2014-2015 SCHOOL IMPROVEMENT PLAN
[DRAFT]

Azalea Middle School

7855 22ND AVE N
St Petersburg, FL 33710
727-893-2606
http://www.azalea-ms.pinellas.k12.fl.us

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user have been excluded from this document.

Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

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

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

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

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

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

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

their peers.

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

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

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

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

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

Early Warning Systems

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

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

Azalea's SBLT reviews EWS data frequently to identify students with multiple indicators. Cross Content Teams will be given this data at least once a month to identify students in need of Tier 2 or Tier 3 interventions. We use FCAT scores, retentions, failure in core classes, suspension, referrals, attendance, and infraction points in our EWS. A "stoplight highlighting" technique is used with locally normed cut scores for the indicators based on prior years success. Students with multiple indicators are referred to ELP, Child Study, Tier 3 Team, etc. based on the student's needs.
On Track
FCAT Level 3+ - Read 305 Students (31%), Math 234 Students (23%)
Present more than 95% of the time – 477 Students (47%)
0-1 Office Discipline Referrals – 671 Students (67%)
0 F in Core Class – 468 Students (47%)
Average Infraction Points Per Two Week Period – Blue (0-5) 488 Students (53%)
At Risk for Off Track
Absent 5-7% of days - 150 Students (15%)
2-3 ODR – 123 Students (12%)

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

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

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

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

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

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

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators)

The Cross Content Teams review early warning system data regularly in tandem with SBLT. Each team has an SBLT member responsible for helping bring the ideas discussed at SBLT to the teams and to help identify students in need of both academic and behavioral supports. Teams design common protocols and procedures such as classroom rules and expectations, and then review the EWS data to identify students for supports such as Check In Check Out. If students do not have a positive response to these interventions the Cross Content Team can complete a referral form that will go to the MTSS Coach and be added to the Tier 3 meeting agenda. That team engages in individual problem solving by comparing the student's performance to their peers on the same team, to identify gaps in learning and intervene as is appropriate.
Strategies include:
Differentiate work through various online applications (Think It Through Math, Achieve 3000, Compass Learning, Read 180, Dimension U, etc.)
After school extended learning opportunities with transportation
Check and Connect
Social Services referral
Mentoring/conferencing
Parent involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

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

PIP Link
No PIP plan available
This application does not have a PIP plan uploaded for this school or this district. Please forward or have your district forward the plan document via an Intercom support request and we will upload it.

Description

We will focus on increasing the number of parents assigned Parent Portal log in identification as well as the number of parent email addresses we have entered in Portal. Cross Content Teams will schedule regular meetings with student who EWS data is showing need additional supports.

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

Through our Community Involvement Assistant we reach out to local business and churches to partner with the school in providing mentors, school supplies, and items to support our Positive Behavior Support token economy. Azalea Middle participates in the Executive PASS program in a partnership with the Education Foundation and Pinellas County Schools. Our corporate partner is the Raytheon facility located in walking distance of the school. Raytheon provides mentors for our Take Stock In Children scholarship recipients, guest speakers, as well as sponsor teacher appreciation events such as back to school breakfast and apple pie for Pi Day. The Executive Director of the facility also serves on our

Engineering Gateway to Technology (district application program) Advisory Council. In addition, AMS partners with the Jungle Terrace Neighborhood Association and the Walter Fuller Recreational Facility for creating goodwill and mutual benefit with the community directly surrounding the school and with the Childs Park YMCA and Childs Park Recreational Facility for the mutual benefit of the school and the neighborhood where many of our students live.

Effective Leadership

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

School Leadership Team

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

Name	Title	Email
Kolosey, Connie	Principal	koloseyc@pcsb.org
Mitchell, Tonya	Assistant Principal	mitchellto@pcsb.org
Davis, Felicia	Assistant Principal	davisfe@pcsb.org
Evans, Catherine	Assistant Principal	evanscat@pcsb.org
Fields, Yata	Guidance Counselor	fieldsy@pcsb.org
MacNeal, Julie	Guidance Counselor	macnealj@pcsb.org
Poole, Latiki	Guidance Counselor	poolela@pcsb.org
Blair, Jonathan	Instructional Coach	blairjo@pcsb.org
Bean, Joshua	Attendance/Social Work	beanjo@pcsb.org
Gandy, Kelley	Attendance/Social Work	kelleyg@pcsb.org
Neuberger, Teresa	Teacher, K-12	neubergert@pcsb.org
Leclair, Colleen	Teacher, ESE	leclairc@pcsb.org
Sullivan, Lattye	Psychologist	sullivanlat@pcab.org
Singh, Nicole	Teacher, ESE	singhn@pcsb.org
Davidson, Sarah	Instructional Coach	davidsonsa@pcsb.org
McCullough, Sara	Instructional Coach	mcculloughsa@pcsb.org
Wilson, James	Instructional Coach	wilsonjame@pcsb.org

Duties

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

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

3 interventions. SBLT meets weekly during student hours.

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

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

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

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

Title I, Part A

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

Title I, Part D

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

Title II

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

Title III

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

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

SAI funds are coordinated with Title I, Part A funds to provide extended learning enrichment opportunities for students during the school year and during the summer. SAI funds are also used, in

conjunction with Title I, Part A funds, to provide ongoing instructional support for teachers through professional development by highly skilled content area specialists and staff developers.
Nutrition Programs
All Azalea Middle School students benefit from participation in the Community Eligibility Option through Food Services. Title I coordinates with district Food Services staff members to monitor poverty rates at schools and determine Title I eligibility. Title I and Food Services also collaborate to implement the Community Eligibility Option in schools with poverty rates of 40% or greater, so that all students receive free breakfast and lunch during the school year and during extended year/summer programs.
Race To The Top Funds
The RTTT funds, all administrative and instructional staff earn additional incentive bonuses for working at Azalea and more when the school grade increases. Teachers earn an additional $3,000, assistant principals an additional $4,000 and the principal an additional $5,000.
Teacher Incentive Fund Grant
Azalea Middle School teachers have the opportunity to earn additional compensation for professional development, and leadership contributions to the school as well as performance pay through the Teacher Incentive Fund Grant. Teachers who score in the top 20 percent for their final evaluations which includes both administrative evaluations and student performance data are eligible to receive bonuses of $1,000 to $5,000.TIF Grant funds supported teachers stipends for the Marzano Pilot Evaluation professional development (seven days) during the summer of 2013.
Pinellas Count Tax Referendum
Azalea Middle school receives a portion of the Pinellas County referendum funds that support literacy, technology, visual arts and performing arts. These funds provide classroom libraries, art supplies and equipment, musical instruments and supplemental instructional materials.
Executive PASS Partnership
The Raytheon Corporation partners with Azalea Middle School to provide mentors, guest speakers and sponsored the faculty welcome back breakfast.

School Advisory Council (SAC)

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

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

Duties

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

Evaluation of last year's school improvement plan

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

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

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

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

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

Verify that the school is in compliance with section 1001.452, F.S., regarding the establishment requirements and duties of the SAC
Yes

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

Literacy Leadership Team (LLT)
Meets the requirements of Rule 6A-6.053(3), F.A.C.

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

Name	Title	Email
Evans, Catherine	Assistant Principal	evanscat@pcsb.org
McCullough, Sara	Instructional Coach	mcculloughsa@pcsb.org
Mccullough, Michael	Teacher, K-12	mcculloughm@pcsb.org
Pollard, Sue	Teacher, K-12	pollardsu@pcsb.org
Kolenich, Katie	Teacher, K-12	kolenichk@pcsb.org
McEligot, Heather	Teacher, K-12	mceligoth@pcsb.org
MacNeal, Julie	Guidance Counselor	macnealj@pcsb.org
Creaser, Melissa	Teacher, K-12	creaserm@pcsb.org
Autrey, Rachel	Teacher, K-12	autreyr@pcsb.org
Wimberly, Shelley	Teacher, K-12	wimberlys@pcsb.org
Wilson, James	Instructional Coach	wilsonjame@pcsb.org
Davidson, Sarah	Instructional Coach	davidsonsa@pcsb.org

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team also serves as our AVID Site Team determining how we will implement instructional literacy, study and organizational strategies that will prepared students for college and career.
Support for text complexity - Comprehension Instruction Sequence
Support for instructional skills to improve reading comprehension
o Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
o Providing scaffolding that does not preempt or replace text reading by students
o Developing and asking text dependent questions from a range of question types
o Emphasizing students supporting their answers based upon evidence from the text
o Providing extensive research and writing opportunities (claims and evidence)
Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).

Public and Collaborative Teaching

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

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

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

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

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

that did not do well on the district interview were terminated or placed on involuntary transfer status. All other returning staff members participated in a site-based interview process.

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

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

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

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Support will be provided to new to the building teachers on a differentiated basis. Experienced teachers will be assigned a buddy to assist with acclimating to the new environment. New the to district teachers and new teachers will be provided paid mentors through the TIF Grant.
New to School (from Pinellas)
Ivana Bozic - Kim Goovaerts
Ivetha Witherspoon - Sara McCullough
Connie Ellis - April Maitner
Ron Henkle - Shelley Wimberly
New to District
Michael Smith - Rachel Autrey
Kathryn Blanchard - Donna Conte
Desiree Lagagnuer - Matt Schatzel
Sam Olsen - Laura Guska
Eric Tisdale - Nicole Singh
Laura Botsford - Lisa Turini
Nicole Giguere - Laura Guska
Monroe Ranceful - Matt Schatzel
Jaclyn Gerakios - Heather McEligot
First year teachers
Nicole Houston-Sithole DISTRICT MENTOR
Neil Bontrager - Bev Kaimala

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

Instructional Strategies

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

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

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

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

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

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

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

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

Strategy type: After School Program

Minutes added to school year: 8

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Strategy Description

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

Strategy Rationale

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

Person(s) responsible for monitoring implementation of the strategy
Blair, Jonathan, blairjo@pcsb.org

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

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

Strategy type: After School Program

Minutes added to school year: 15,000

Strategy Purpose(s)

- Core Academic Instruction

Strategy Description

Alternative Bell Schedule - alternative to out of school suspension

Strategy Rationale

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

Person(s) responsible for monitoring implementation of the strategy
Davis, Felicia, davisfe@pcsb.org

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

EWS data for students assigned to ABS.

Strategy type: After School Program

Minutes added to school year: 5,400

Strategy Purpose(s)

- Enrichment

Strategy Description

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.

Person(s) responsible for monitoring implementation of the strategy
Davis, Felicia, davisfe@pcsb.org

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

EWS data for participants

Strategy type: Summer Program

Minutes added to school year: 5,760

Strategy Purpose(s)

- Core Academic Instruction

Strategy Description

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

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

Person(s) responsible for monitoring implementation of the strategy
Davis, Felicia, davisfe@pcsb.org

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

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

Strategy type: After School Program

Minutes added to school year: 9,600

Strategy Purpose(s)

- Core Academic Instruction

Strategy Description

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

Strategy Rationale

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

Person(s) responsible for monitoring implementation of the strategy
Davis, Felicia, davisfe@pcsb.org

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

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

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

N/A

College and Career Readiness

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

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

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

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

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

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

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

Encourage and support participation in rigorous course work.

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

N/A

School Improvement Goals

Goals Summary

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

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

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

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

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

Goals Detail

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

Targets Supported

Indicator	Annual Target
AMO Targets Math - African American	43.0
AMO Targets Reading - African American	47.0
FCAT 2.0 Science % Proficient	30.0

Resources Available to Support the Goal

- Azalea has a strong AVID program that regularly reviews student data across all subgroups to identify opportunities for advancement. African American male students are actively recruited by the principal and AA male role models to participate in AVID.

- Promise Time with transportation provides the opportunity for extended learning and enrichment for students who would otherwise be unable to participate. This group includes the neighborhood from which most of our AA students travel.

Targeted Barriers to Achieving the Goal

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

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

Plan to Monitor Progress Toward the Goal	
Progress monitoring of this goal will take place in SBLT, Cross Content Teams, and other PLCs by problem solving using EWS, common assessment, and ELP data.	
Person Responsible	Connie Kolosey
Schedule	Monthly, from 08/18/2014 to 05/22/2015
Evidence of Completion	Data will show a decrease in the number of African American students with multiple EWS indicators, an increase in enrollment in rigorous courses, and attendance in ELP.

Plan to Monitor Progress Toward the Goal	
Progress monitoring of this goal will take place in SBLT, Cross Content Teams, and other PLCs by problem solving using EWS, common assessment, and ELP data.	
Person Responsible	Connie Kolosey
Schedule	Monthly, from 08/18/2014 to 06/03/2015
Evidence of Completion	Data will show a decrease in the number of African American students with multiple EWS indicators, an increase in enrollment in rigorous courses, and attendance in ELP.

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

Targets Supported

Indicator	Annual Target
AMO Targets Math - All Students	51.0
Algebra I End-of-Course assessment passing rate	92.0
Geometry End-of-Course assessment passing rate	92.0
AMO Targets Math - African American	43.0
AMO Targets Math - ED	49.0
AMO Targets Math - Hispanic	54.0
AMO Targets Math - SWD	45.0
AMO Targets Math - White	59.0
AMO Targets Reading - All Students	57.0
AMO Targets Reading - African American	47.0
AMO Targets Reading - ED	54.0
AMO Targets Reading - Hispanic	61.0
AMO Targets Reading - SWD	45.0
AMO Targets Reading - White	67.0
Reading % making learning gains	65.0
Reading % in lowest 25% making learning gains	65.0
Students making math learning gains	
FCAT 2.0 Science % Proficient	30.0
Students in lowest 25% making math learning gains	

Resources Available to Support the Goal

- Instructional Coaches for math, science, literacy and MTSS

- 6 of 8 schedule to allow time within the school day for PLC's

- Common Planning periods

- Summer PD on implementing Florida Standards, district curriculum guides, learning goals and scales and progress monitoring

- Title 1 and Teacher Incentive Fund Grant support for professional development

- Full time Attendance Specialist

Targeted Barriers to Achieving the Goal

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

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

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

Plan to Monitor Progress Toward the Goal	
Walkthrough, informal and formal observation data, student work, formal and informal assessment data	
Person Responsible	Connie Kolosey
Schedule	Quarterly, from 10/17/2014 to 06/03/2015
Evidence of Completion	Data review and presentation

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

Targets Supported

Indicator	Annual Target
AMO Targets Reading - All Students	57.0
AMO Targets Reading - African American	47.0
AMO Targets Reading - ED	54.0
AMO Targets Reading - Hispanic	61.0
AMO Targets Reading - SWD	45.0
AMO Targets Reading - White	67.0
Reading % making learning gains	65.0
Reading % in lowest 25% making learning gains	65.0
FCAT 2.0 Science % Proficient	30.0

Resources Available to Support the Goal

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

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal	
Student work	
Person Responsible	Connie Kolosey
Schedule	Quarterly, from 08/18/2014 to 06/03/2015
Evidence of Completion	PLC notes

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

Targets Supported

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

Resources Available to Support the Goal

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

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal	
Academic, behavior and engagement data	
Person Responsible	Jonathan Blair
Schedule	Weekly, from 09/03/2014 to 06/03/2015
Evidence of Completion	PLC notes and SBLT minutes

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

Targets Supported

Indicator	Annual Target
AMO Targets Math - All Students	51.0
AMO Targets Reading - All Students	57.0
FCAT 2.0 Science % Proficient	30.0

Resources Available to Support the Goal

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

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal	
All early warning systems data; grades, discipline attendance, engagement data.	
Person Responsible	Connie Kolosey
Schedule	Weekly, from 08/04/2014 to 06/03/2015
Evidence of Completion	SBLT minutes. Data presentations. PLC logs

Action Plan for Improvement of SIG-Targeted Schools

Problem Solving Key

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

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

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

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

Strategy Rationale

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

Action Step 1	
Identify African American students who meet the AVID participation criteria and actively recruit them to participate.	
Person Responsible	Catherine Evans
Schedule	Weekly, from 05/14/2014 to 06/04/2014
Evidence of Completion	African American participation in AVID classes matches the demographic of the total school population

Plan to Monitor Fidelity of Implementation of G1.B2.S1	
Review AVID class rosters to ensure African American enrollment matches the demographics of the school	
Person Responsible	Catherine Evans
Schedule	On 08/18/2014
Evidence of Completion	Class rosters with demographic data

Plan to Monitor Effectiveness of Implementation of G1.B2.S1	
Review grades in core classes of African American AVID students.	
Person Responsible	Catherine Evans
Schedule	Quarterly, from 10/17/2014 to 06/03/2015
Evidence of Completion	Grades of C or above in all core classes.

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

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

Strategy Rationale

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

Action Step 1	
Azalea will target African American students based on FCAT scores and invite them to extended learning and enrichment activities.	
Person Responsible	Felicia Davis
Schedule	Daily, from 09/09/2014 to 05/07/2015
Evidence of Completion	Extended learning will monitor attendance and progress monitor individual student growth on benchmarks.

Action Step 2	
Azalea will use ELP funds to provide consistent transportation for after school remediation, recovery and enrichment programs	
Person Responsible	Felicia Davis
Schedule	Daily, from 09/09/2014 to 05/07/2015
Evidence of Completion	The number of students consistently participating in after school programs

Plan to Monitor Fidelity of Implementation of G1.B3.S1	
The ELP Coordinator will do periodic walk-throughs to determine the level of implementation. Also attendance and progress monitoring records will indicate access to the intervention.	
Person Responsible	Felicia Davis
Schedule	Weekly, from 09/08/2014 to 05/29/2015
Evidence of Completion	Walk-through, attendance, and progress monitoring data should show students and teachers accessing the provided curriculum.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1	
Progress monitoring tools will be used to track student's progress since taking the initial diagnostic. Two other diagnostics will be done to monitor progress as well.	
Person Responsible	Felicia Davis
Schedule	Biweekly, from 09/08/2014 to 05/29/2015
Evidence of Completion	Progress monitoring data should show positive trends in student data after initial diagnostic.

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

G2.B1 Teachers lack sufficient knowledge or confidence in planning rigorous and engaging lessons including planning for student misconceptions, appropriate scaffolding, and the pre-planning of higher order questions.

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

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	
Effectively use collaborative planning	
Person Responsible	Connie Kolosey
Schedule	Weekly, from 08/11/2014 to 06/05/2015
Evidence of Completion	PLC logs, common lesson plans, classroom visits.

Action Step 2	
Coaching Support	
Person Responsible	Connie Kolosey
Schedule	Weekly, from 08/11/2014 to 06/03/2015
Evidence of Completion	Weekly debrief between instructional coaches & teachers. Coaches logs

Action Step 3	
Engage in relevant professional development aligned to planning rigorous and engaging lessons	
Person Responsible	Connie Kolosey
Schedule	Biweekly, from 08/11/2014 to 06/03/2015
Evidence of Completion	Monthly debrief between administrators, instructional coaches & teachers. PD calendars

Action Step 4	
Engage in Lesson Study and peer observations	
Person Responsible	Connie Kolosey
Schedule	Weekly, from 10/20/2014 to 12/19/2014
Evidence of Completion	Collaboratively developed lesson plans and teacher reflections

Action Step 5	
Use text Classroom Instruction that Works: Researched-based strategies for increasing student achievement by Dean,Hubbell, Pitler & Stone as book student and resource during PLCs.	
Person Responsible	Connie Kolosey
Schedule	Monthly, from 08/06/2014 to 06/03/2015
Evidence of Completion	Azalea Learns agenda for August 6, 2014 and PLC notes monthly

Plan to Monitor Fidelity of Implementation of G2.B1.S1	
Principal meets with Instructional Coaches weekly to review progress in common planning sessions and review coaching logs. Assistant Principals review common planning notes	
Person Responsible	Connie Kolosey
Schedule	Monthly, from 08/11/2014 to 06/03/2015
Evidence of Completion	Coaching and PLC logs

Plan to Monitor Effectiveness of Implementation of G2.B1.S1	
Walkthrough data, Informal and Formal Observation and feedback data, student work, formal and informal assessment data	
Person Responsible	Connie Kolosey
Schedule	Quarterly, from 10/17/2014 to 06/03/2015
Evidence of Completion	Data presentations

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

G2.B3.S1 School staff will implement positive behavior systems which maximumize instructional time

Strategy Rationale

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

Action Step 1	
MTSS Facilitator coordinates processes to analyze behavior data	
Person Responsible	Jonathan Blair
Schedule	Biweekly, from 08/29/2014 to 06/03/2015
Evidence of Completion	Documentation in data calendar and PLC logs

Action Step 2	
Cross content teams interventions	
Person Responsible	Jonathan Blair
Schedule	Biweekly, from 08/29/2014 to 06/03/2015
Evidence of Completion	Documentation of check in/check out, student conferences, parent contact/conference, & team logs

Action Step 3	
Utilize child study team or Tier 3	
Person Responsible	Jonathan Blair
Schedule	Biweekly, from 08/29/2014 to 06/03/2015
Evidence of Completion	SBLT meetings

Plan to Monitor Fidelity of Implementation of G2.B3.S1	
Referral, ISS and OSS data	
Person Responsible	Connie Kolosey
Schedule	Biweekly, from 08/29/2014 to 06/03/2015
Evidence of Completion	Cross Content team notes, SBLT miinutes

Plan to Monitor Effectiveness of Implementation of G2.B3.S1	
Referral Data, Point Charts, ISS, OSS data	
Person Responsible	Connie Kolosey
Schedule	Monthly, from 09/19/2014 to 06/03/2015
Evidence of Completion	Reduced loss of instructional time as measured by a reduction in the percentage of students receiving ISS, OSS, and ABS assignments.

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

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

Strategy Rationale

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

Action Step 1	
Cross content teams initiate communication with parents	
Person Responsible	Jonathan Blair
Schedule	Weekly, from 09/05/2014 to 06/03/2015
Evidence of Completion	Documentation of phone calls, texts, emails, notes home in agenda, formal/informal conferences

Action Step 2	
Log actions in Portal	
Person Responsible	Jonathan Blair
Schedule	
Evidence of Completion	Documentation of phone calls, texts, emails, notes home in agenda, formal/informal conferences

Action Step 3	
Facilitate Title 1 Family Nights	
Person Responsible	Sara McCullough
Schedule	Quarterly, from 09/12/2014 to 05/13/2015
Evidence of Completion	Title I documentation

Plan to Monitor Fidelity of Implementation of G2.B4.S1	
Whole school communications, parent automated calls, parent personalized calls	
Person Responsible	Connie Kolosey
Schedule	Weekly, from 08/17/2014 to 06/05/2015
Evidence of Completion	Text of calls, presentations, parent contact logged in Portal.

Plan to Monitor Effectiveness of Implementation of G2.B4.S1	
Attendance records	
Person Responsible	Jonathan Blair
Schedule	Weekly, from 09/02/2014 to 06/03/2015
Evidence of Completion	SBLT minutes

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

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

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

Strategy Rationale

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

Action Step 1	
Create close reading lessons: text marking and coding, direct vocab instruction, text dependent questions, writing in response to reading and thinking	
Person Responsible	Sara McCullough
Schedule	Weekly, from 08/07/2014 to 06/03/2015
Evidence of Completion	Lesson plan documentation

Action Step 2	
Use common short and extended writing rubrics aligned to FSA	
Person Responsible	Sara McCullough
Schedule	Weekly, from 08/07/2014 to 06/03/2015
Evidence of Completion	PLC logs, team meetings

Action Step 3	
Science teachers will lead students in creating interactive notebooks that include writing lab reports during inquiry based science projects.	
Person Responsible	Sarah Davidson
Schedule	Weekly, from 08/18/2014 to 06/03/2015
Evidence of Completion	Samples of student interactive notebooks used throughout the year

Action Step 4	
Social studies teachers will continue to integrate LAFS for Literacy into the social studies content via the Document Based Questions (DBQ) Project.	
Person Responsible	Sara McCullough
Schedule	Weekly, from 08/18/2014 to 06/03/2015
Evidence of Completion	Samples of student writing DBQ essays

Action Step 5	
Math teachers provide students with opportunities to read informational and persuasive texts, write about the process and outcomes of their investigations, and use the language of math as they work through each problem.	
Person Responsible	James Wilson
Schedule	Weekly, from 08/18/2014 to 06/03/2015
Evidence of Completion	Sample of student work

Plan to Monitor Fidelity of Implementation of G3.B1.S1	
Reading, writing and speaking opportunities embedded in lessons	
Person Responsible	Connie Kolosey
Schedule	Weekly, from 08/18/2014 to 07/01/2015
Evidence of Completion	Student work samples

Plan to Monitor Effectiveness of Implementation of G3.B1.S1	
Student work samples - growth over time	
Person Responsible	Connie Kolosey
Schedule	Quarterly, from 08/18/2014 to 06/03/2015
Evidence of Completion	PLC notes and reflections regarding student growth

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

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

Strategy Rationale

Action Step 1	
Identify appropriate school-wide vocabulary routines	
Person Responsible	Sara McCullough
Schedule	
Evidence of Completion	Routines established

Action Step 2	
Provide professional development for cross content teams on established routines	
Person Responsible	Sara McCullough
Schedule	Monthly, from 08/07/2014 to 02/27/2015
Evidence of Completion	Training material and sign in

Action Step 3	
Incorporate strategies into weekly lessons with students	
Person Responsible	Connie Kolosey
Schedule	Weekly, from 08/18/2014 to 06/03/2015
Evidence of Completion	Routines are in use school-wide

Action Step 4	
Review student word work to determine reteach/further instruction	
Person Responsible	Sara McCullough
Schedule	Monthly, from 08/18/2014 to 06/03/2015
Evidence of Completion	PLC Notes and reflections

Plan to Monitor Fidelity of Implementation of G3.B2.S1	
Walkthroughs, informal and formal observations show students engaged in successfully comprehending reading complex text and writing with fluency.	
Person Responsible	Connie Kolosey
Schedule	Weekly, from 08/18/2014 to 06/03/2015
Evidence of Completion	Observation data

Plan to Monitor Effectiveness of Implementation of G3.B2.S1	
Student work samples	
Person Responsible	Connie Kolosey
Schedule	Monthly, from 08/18/2014 to 06/03/2015
Evidence of Completion	PLC Notes

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

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

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	
Title 1 parent events (Back-to-School Knight, Literacy Knight, break out sessions)	
Person Responsible	Sara McCullough
Schedule	Every 2 Months, from 09/08/2014 to 05/13/2015
Evidence of Completion	Agenda and feedback

Action Step 2	
Other parent events (SAC, PTA, awards, orientation)	
Person Responsible	Connie Kolosey
Schedule	Monthly, from 08/26/2014 to 05/13/2015
Evidence of Completion	Agenda and feedback

Action Step 3	
Other parent communications (Web site, School Messenger calls, Marquee, emails)	
Person Responsible	Connie Kolosey
Schedule	Monthly, from 08/11/2014 to 05/13/2015
Evidence of Completion	Web-site, text of calls and email, photo of marquee etc.

Plan to Monitor Fidelity of Implementation of G3.B3.S1	
Website, marquee, automated calls, Parent Knights	
Person Responsible	Connie Kolosey
Schedule	Monthly, from 08/11/2014 to 05/13/2015
Evidence of Completion	Agendas, text of calls and emails, photos of marquee

Plan to Monitor Effectiveness of Implementation of G3.B3.S1	
Parent and teacher feedback	
Person Responsible	Connie Kolosey
Schedule	Monthly, from 08/26/2014 to 05/13/2015
Evidence of Completion	PDSA notes

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

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

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

Strategy Rationale

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

Action Step 1	
Implement learning goals and scales, progress monitoring strategies in all classrooms	
Person Responsible	Connie Kolosey
Schedule	Daily, from 08/18/2014 to 06/03/2015
Evidence of Completion	PD Logs

Action Step 2	
Use research validated Content Enhancement strategies for scaffolding and reteaching	
Person Responsible	Sarah Davidson
Schedule	Monthly, from 09/15/2014 to 06/03/2015
Evidence of Completion	PLC logs

Action Step 3	
Effective use of common planning, cross content teams, grade level and full faculty PLC time to analyze data and plan appropriate intervention	
Person Responsible	Connie Kolosey
Schedule	Weekly, from 08/18/2014 to 06/03/2015
Evidence of Completion	PLC notes and agendas

Action Step 4	
Utilize technology to collect data for analysis (i.e. Smart Response Clickers, TI Inspire calculators, etc)	
Person Responsible	James Wilson
Schedule	On 09/15/2014
Evidence of Completion	All available Smart Response Clickers in regular use

Action Step 5	
Provide after school tutoring & enrichment opportunities for students identified as needing supplemental supports.	
Person Responsible	Felicia Davis
Schedule	Daily, from 09/09/2014 to 05/15/2015
Evidence of Completion	Student attendance, iReady participation, ELP calendar

Action Step 6	
Provide supplemental supports in reading classrooms	
Person Responsible	Sara McCullough
Schedule	Daily, from 08/08/2014 to 06/05/2015
Evidence of Completion	Schedule of classrooms and students based on progress monitoring results

Plan to Monitor Fidelity of Implementation of G4.B1.S1	
Progress monitoring, common assessments, teachers working at the applying and innovating levels during lesson delivery phases	
Person Responsible	Connie Kolosey
Schedule	Weekly, from 08/18/2014 to 06/03/2015
Evidence of Completion	Data review and presentation.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1	
Academic, behavior and engagement data	
Person Responsible	Jonathan Blair
Schedule	Weekly, from 09/03/2014 to 06/03/2015
Evidence of Completion	PLC logs and SBLT notes

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

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

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

Strategy Rationale

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

Action Step 1	
Homeroom—Overcoming Obstacles, gender-based, explicitly teach school-wide expectations and routines	
Person Responsible	Connie Kolosey
Schedule	Daily, from 08/18/2014 to 06/03/2015
Evidence of Completion	Lessons plans, staff and student surveys

Action Step 2	
Teach students to monitor their own progress (grades, GPA, referrals, attendance) during Homeroom	
Person Responsible	Jonathan Blair
Schedule	Daily, from 08/18/2014 to 06/03/2015
Evidence of Completion	Student logs

Action Step 3	
Cross Content Teams monitor student behavior points and intervene appropriately as needed (i.e. goal setting, encouragement, parent contact, disciplinary action)	
Person Responsible	Jonathan Blair
Schedule	Biweekly, from 09/02/2014 to 06/03/2015
Evidence of Completion	Students maintain excellent behavior and engagement or improve behavior and engagement as needed

Plan to Monitor Fidelity of Implementation of G5.B1.S1	
Classroom and campus observations of school culture.	
Person Responsible	Connie Kolosey
Schedule	Daily, from 08/04/2014 to 06/03/2015
Evidence of Completion	Positive school culture - student and staff surveys,

Plan to Monitor Effectiveness of Implementation of G5.B1.S1	
All early warning systems data: discipline, grades, attendance	
Person Responsible	Jonathan Blair
Schedule	Weekly, from 08/04/2014 to 06/03/2015
Evidence of Completion	SBLT Minutes, data presentations

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

Strategy Rationale

A MTSS will lead to a decrease in disengagement behaviors

Action Step 1	
Staff will engage in professional development on MTSS and learn Azalea's process for providing supplemental supports	
Person Responsible	Connie Kolosey
Schedule	Monthly, from 08/04/2014 to 12/19/2014
Evidence of Completion	Azalea Learns, Full Faculty and House Agenda

Action Step 2	
Staff will use the problem solving process to align identified barriers using EWS data	
Person Responsible	Connie Kolosey
Schedule	Weekly, from 08/18/2014 to 06/05/2015
Evidence of Completion	SBLT and Cross Content Team notes

Plan to Monitor Fidelity of Implementation of G5.B1.S2	
EWS data, SBLT and Cross Content Team notes	
Person Responsible	Connie Kolosey
Schedule	Monthly, from 09/19/2014 to 06/03/2015
Evidence of Completion	A decrease in disciplinary action

Plan to Monitor Effectiveness of Implementation of G5.B1.S2	
EWS data	
Person Responsible	Connie Kolosey
Schedule	Biweekly, from 08/04/2014 to 06/03/2015
Evidence of Completion	SBLT and Cross Content team notes

G5.B2 Teachers lack sufficient cultural awareness and responsiveness

G5.B2.S1 Increase staff cultural awareness and responsiveness

Strategy Rationale

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

Action Step 1	
Build foundation for culturally responsive teaching through Azalea Learns preschool professional development	
Person Responsible	Heather McEligot
Schedule	Daily, from 08/04/2014 to 08/07/2014
Evidence of Completion	Azalea Learns agenda and sign in sheets.

Action Step 2	
Use Principal Kafele's book Closing the Attitude Gap: How To Fire Up Your Students To Strive for Success to guide professional development in cultural proficiency.	
Person Responsible	Connie Kolosey
Schedule	Monthly, from 08/04/2014 to 06/03/2015
Evidence of Completion	Participant reflections

Action Step 3	
Contract with Principal Kafele to meet with staff twice during the fall	
Person Responsible	Connie Kolosey
Schedule	Monthly, from 10/20/2014 to 11/18/2014
Evidence of Completion	Contract, sign in, participant reflection

Plan to Monitor Fidelity of Implementation of G5.B2.S1	
Agenda, sign in, reflections	
Person Responsible	Connie Kolosey
Schedule	Monthly, from 08/04/2014 to 06/03/2015
Evidence of Completion	Agenda, sign in, reflections

Plan to Monitor Effectiveness of Implementation of G5.B2.S1	
The percentage of students receiving disciplinary action decrease 10 percent	
Person Responsible	Jonathan Blair
Schedule	Biweekly, from 08/18/2014 to 06/03/2015
Evidence of Completion	Disciplinary referrals and behavior points

G5.B5 Limited parental involvement for behavior support

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

Strategy Rationale

Action Step 1	
Cross content teams initiate communication with parents (phone calls, texts, emails, notes home in agenda, formal/informal conferences)	
Person Responsible	Jonathan Blair
Schedule	Weekly, from 08/18/2014 to 06/03/2015
Evidence of Completion	Portal contact logs

Action Step 2	
Log actions in Portal (administrators, clerks, counselors, and teachers)	
Person Responsible	Connie Kolosey
Schedule	Weekly, from 08/18/2014 to 06/03/2015
Evidence of Completion	Portal contact logs

Action Step 3	
Title 1 Family Knights	
Person Responsible	Sara McCullough
Schedule	Quarterly, from 09/08/2014 to 05/13/2015
Evidence of Completion	Promotional flyers, sign in sheets

Plan to Monitor Fidelity of Implementation of G5.B5.S1	
Review Portal contact data and Cross-Content team notes	
Person Responsible	Jonathan Blair
Schedule	Monthly, from 09/03/2014 to 06/03/2015
Evidence of Completion	SBLT Minutes

Plan to Monitor Effectiveness of Implementation of G5.B5.S1	
Increased positive perception of parental involvement	
Person Responsible	Connie Kolosey
Schedule	Quarterly, from 08/11/2014 to 06/03/2015
Evidence of Completion	School Climate Survey

Professional Development

For each professional development activity identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information::

Professional Development Table coming soon

Technical Assistance

For each technical assistance activity identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information::

Technical Assistance Table coming soon

Budget Rollup

Budget summary data as entered into the Problem Solving section of this plan:

Budget Rollup Table coming soon