, Solomon | 8/22/2016 | Routines established | 6/9/2017 semiannually |
| G3.B3.S1.MA1 M258104 | Progress monitoring tools will be used to track student's progress since taking the initial... | Mitchell, Tonya | 8/29/2016 | Progress monitoring data should show positive trends in student data after initial diagnostic. | 5/12/2017 biweekly |
| G2.B2.S1.A4 A265536 | Cross content teams implement appropriate interventions. | Lowery, Solomon | 8/29/2016 | Teacher Lesson Plans, CCT Meeting Minutes | 5/26/2017 weekly |
| G2.B1.S1.MA1 M258091 | Reading, writing and speaking opportunities embedded in lessons | Lowery, Solomon | 8/29/2016 | Student work samples | 6/2/2017 weekly |
| G2.B1.S1.A2 A265530 | Teach students to monitor their own progress (grades, GPA, behavior points, referrals, and... | Lowery, Solomon | 8/29/2016 | PLC logs, team meetings | 6/2/2017 weekly |
| G3.B2.S1.MA1 M258102 | Review grades in core classes of African American AVID students. | Creaser, Melissa | 8/29/2016 | Grades of C or above in all core classes. | 6/2/2017 quarterly |

Pinellas - 0121 - Azalea Middle School - 2016-17 SIP
Azalea Middle School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|-------------------------|--|-----------------|-------------------------------|--|-------------------------|
| G2.B2.S1.A5 A265537 | Utilize Child Study Team or Tier 3 Team for support | Lowery, Solomon | 8/29/2016 | CST Meeting Minutes | 6/2/2017 biweekly |
| G1.B2.S1.MA1 M292509 | PLC and Site Based PD to ensure fidelity in the implementation of this Goal. | Lowery, Solomon | 8/29/2016 | | 6/2/2017 one-time |
| G3.B3.S1.A1 A265547 | Build foundation for culturally responsive teaching starting during pre-school and continuing... | Lowery, Solomon | 8/29/2016 | Azalea Learns Sign in Sheet, PLC Minutes | 6/2/2017 weekly |
| G3.MA1 M258106 | Progress monitoring of this goal will take place in SBLT, Cross Content Teams, and other PLCs by... | Lowery, Solomon | 8/29/2016 | 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. | 6/9/2017 monthly |
| G3.B1.S1.MA1 M258100 | SBLT will monitor for fidelity of Tier 1 strategies by disaggregating infraction data by teacher.... | Mitchell, Tonya | 8/29/2016 | Data should indicate very similar amount of infractions entered by teachers across content teams. | 6/9/2017 weekly |
| G2.B2.S1.A3 A265535 | Principal coordinates processes to analyze behavior data. | Lowery, Solomon | 8/29/2016 | SBLT Meeting Minutes | 6/9/2017 weekly |
| G3.B1.S1.MA2 M258101 | Cross Content Teams will have a data collection tool for using Tier 2 interventions such as Check... | Bean, Joshua | 8/29/2016 | Point sheets, sign in sheets, and logs will show students accessing the intervention and teachers providing the intervention daily. | 6/9/2017 biweekly |
| G1.B4.S1.A4 A274290 | Expand and Grow working relationship(s) with business community and parent engagement events. | Lowery, Solomon | 9/1/2016 | Fund additional hours for Volunteer/Family Community Liaison position to afford additional time to organize/coordinate activities. | 6/2/2017 daily |
| G1.B2.S1.MA1 M291696 | Monitor consistency of implementation through classroom visitations and review of lesson plans. | Lowery, Solomon | 9/12/2016 | Lesson Plans, Classroom Visitation Feedback, and PLC minutes. | 6/2/2017 one-time |
| G1.B3.S1.MA1 M292510 | Regularly review the usage of the LSI Standards Tracker. | Lowery, Solomon | 9/12/2016 | LSI Student Tracker reports will show an increased use of the platform and remediation efforts towards standards mastery. | 6/2/2017 biweekly |
| G2.B2.S1.MA1 M258092 | Student work samples | Lowery, Solomon | 9/12/2016 | PLC Notes | 6/2/2017 monthly |
| G1.B3.S1.MA1 M292511 | Increased standards mastery as a result of the use of the LSI Standards Tracker. | Lowery, Solomon | 9/12/2016 | Increased student scores on Cycle Assessments. | 6/2/2017 monthly |
| 2017 | | | | | |
| G2.B4.S1.MA1 M258096 | Bronze status attained | Lowery, Solomon | 5/26/2017 | Bronze status attained | No End Date one-time |
| G2.B4.S1.MA1 M258097 | Bronze status attained | Lowery, Solomon | 5/26/2017 | Bronze status attained | No End Date one-time |

V. Professional Development Opportunities

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

G1. Increase student achievement resulting in increased percentages of proficiency across the school in math, literacy, science and Civics, and learning gains for all students in literacy and math.

G1.B1 Teachers do not consistently ensure curriculum, instruction and assessment are designed and delivered with a clear focus on continuous improvement of student engagement and academic achievement.

G1.B1.S1 Teachers and coaches will ensure curriculum, instruction, and assessment is designed and delivered with a focus on continuous improvement of student engagement and academic achievement.

PD Opportunity 1

Establish and promote a common language for defining excellent instruction via the Marzano Learning Map.

Facilitator

Administrators and Instructional Coaches

Participants

Teachers

Schedule

Daily, from 8/1/2016 to 6/2/2017

PD Opportunity 2

Teachers and coaches will collaboratively plan and implement rigorous and engaging, standards-based lessons including higher order questions and common assessments.

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

Daily, from 8/1/2016 to 6/2/2017

PD Opportunity 3

Teachers will utilize standards based monitoring systems (LSI Student Tracker) designed to provide teachers, students, and parents with meaningful feedback on the student's achievement of selected standards in each course.

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

Quarterly, from 8/1/2016 to 6/2/2017

PD Opportunity 4

Cross Content Teams collaborate to integrate curriculum concepts to increase engagement and meaningful connections for students.

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

Weekly, from 8/1/2016 to 6/2/2017

PD Opportunity 5

Teachers engage in peer observations and Lesson Study.

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

Monthly, from 8/1/2016 to 6/2/2017

PD Opportunity 6

Analyze student work samples to evaluate level of rigor in assigned tasks, alignment to standards, and student mastery of the standards.

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

Daily, from 8/1/2016 to 6/2/2017

PD Opportunity 7

Teachers and administrators will participate in monthly “40 and Outs” to discuss and reflect on instructional strategies.

Facilitator

Administrators

Participants

Administrators and Teachers

Schedule

Monthly, from 8/1/2016 to 6/2/2017

G1.B2 Teachers do not consistently implement school-wide routines and expectations for integration of reading strategies, writing opportunities, and problem solving tasking into daily instruction.

G1.B2.S1 Continue work with common school-wide routines and expectations for integration of reading strategies, writing opportunities and problem solving tasks into daily instruction.

PD Opportunity 1

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

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

Daily, from 8/1/2016 to 6/2/2017

PD Opportunity 2

Across curriculum use common routines and expectations for vocabulary acquisition.

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

Daily, from 8/1/2016 to 6/2/2017

PD Opportunity 3

Core content teachers will lead students in creating Interactive Notebooks that include learning goals and scales, prioritized vocabulary, lab reports in science, Cornell Notes, etc.

Facilitator

AVID Site Team

Participants

Teachers

Schedule

Daily, from 8/1/2016 to 6/2/2017

PD Opportunity 4

Teachers will integrate into lessons and classroom routines the identified AVID strategies of Philosophical Chairs, Cornell Notes, and Interactive Notebooks.

Facilitator

AVID Site Team

Participants

Teachers and Administrators

Schedule

Weekly, from 8/1/2016 to 6/2/2017

G1.B3 Teachers and administrators do not consistently collect or utilize data to inform instruction (core, whole group, small group, intervention, acceleration.)

G1.B3.S1 Develop a proactive approach to collect and utilize data to inform instruction (core, whole group, small group, intervention, acceleration).

PD Opportunity 1

Teachers implement learning goals and scales for tracking student progress on prioritized standards. Teachers will also utilize LSI Student Tracker to progress monitor student mastery of standards towards adjusting lesson plans and delivery.

Facilitator

Gail Charles-Waiters and Solomon Lowery

Participants

Teachers and Administrators

Schedule

Weekly, from 8/1/2016 to 6/2/2017

PD Opportunity 2

Content teams, cross content teams, grade level and full faculty PLCs analyze data and plan appropriate intervention.

Facilitator

Dr. Ware District Staff

Participants

Teachers and Administrator

Schedule

Weekly, from 8/1/2016 to 6/2/2017

PD Opportunity 3

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

Facilitator

MTSS and Instructional Coaches

Participants

Teachers and Administrators

Schedule

Weekly, from 8/1/2016 to 6/2/2017

G2. Develop and sustain a healthy, respectful, caring, safe learning environment for students, faculty, staff, and community resulting in individual employee learning, student achievement and overall school improvement.

G2.B1 Students and teachers tend to be reactive to behavior and do not maximize instructional time.

G2.B1.S1 Implement positive behavior systems that maximize instructional time.

PD Opportunity 1

Explicitly teach (and re-teach as needed) school-wide expectations and routines

Facilitator

Instructional Coaches

Participants

All Content Teachers

Schedule

Weekly, from 8/10/2016 to 6/2/2017

PD Opportunity 2

Teach students to monitor their own progress (grades, GPA, behavior points, referrals, and attendance).

Facilitator

Instructional Coaches

Participants

All Content Teachers

Schedule

Weekly, from 8/29/2016 to 6/2/2017

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

Instructional Coaches

Participants

All teachers

Schedule

Weekly, from 8/10/2016 to 5/29/2017

PD Opportunity 4

Utilize student surveys and focus group data to better align processes and routines with student needs

Facilitator

Instructional Coaches

Participants

Administrators and SBLT Members

Schedule

Monthly, from 8/10/2016 to 6/5/2017

G2.B2 The multi-tiered system of student support is not implemented with full fidelity.

G2.B2.S1 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

MTSS Coach, Student Achievement, and Instructional Coaches

Participants

Teachers and Administrators

Schedule

Semiannually, from 8/22/2016 to 6/9/2017

PD Opportunity 2

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

Facilitator

MTSS Coach

Participants

Teachers and Administrators

Schedule

Monthly, from 8/22/2016 to 6/2/2017

PD Opportunity 3

Principal coordinates processes to analyze behavior data.

Facilitator

MTSS Facilitator

Participants

All teachers

Schedule

Weekly, from 8/29/2016 to 6/9/2017

PD Opportunity 4

Cross content teams implement appropriate interventions.

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

Weekly, from 8/29/2016 to 5/26/2017

G2.B3 Parents lack knowledge of school-wide expectations and their child's performance and grades.

G2.B3.S1 Collaborate and communicate with parents regarding school-wide expectations and their child's performance and attendance.

PD Opportunity 1

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

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

Daily, from 8/1/2016 to 6/2/2017

G3. Eliminate the gap between Azalea Middle School's accelerated participation and performance rates for black and non-black students as measured by the percent within ethnicity.

G3.B3 Staff does not consistently demonstrate culturally responsive teaching.

G3.B3.S1 Increase staff cultural awareness and responsiveness.

PD Opportunity 1

Build foundation for culturally responsive teaching starting during pre-school and continuing throughout the year in various PLC groups.

Facilitator

Solomon Lowery

Participants

Teacher and Administrators

Schedule

Weekly, from 8/29/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

Budget Data

| | | | | | | |
|--|-------------|---|-----------------------------|----------------|-----|---------------------|
| 1 | G1.B1.S1.A1 | Establish and promote a common language for defining excellent instruction via the Marzano Learning Map. | | | | \$0.00 |
| 2 | G1.B1.S1.A2 | Teachers and coaches will collaboratively plan and implement rigorous and engaging, standards-based lessons including higher order questions and common assessments. | | | | \$169,799.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | District-Wide | Other | | \$169,799.00 |
| <i>Notes: 3 district funded instructional coaches: literacy, math, science</i> | | | | | | |
| 3 | G1.B1.S1.A3 | Teachers will utilize standards based monitoring systems (LSI Student Tracker) designed to provide teachers, students, and parents with meaningful feedback on the student's achievement of selected standards in each course. | | | | \$17,259.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | District-Wide | Title I Part A | | \$17,259.00 |
| <i>Notes: Stipends</i> | | | | | | |
| 4 | G1.B1.S1.A4 | Cross Content Teams collaborate to integrate curriculum concepts to increase engagement and meaningful connections for students. | | | | \$3,652.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | District-Wide | Title I Part A | | \$3,652.00 |
| <i>Notes: TDEs - substitute</i> | | | | | | |
| 5 | G1.B1.S1.A5 | Teachers engage in peer observations and Lesson Study. | | | | \$2,250.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0121 - Azalea Middle School | Other | | \$2,250.00 |
| <i>Notes: TDE's</i> | | | | | | |
| 6 | G1.B1.S1.A6 | Analyze student work samples to evaluate level of rigor in assigned tasks, alignment to standards, and student mastery of the standards. | | | | \$2,200.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0121 - Azalea Middle School | Title I Part A | | \$2,200.00 |

Budget Data

| Notes: TDEs | | | | | | |
|--|-------------|---|-----------------------------|----------------|-----|-------------|
| 7 | G1.B1.S1.A7 | Across the curriculum students will access technology for core instruction, supplemental instruction, research, and product production. | | | | \$66,697.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0121 - Azalea Middle School | Title I Part A | | \$19,000.00 |
| Notes: Software for supplemental instruction and differentiation | | | | | | |
| | | | 0121 - Azalea Middle School | Title I Part A | | \$47,697.00 |
| Notes: Technology Tech | | | | | | |
| 8 | G1.B1.S1.A8 | Teachers and administrators will participate in monthly "40 and Outs" to discuss and reflect on instructional strategies. | | | | \$0.00 |
| 9 | G1.B2.S1.A1 | Create close reading lessons: text marking and coding, direct vocabulary instruction, text dependent questions, writing in response to reading and thinking. | | | | \$0.00 |
| 10 | G1.B2.S1.A2 | Across curriculum use common short and extended writing rubrics aligned to FSA and implement the LSI Student Tracker to monitor student progress/ growth. | | | | \$0.00 |
| 11 | G1.B2.S1.A3 | Across curriculum use common routines and expectations for vocabulary acquisition. | | | | \$0.00 |
| 12 | G1.B2.S1.A4 | Core content teachers will lead students in creating Interactive Notebooks that include learning goals and scales, prioritized vocabulary, lab reports in science, Cornell Notes, etc. | | | | \$0.00 |
| 13 | G1.B2.S1.A5 | Social studies teachers will integrate LAFS for Literacy into the social studies content via the Document Based Questions (DBQ) Project, partnering with ELA teachers to ensure common language. | | | | \$0.00 |
| 14 | G1.B2.S1.A6 | Math teachers will build complex, real-world word problems aligned to the test specification of the FMS into daily lessons and use student responses as formative assessment to guide instruction. | | | | \$0.00 |
| 15 | G1.B2.S1.A7 | Teachers will integrate into lessons and classroom routines the identified AVID strategies of Philosophical Chairs, Cornell Notes, and Interactive Notebooks. | | | | \$0.00 |
| 16 | G1.B2.S1.A8 | Teachers will effectively incorporate student agendas into their daily routine in order to communicate important dates and tasks (ex. Homework, projects, due dates, etc.). | | | | \$0.00 |
| 17 | G1.B3.S1.A1 | Teachers implement learning goals and scales for tracking student progress on prioritized standards. Teachers will also utilize LSI Student Tracker to progress monitor student mastery of standards towards adjusting lesson plans and delivery. | | | | \$0.00 |
| 18 | G1.B3.S1.A2 | Use research validated Content Enhancement strategies for scaffolding and re-teaching. | | | | \$0.00 |

Budget Data

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|---|-------------|---|-----------------------------|----------------|-----|-------------|
| 19 | G1.B3.S1.A3 | Content teams, cross content teams, grade level and full faculty PLCs analyze data and plan appropriate intervention. | | | | \$0.00 |
| 20 | G1.B3.S1.A4 | Utilize technology to collect data for analysis (i.e. BaseBall Card, Smart Response Clickers, TI Inspire calculators, LSI Student Tracker, etc). | | | | \$0.00 |
| 21 | G1.B3.S1.A5 | Provide after school tutoring and enrichment opportunities for students identified as needing supplemental supports. | | | | \$0.00 |
| 22 | G1.B3.S1.A6 | Provide supplemental support in reading classrooms. | | | | \$34,615.23 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0121 - Azalea Middle School | Title I Part A | | \$34,615.23 |
| 23 | G1.B4.S1.A1 | Title 1 parent events (Back to School Knight, Literacy Knight, etc.) | | | | \$3,350.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0121 - Azalea Middle School | Title I Part A | | \$3,350.00 |
| <i>Notes: Family Knights food and materials</i> | | | | | | |
| 24 | G1.B4.S1.A2 | Other parent events (PTA, SAC, awards, orientation) | | | | \$0.00 |
| 25 | G1.B4.S1.A3 | Other parent communication and community engagement activities through building/growing partnerships (Website, School Messenger calls, marquee, emails, parent conference, volunteer appreciation events, fund additional hours for Community Liaison position) | | | | \$0.00 |
| 26 | G1.B4.S1.A4 | Expand and Grow working relationship(s) with business community and parent engagement events. | | | | \$0.00 |
| 27 | G2.B1.S1.A1 | Explicitly teach (and re-teach as needed) school-wide expectations and routines | | | | \$800.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | District-Wide | Title I Part A | | \$800.00 |
| <i>Notes: AVID binders, composition books for interactive notebooks in LA, math and science, copies for DBQ's</i> | | | | | | |
| 28 | G2.B1.S1.A2 | Teach students to monitor their own progress (grades, GPA, behavior points, referrals, and attendance). | | | | \$0.00 |
| 29 | G2.B1.S1.A3 | Cross Content Teams monitor student behavior points and intervene appropriately as needed (i.e. goal setting, encouragement, parent contact, disciplinary action) | | | | \$0.00 |
| 30 | G2.B1.S1.A4 | Utilize student surveys and focus group data to better align processes and routines with student needs | | | | \$0.00 |
| 31 | G2.B2.S1.A1 | Staff will engage in professional development on MTSS and learn Azalea's process for providing supplemental supports. | | | | \$0.00 |

Budget Data

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|--|-------------|---|-----------------------------|----------------|-----|--------------|
| 32 | G2.B2.S1.A2 | Staff will use the problem solving process to align identified barriers using EWS data. | | | | \$0.00 |
| 33 | G2.B2.S1.A3 | Principal coordinates processes to analyze behavior data. | | | | \$116,774.55 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0121 - Azalea Middle School | Title I Part A | | \$59,864.55 |
| <i>Notes: MTSS Facilitator</i> | | | | | | |
| | | | 0121 - Azalea Middle School | Title I Part A | | \$56,910.00 |
| <i>Notes: Additional Social Worker</i> | | | | | | |
| 34 | G2.B2.S1.A4 | Cross content teams implement appropriate interventions. | | | | \$0.00 |
| 35 | G2.B2.S1.A5 | Utilize Child Study Team or Tier 3 Team for support | | | | \$0.00 |
| 36 | G2.B3.S1.A1 | Cross content teams initiate communication with parents (phone calls, texts, emails, notes home in agenda, formal/informal conferences). | | | | \$0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | District-Wide | Title I Part A | | \$0.00 |
| 37 | G2.B3.S1.A2 | Staff logs interactions in Focus. | | | | \$0.00 |
| 38 | G2.B3.S1.A3 | Title 1 Family Knights | | | | \$0.00 |
| 39 | G2.B3.S1.A4 | Implement user friendly technology connections. | | | | \$0.00 |
| 40 | G2.B3.S1.A5 | Open conference days | | | | \$0.00 |
| 41 | G2.B4.S1.A1 | By developing and sustaining a healthy, respectful, caring and safe learning environment for students and staff and community members we will engage in wellness efforts through the Alliance for a Healthier Generation's Healthy Schools Program working towards Bronze Level Recognition becoming eligible in 6 out of 6 Assessment Modules. | | | | \$0.00 |
| 42 | G3.B1.S1.A1 | Identify African American Students who meet the AVID participation criteria and actively recruit them to participate. | | | | \$66,380.72 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0121 - Azalea Middle School | Title I Part A | | \$65,000.00 |
| <i>Notes: AVID Teacher</i> | | | | | | |
| | | | 0121 - Azalea Middle School | Title I Part A | | \$1,380.72 |
| <i>Notes: AVID Tutor Hourly</i> | | | | | | |

| Budget Data | | | | | | |
|-------------|-------------|--|--|----------------|---------------|---------------------|
| 43 | G3.B2.S1.A1 | Azalea will target African American students based on FSA scores and invite them to extended learning and enrichment activities. | | | | \$0.00 |
| 44 | G3.B2.S1.A2 | Azalea will use ELP and Title 1 funds to provide consistent transportation for after school remediation, recovery and enrichment programs. | | | | \$7,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0121 - Azalea Middle School | Title I Part A | | \$7,000.00 |
| | | | <i>Notes: District ELP funds will cover up to \$7,000 for transportation. Title 1 will be used to supplement the additional cost</i> | | | |
| 45 | G3.B3.S1.A1 | Build foundation for culturally responsive teaching starting during pre-school and continuing throughout the year in various PLC groups. | | | | \$3,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0121 - Azalea Middle School | Title I Part A | | \$3,000.00 |
| | | | <i>Notes: AMS staff takes a tour of attendance zone</i> | | | |
| | | | | | Total: | \$493,777.50 |