School Improvement Plan
2015-2016

Azalea Elementary

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Superintendent

pcs
PINELLAS COUNTY SCHOOLS

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2015-2016
School Improvement Plan

PART I	CURRENT SCHOOL STATUS
Section A	**School Information**

School Name	Principal's First Name	Principal's Last Name
Azalea Elementary	Kris	Sulte

School Advisory Council Chair's First Name	School Advisory Council Chair's Last Name
Maja	Kazazic

SCHOOL VISION - What is your school's vision statement?

100% Student Success

SCHOOL MISSION - What is your school's mission statement?

Academics + Attitude + Attendance= Excellence at Azalea Elementary

SCHOOL ENVIRONMENT

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

Azalea staff incorporates TRIBES Learning Communities to develop collaborate work groups. Community building is done throughout the year to build positive building relationships.

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

Azalea designs a school wide behavior plan that addresses behavioral and safety issues. There is a school wide incentive recognition program- Eagle Bucks. Students earn bucks for their class by following the commitment to character traits.

Describe the school wide 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.

Azalea has a Discipline Committee which meets bi-monthly. The CHAMPS curriculum is used in common areas. All behavioral expectations are taught and posted. All teachers establish, teach and communicate their classroom behavior plan to all stakeholders. Data is collected on discipline concerns. Discipline Committee meets to initiate action plans. Staff orientation and training is done by committee throughout the year.

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.

Teachers and staff through daily class meetings learn about their children and their needs. There is a full time Social Worker and RtI Coordinator that provides counseling.

PART I	CURRENT SCHOOL STATUS
Section B	**School Advisory Council (SAC)**

SAC MEMBERSHIP - Identify the name and stakeholder group for each member of the SAC ?

Add Member	Delete Member

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Kris	Sulte	Prinicpal
Eileen	Ryan	Teacher
Yaritza	Ramos	Support Person
Maja	Kazazic	Parent
Theresa	Brown	Parent
Pharra	Desire	Parent
Beth	Gallabnt	Parent
Kristy	Therrien	Parent
Maranatha	McKinney	Parent
Amanada	Peterson	Parent
Holly	Totushek	Parent

SIP LAST YEAR

Provide an evaluation of last year's school improvement plan.

In review of the 2014-15 SIP all action steps were implemented towards goal attainment. Our science goal was not met with a decrease in Level 3 and above students of nearly 20%. All other goals can not be determined at this time since FSA scores have not been published.

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

SIP funds were used for substitutes so that teacher could collaborate and plan ELA modules.

SAC SIP INVOLVEMENT - Describe the involvement of the SAC in the development of this school improvement plan.

SAC input is gathered at the end of the school year and in conjunction with school data and district initiatives is used to write the plan. SAC votes on plan and any disbursement of funds during the September meeting.

SAC ACTIVITIES - Describe the activities of the SAC for the upcoming school year.

SAC will be involved with data disaggregation, parental involvement activities as it relates to action steps and any other topics of their choosing.

PROJECTED USE OF SIP FUNDS - Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

SIP funds are projected to be used for TDE's to disaggregate data and plan for instruction and teacher training.

STATUTORY COMPLIANCE -

Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC?   ◯ Yes   ⦿ No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

All parents received invite about joining SAC twice in April and May.
Reached out to parents at PTA General Meeting in March.

PART I	CURRENT SCHOOL STATUS
Section C	Leadership Team

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

PRINCIPAL

First Name	Last Name	Email Address	
Kris	Sulte	sultek@pcsb.org	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Science	Educational Leadership	18	2

Certifications (if applicable)

ASSISTANT PRINCIPAL #1

First Name	Last Name	Email Address	
Michael	Rebman	rebmanm@pcsb.org	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Science	Counseling and Human Services	7	2

Certifications (if applicable)
Post masters in Educational Leadership

ASSISTANT PRINCIPAL #2

First Name	Last Name	Email Address	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School

Certifications (if applicable)

PART I	CURRENT SCHOOL STATUS
Section D	**Public and Collaborative Teaching**

INSTRUCTIONAL EMPLOYEES

of instructional employees: 66

% receiving effective rating or higher: 100

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23):   100

% certified infield, pursuant to Section 1012.2315(2), F.S.:   100

% ESOL endorsed: 53

% reading endorsed: 6

% with advanced degrees: 33

% National Board Certified: 6

% first-year teachers: 2

% with 1-5 years of experience: 11

% with 6-14 years of experience: 42

% with 15 or more years of experience: 46

PARAPROFESSIONALS

of paraprofessionals: 0

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23):   0

TEACHER RECRUITMENT AND RETENTION STRATEGIES

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

Teachers are involved in the development of the SIP and subsequently write their Deliberate Practice, aligning their training to school wide initiatives and their appraisal. When teaching openings occur staff provides input into teacher qualities and are part of the interview team. Administrator works with all groups within the school to address issues and refine processes. All teachers are involved in Professional Learning Communities which meet on a weekly basis.

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

The staff developed working norms to use during meetings. A positive working environment is encouraged through the use TRIBES community building.

TEACHER MENTORING PROGRAM/PLAN - Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.

All new teachers to Azalea are paired with a member of their teaching team to provide guidance as it relates to Azalea and policies. Teachers brand new to the field of teaching are also assigned to our school based mentor. the Lead mentor oversees all mentoring activities. New teachersare observed formally and in walk throughs. Feedback is provided and time is allotted for mentor and mentee to meet for lesson planning and modeling.

PART I	CURRENT SCHOOL STATUS
Section E	**Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (RtI)**

PROBELM-SOLVING PROCESSES - Describe your school's data-based problem solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.

The team provides data and interventions being used on: Tier 1, 2, and 3 students. The RtI problem solving process is an integral part of our strategies in Reading and Math for all students. The SBLT meets the bi-weekly and as needed to review data and interventions. Each member is also part of a grade level PLC and meets with them to discuss core instruction as well as interventions and student data.

MTSS SCHOOL-BASED LEADERSHIP TEAM - Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP.

Add Member   Delete Member

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Kris	Sulte	Principal
Michael	Rebman	Assistant Principal
Lisa	Bigham	MTSS Coach
Kristine	Lindahl	Psychologist
Marybeth	Lownsbury	Resource VE Teacher
Raquel	Strong	Resource VE Teacher
Krista	Willis	Behavior Specialist
Brittany	Cobb	Speech
Carolyn	Schafer	Speech
Kyria	Gianos	Teacher
Christi	Jackson	Teacher
Stacy	Whitacre	Social Worker

SYSTEMS IN PLACE - Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.

Monthly School based Leadership meetings to monitor data and interventions. Monthly Leadership Meetings to monitor the action steps written in SIP.

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

Florida Assessment in ELA and Math
Florida Assessment Instruction in Reading (FAIR), AIMS Web Probes.
Progress Monitoring: AIMS Web Probes and End of the unit assessments
Midyear: Florida Assessments for Instruction in Reading (FAIR) and Common Assessments
End of year: FAIR, FCAT
Frequency of Data Days: End of unit tests are monitored for Tier One. Progress Monitoring is done every two weeks for Tier 2 and every

week for Tier 3. Data is reviewed every two weeks in PLC

STAFF UNDERSTANDING OF MTSS - Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.

Preschool training will be provided. SBLT team members will provide on going training at PLC. Behavior Committee will conduct training for the entire year on the PS/RtI process for all staff. Parents are addressed at a parent meeting on the processes as well as during parent conferences and tier 2 and 3 conferences.

PART I	CURRENT SCHOOL STATUS
Section F	**Ambitious Instruction and Learning**

INSTRUCTIONAL PROGRAMS - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

Azalea utilizes curriculum guides provided by the district to plan and instruct on the Florida Standards. Core materials are adopted by the district in accordance with standards. Lesson plans are uploaded and monitored on weekly basis as well as using walkthrough data to monitor implementation.

DIFFERENTIATED INSTRUCTION - Describe how your 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.

Student instruction is differentiated based on data. FSA, SAT 10, Running record and previous year's district assessments are reviewed to determine individual student needs. Students receive additional help through Title One hourly teachers, Title One Intervention teacher or ESE teachers in reading and math utilizing a variety of research based programs: ST Math, Triumphs Reading, Sundance and Spiral Up. Students are progressed monitored and data is reviewed through SBLT and PLC to determine effectiveness and any necessary changes. Students in grades 1 and 2 will receive differentiated instruction using LLI and Jan Richardson Guided Reading Routine five days a week. Students will be progressed monitored every two weeks to make any changes.

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

INSTRUCTIONAL STRATEGY #1

Strategy Type

Teachers develop rigorous learning goals and performance scales based on identified key standards

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Utilizing this strategy will focus and strengthen the core instruction.

Provide a description of the strategy below.

Teachers will attend Professional Development throughout the year on Goals and Scales. They will collaboratively plan for instruction and develop of scales.

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

Administrative walk through data will be collected and shared with teams. Teachers will analyze unit assessments to determine effectiveness of goals and scales utilization.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Administrators.

INSTRUCTIONAL STRATEGY #2

Strategy Type

Implementation of Jan Richardson Guided Reading Routine as ELA Intervention.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Provide students will researched based intervention.

Provide a description of the strategy below.

All staff will be attend October 19 Professional Development for Emergent and transitional Jan Richardson Reading Routine. This will include Hourly teachers, Bi-Lingual Assistant and Starts Assistant. Student data will be used to determine students needed this type of intervention. the intervention will be given 4 to 5 days a week.

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

We will use our on-going progress monitoring data- AIMS web to collect and analyze effectiveness of interventions.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Administrators.

INSTRUCTIONAL STRATEGY #3

Strategy Type

Utilization of AVID strategies with grades 2-5.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

To incorporate organization and instruction strategies specific to AVID in grade 2-5.

Provide a description of the strategy below.

Professional development using district resources. Implementation of strategies first in math and then rolled out in ELA.

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

Teachers will survey students about strategies to determine their feelings on using it. Classroom data will be analyzed as it relates to the instruction strategy being used.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Administrators.

INSTRUCTIONAL STRATEGY #4

Strategy Type

Promise Time for Enrichment and Remediation.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Te extend the learning day for students.

Provide a description of the strategy below.

Students will be offered remediation and enrichment in all academic areas. Enrichment could include guest speakers and events.

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

Data from I Ready will be collected and analyzed . Student surveys will also be given and analyzed.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Administrators.

STUDENT TRANSITION AND READINESS - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Azalea currently has 6 Pre-K classrooms. Teachers work with families to ready students for Kindergarten. The school communicates with Pre K feeder schools on readiness efforts. There is also articulation with Azalea Middle School, our main feeder in an effort to have families choose this middle school.

PART I	CURRENT SCHOOL STATUS
Section G	**Literacy Leadership Team (LLT)**

LLT MEMBERSHIP - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..

| Add Member | Delete Member |

LLT Member First Name	LLT Member Last Name	Title	Email
Kris	Sulte	Principal	sultek@pcsb.org

LLT Member First Name	LLT Member Last Name	Title	Email
Susan	Pomeroy	teacher	pomeroys@pcsb.org
Barbara	Brunk	teacher	brunkb@pcsb.org
Stacy	Whitacre	Social Worker	whitacres@pcsb.org
Karen	Lyens	teacher	lyensk@pcsb.org
Michael	Rebman	Assistant Principal	rebmanm@pcsb.org
Irene	Offutt	teacher	offutti@pcsb.org
Lin	Jackson	teacher	kervinl@pcsb.org
Bridget	Denny	teacher	dennyb@pcsb.org
Candace	Reed	teacher	reedc@pcsb.org
Diana	Benton	teacher	bentond@pcsb.org

PROMOTING LITERACY - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

The LLT meets every month and provides support for implementation of Florida Standards, high yield strategies , district and school wide ELA initiatives.

MAJOR INITIATIVES - What will be the major initiatives of the LLT this year?

Jan Richardson Guided Reading Routine, Marzano Goals and Scales, Collaborative Planning

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section A	**Area 1: English Language Arts (Reading)**

For each data point below, unless otherwise directed, list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

8-Step Problem-Solving Process

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
30		40

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
28		35

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	0

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
100	75	100

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
70		75

Students in Lowest 25% Making Learning Gains (FCAT 2.0)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
77		80

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
39	31	35

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
29	10	15

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
42	17	22

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	63		80
Black/African American	50		54
Hispanic	45		77
Asian	65		73
American Indian			
English Language Learners (ELLs)	50		67
Students with Disabilities (SWDs)	25		56
Economically Disadvantaged	54		73

If you have a goal to support your reading targets, provide the following information for that goal.

READING GOAL

What is your school's reading goal? Provide a description of the goal below.

On the 2015-16 FSA we will meet all AMO targets listed above for Language Arts.
On the district Module Assessment B and D 80% of our students will be Approaching or at Proficiency.
At each grade level 80% of students will be meeting Running Record expectations as stated in the Pinellas County Assessment Plan.

Provide possible data sources to measure your reading goal.

FSA
Module tests
Running records

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Staff including all that provide interventions will attend and implement Jan Richardson Guided Reading training.	1. Schedule Guided Reading Training during October 19th SB training day. 2. Administration walk through and feedback to ensure fidelity. 3. Schedule Reading Coach follow up in December or January. 4. Lesson plans will be monitored.
Action 2	**Plan to Implement Action 2**
Teachers will identify students not meeting expectations and ensure that they are remediated with tier 2 or 3 interventions	1. Review student performance data from 2014-15: SAT 9, Module, Running record and FSA. 2. Identify students for Intervention Groups 3. Problem Solve for interventions 4. Progress Monitor every 1 to 2 weeks 5. SBLT to review data with teachers twice a year to determine next steps
Action 3	**Plan to Implement Action 3**
Action 4	**Plan to Implement Action 4**

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section B	**Area 2: English Language Arts (Writing)**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at or Above 3.5

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
42		60

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
100		100

If you have a goal to support your writing targets, provide the following information for that goal.

WRITING GOAL

What is your school's writing goal? Provide a description of the goal below.

On the FSA Writing Assessment 60% of students will meet state expectations.

Provide possible data sources to measure your writing goal.

District Module Assessments
FSA Writing

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
All teachers will plan and implement Florida Standards in Writing utilizing Pinellas County ELA Modules	1. Develop a planning tool for all grade levels to utilize for unit planning. 2. Administration walkthroughs with feedback on ELA instruction. 3. Utilize collaborative planning for all module units. Teachers will be paid and all plans monitored. 4. Disaggregate data after each module to problem solve and determine next action steps. 5. Work
Action 2	**Plan to Implement Action 2**

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Economically Disadvantaged	51		69

If you have a goal to support your mathematics targets, provide the following information for that goal.

MATHEMATICS GOAL

What is your school's mathematics goal? Provide a description of the goal below.

On the 2015-16 FSA we will meet all AMO targets listed above for Math
On the district Common Assessments 80% of our students will be Approaching or at Proficiency.

Provide possible data sources to measure your mathematics goal.

Common Assessments
Formative Assessments- CPalms
FSA Math

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Teachers in grades 3-5 will work with AVID strategies: note taking and organizational skills.	1. Meet preschool with AVID facilitator for training. 2. Collaboratively plan with team 3. Lesson Plans and Instruction will be monitored for fidelity 4. Schedule time for Math Coach to plan, model and co-teach with teachers.
Action 2	Plan to Implement Action 2
Teachers will develop and implement Marzano Goals and Scales for all Math Units	1. Preschool planning on goals and scales 2. Collaborative planning to include goal and scale development 3. Disaggregate Common Assessment Data to problem solve and determine next steps. 4. Administration walk through for feedback and fidelity 5. Scheduled training in September and October
Action 3	Plan to Implement Action 3
Teachers will attend Classroom Discussion book study and implement learning in classroom.	1. Hold meeting to discuss book study parameters. 2. Purchase books for teachers 3. Schedule 4 -90 minute book study dates 4. Implement monthly learning 5. Administration walk through with feedback
Action 4	Plan to Implement Action 4

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section D	**Area 4: Science**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
31	29	35

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
33	17	25

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
	0	0

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
	75	100

If you have a goal to support your science targets, provide the following information for that goal.

SCIENCE GOAL

What is your school's science goal? Provide a description of the goal below.

On the 2015-16 Science FCAT 60% of our fifth graders will score a level 3 or above.

On all district Science Common Assessments 80% of our first through fifth graders will be approaching or at proficiency.

Provide possible data sources to measure your science goal.

FCAT
District Science Common Assessments
Classroom Formative Assessments

How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Work with Science Coach to prioritize strand knowledge on K-5 science units and plan for instruction.	1. Schedule Science Coach for Just in Time Training 2. Develop a planning tool for all grade levels to utilize for unit planning. 3. Administration walkthroughs with feedback on Science instruction. 4. Utilize collaborative planning for all science units. Teachers will be paid and all plans monitored. 5. Disaggregate data after each common assessment to problem solve and determine next action steps.
Action 2	Plan to Implement Action 2

Utilize Science Lab for grades 3 through 5.	1. Identify grade level teacher monitors 2. Assign lab time into master schedule 3. Teachers attend district training 4. Administration walkthroughs with feedback on lab utilization. 5. Collaborative planning for labs. Teachers will be paid and plans monitored.
Action 3	**Plan to Implement Action 3**
Establish routine practice for students in the use of the Science Learning Activity Guides (SLAGS) as a component of the Science Notebook Process.	1. Receive SLAGs 2. Identify dates and schedule Science Just in Time Coach to provide PD for teachers in need. 3. Monitor for consistent routine practice of students using SLAGS within their science notebooks in conjunction with written reflections which support an increase of conceptual understanding o be identified on their Success Criteria.
Action 4	**Plan to Implement Action 4**

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section E	**Area 5: Science, Technology, and Mathematics (STEM)**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your STEM targets, provide the following information for that goal.

STEM GOAL

What is your school's STEM goal? Provide a description of the goal below.

the school will have two STEM academies this year for our 4th and 5th graders.

Provide possible data sources to measure your STEM goal.

Student survey, District Assessments and FCAT Science

How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Have two STEM academies for the 2015-16 school year.	1. Determine students and invite to be part of STEM 2. Start STEM in October 3. Participate in district wide STEM activities.
Action 2	**Plan to Implement Action 2**

Action 3	Plan to Implement Action 3
Action 4	Plan to Implement Action 4

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section H	**Area 8: Early Warning Systems**
ATTENDANCE	

Students Tardy 10% or More, as Defined by District Attendance Policy

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	2	17	10
Grade 1	16	10	5
Grade 2	5	.08	0
Grade 3	8	.05	0
Grade 4	8	.06	0
Grade 5	7	11	5

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	14	14	10
Grade 1	7	9	7
Grade 2	8	21	10
Grade 3	6	9	5
Grade 4	7	12	7
Grade 5	6	15	8

SUSPENSIONS

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	2	5	2
Grade 1	2	8	4
Grade 2	8	2	1
Grade 3	4	3	1

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 4	7	8	4
Grade 5	4	5	2

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	1	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	1	0
Grade 5	0	0	0

Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	1	2	0
Grade 3	1	0	0
Grade 4	1	2	0
Grade 5	1	0	0

Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 2	1	1	0
Grade 3	0	1	0
Grade 4	0	1	0
Grade 5	1	2	0

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

RETENTIONS

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	.02	0
Grade 1	7	13	0
Grade 2	3	0	0
Grade 3	5	.01	0
Grade 4	0	0	0
Grade 5	0	0	0

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0		
Grade 1	0		
Grade 2	0		
Grade 3	16		
Grade 4	17		
Grade 5	.07		

Students with One or More Course Failures in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	1	1	0
Grade 4	13	3	0
Grade 5	8	0	0

Students in 3rd Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
1	1	0

MULTIPLE EARLY WARNING INDICATORS

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	3	1	0
Grade 1	1	1	0

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 2	3	2	0
Grade 3	3	1	0
Grade 4	4	5	2
Grade 5	4	2	0

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).

On-going parent communication, RtI process with interventions, individual behavior plans , TIPS process for attendance.

PART II — EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section I — Area 9: Black Student Achievement

Identify goals, targets, and actions for Black student achievement.

Add Target   Delete Target

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
To increase the percentage of Black students meeting expectations on the Florida Statewide Assessment in English Language Arts to meet the AMO target of 54%. Identify students needing remediation and provide interventions. Progress monitor students and adjust interventions as needed. Interventions can include: Start Up, Build Up, Spiral Up, Sundance Comprehension Strategies, Jan Richardson Routine, Istation and SRA Reading Mastry. Students will have the opportunity to attend Promise Time.	42		54
To increase the percentage of Black students meeting expectations on the Florida Statewide Assessment in Math to meet the AMO target of 54%. Identify students needing remediation and provide interventions. Progress monitor students and adjust interventions as needed. Interventions will include: ST Math , Envision Remediation in small groups.	39		54

PART II — EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section J — Area 10: Family and Community Involvement

Title I schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107110, NCLB, codified at 20 U.S.C. § 6314(b).

LEVEL OF PARENTAL INVOLVEMENT - Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

For the 2014-15 school year parents had the opportunity to participate in events sponsored by our PTA in conjunction with the school. Family events such as carnival, pool party, trunk or treat were well attended. Events where school information was disseminated, Open house, FSA Night were not as well attended. For the 2015-16 school year with our Title One designation we are working with our Parental Involvement Committee to offer a variety of engagement opportunities for families.

BUILDING POSITIVE RELATIONSHIPS - Describe how your school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress.

Azalea's on-going communication efforts include- monthly newsletter, midterm progress reported 4 times a year, parent conferences 2 times a year, nightly agenda books, phone calls home, SAC and PTA meetings throughout the year and surveys to gauge success and plan for improvement.

LEARNING ABOUT LOCAL COMMUNITY - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

Utilizing our Community Involvement Assistant to seek out available resources. The Principal will attend the Azalea Community Association Meetings to learn about the surrounding community.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section K	**Area 11: Additional Targets**

This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.

Add Target	Delete Target

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Work toward Bronze Level recognition with the Alliance for Healthier Generation .	0%	0%	16%

PART III	PROFESSIONAL DEVELOPMENT

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

Add PD	Delete PD

Professional Development Identified	Jan Richardson Guided Reading
Related Goal(s)	ELA and School wide Instructional Strategy
Topic, Focus, and Content	Small group intervention
Facilitator or Leader	Kris Sulte
Participants (e.g., Professional Learning Community, grade level, school wide)	School wide to include all teachers, Title One hourly teachers, Stars and Bi-Lingual Assistant
Target Dates or Schedule (e.g., professional development day, once a month)	October 19 and December and January follow up
Strategies for Follow-Up and Monitoring	Teachers to submit plans and administration walk throughs
Person Responsible for Monitoring	Kris Sulte and Michael Rebman

Professional Development Identified	AVID Strategies
Related Goal(s)	Math and School wide Instructional Strategy
Topic, Focus, and Content	Organization and Note taking
Facilitator or Leader	Michael Rebman
Participants *(e.g., Professional Learning Community, grade level, school wide)*	Teachers in grades 2-5
Target Dates or Schedule *(e.g., professional development day, once a month)*	August 19 and bi-monthly training and meetings
Strategies for Follow-Up and Monitoring	Teachers to submit plans and administration walk throughs
Person Responsible for Monitoring	Kris Sulte and Michael Rebman
Professional Development Identified	Marzano Goals and Scales
Related Goal(s)	ELA, Math and Science and School wide Instructional Strategy
Topic, Focus, and Content	Development and implementation of goals and scales
Facilitator or Leader	Kris Sulte Michael Rebman and Teacher Leaders
Participants *(e.g., Professional Learning Community, grade level, school wide)*	All staff
Target Dates or Schedule *(e.g., professional development day, once a month)*	August 13, 2015 to June 7, 2016
Strategies for Follow-Up and Monitoring	Scheduled PD in September and October, monthly PLC, walk throughs with feedback
Person Responsible for Monitoring	Kris Sulte and Michael Rebman
Professional Development Identified	Classroom Discussion
Related Goal(s)	Math
Topic, Focus, and Content	Math discourse and high level questioning techniques
Facilitator or Leader	Kris Sulte
Participants *(e.g., Professional Learning Community, grade level, school wide)*	Teachers in grades K-5
Target Dates or Schedule *(e.g., professional development day, once a month)*	Professional Development days and after school for 5 total meetings
Strategies for Follow-Up and Monitoring	Administration walk throughs with feedback
Person Responsible for Monitoring	Kris Sulte and Michael Rebman
Professional Development Identified	Science Standards, Science Lab and Planning
Related Goal(s)	Science
Topic, Focus, and Content	Planning, Standards and utilization of Science Lab
Facilitator or Leader	District science coach

Participants *(e.g., Professional Learning Community, grade level, school wide)*	Teachers in all grade levels
Target Dates or Schedule *(e.g., professional development day, once a month)*	September and November TDE, district training after school
Strategies for Follow-Up and Monitoring	Submit plans, administration walk throughs with feedback
Person Responsible for Monitoring	Kris Sulte and Michael Rebman

PART IV	COORDINATION AND INTEGRATION

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

Our Title One funds will be disbursed based on our Comprehensive Needs Assessment. Funds will be used for Intervention teacher salaries, 4- hourly teachers, stipends for collaboration and professional development, parental involvement activities and researched based interventions.
Our IDEA will be coordinated through our school wide MTSS coach to ensure resources that are needed can be acquired. Our Social Worker works with Title X and our homeless population to get the needed resources into the families hands.
Our Bi-Lingual Assistant works with our families to get needed resources to help our families. The school also offers english classes to our families to assist them with heir daily lives.

MEETING STUDENT NEEDS - 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.

Azalea Leadership Team reviews all pertinent student data and conducts staff needs assessment to align resources to meet the needs of all students. Once students are identified, a master calendar and class lists are developed. Intervention groups are established and baseline data is taken on all students. Data is reviewed a minimum of twice a year to realign interventions and groups.

PART V	BUDGET

Create a budget for each school-funded activity.

<table>
<tr><td>Add Item</td><td>Delete Item</td></tr>
</table>

Budget Item Description	TDE- Substitutes
Related Goal(s)	Science
Actions/Plans	Planning for instruction with district coach
Type of Resource *(i.e., evidence-based programs/materials, PD, technology, etc.)*	Professional Development
Description of Resources	Substitutes
Funding Source	SIP

Amount Needed	$1,000.00
Budget Item Description	**Collaborative Planning**
Related Goal(s)	ELA, Math and Science
Actions/Plans	Planning
Type of Resource (i.e., evidence-based programs/materials, PD, technology, etc.)	PD
Description of Resources	Time to Plan
Funding Source	Title One
Amount Needed	$12,426.48
Budget Item Description	**Parental Engagement Activites**
Related Goal(s)	ELA, Math, Science
Actions/Plans	To increase parent engagement with an academic focus
Type of Resource (i.e., evidence-based programs/materials, PD, technology, etc.)	Program speakers and materials
Description of Resources	Materials, food
Funding Source	Title One Parent Involvement Funds
Amount Needed	$3,350.00
Budget Item Description	**Professional Development Stipends**
Related Goal(s)	ELA, Math, Science
Actions/Plans	Teacher Training
Type of Resource (i.e., evidence-based programs/materials, PD, technology, etc.)	Professional Development
Description of Resources	Stipends
Funding Source	Title One
Amount Needed	$9,319.86
Budget Item Description	**Instructional Materials**
Related Goal(s)	ELA, Math
Actions/Plans	Purchase Intervention Materials
Type of Resource (i.e., evidence-based programs/materials, PD, technology, etc.)	Evidence based programs
Description of Resources	Materials
Funding Source	Title One

Amount Needed	$15,591.16

PART VI	MID-YEAR REFLECTION

This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each goal created in Part II.

Add Goal   Delete Goal

Goal Area	
Has the goal been achieved?	
If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	
If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	
If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	
If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.	

8-Step Planning and Problem-Solving Process

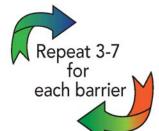**STEP 1**
a. Identify a goal
b. Set targets

STEP 2
Brainstorm resources and barriers; organize barriers into "buckets"

STEP 3
Prioritize barriers and select one barrier bucket of alterable elements to address based on cost and complexity of implementation and potential impact on goal

STEP 4
Brainstorm and prioritize strategies to eliminate or reduce the selected barrier bucket; include the rationale for each strategy; select one strategy to move to Step 5

STEP 5
Develop an action plan for the strategy (Step 4) by identifying all steps (including who, what, when and evidence) needed for implementation

STEP 6
Determine how the action plan (Step 5) will be monitored for fidelity of implementation *(who, what, when and evidence)*

STEP 7
Determine how the strategy (Step 4) will be monitored for effectiveness at reducing or eliminating the selected barrier (Step 3)

STEP 8
Determine how progress towards the goal and targets will be monitored *(what data, who, when and evidence)*

Repeat 3-7 for each barrier