Azalea Middle School

2015-16 School Improvement Plan

Azalea Middle School

7855 22ND AVE N, St Petersburg, FL 33710

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

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	Yes	59%

Alternative/ESE Center	Charter School	Minority
No	No	65%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	F	F	F	D

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Priority	4	Jim Browder

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

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

Demographic data is reviewed at Azalea Learns (summer PD) and throughout the year. The full faculty participated in a "Fantastic Voyage, " where we rode tour buses through our attendance zone. During the tour, teachers were provided a narrative about the various neighborhoods. Principals sets the expectation for teachers that we create positive, supportive relationships with students.
Whole school orientation lessons during first three days of school. Each teacher presents lessons designed to ensure all students know our school processes and expectations, and also create an opportunity for teachers and students to interact with culture building activities.
Cross Content Teams: CCT provide a structure for teams of teachers to work together to support teams of students. With the shared responsibility teachers can better focus on the uniqueness of their individual students.

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

Affective lessons will be delivered weekly by teachers rotating through various subjects. These lessons will focus on life, communication and problem solving skills.
Cross Content Teams: CCT's develop consistent common classroom procedures and expectations. Highly organized school-wide processes for lunches, student movement, hall passes, and supervision ensure a strong adult presence during unstructured times of the day.

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

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

their peers.

The AMS discipline plan is designed to reduce an over reliance on disciplinary referrals and out of school suspension methods to manage student behavior. A positive and proactive discipline plan starts with well-defined and communicated processes, routines and rules. Azalea Middle School uses both Positive Behavior Support Systems as a foundation for classroom and school wide behavior systems. CHAMPS and STOIC structures are used to support our Tier 1 processes. AMS implements a token economy system where students earn "BKC bucks" (Black Knight Chivalry) for positive behaviors. Students use these bucks to purchase items at the BKC store and for entrance into school events. In addition to established rules and procedures, and positive incentives,

AMS has 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
Meeting or exceeding all Tier 1 expectations:
Present more than 95% of the time – 484 Students (48%)
0-1 Office Discipline Referrals – 652 Students(65%) (0 ODR – 526 students)
0 F in Core Class – 553 Students (55%)
At Risk for Off Track
Absent 6-10% of days - 277 Students (28%)
2-3 Referrals – 123 Students (12%)
1-3 F in Core Class – 277 Students (28%)

Off Track
Absent 10% or more – 233 Students (23%)
4-6 ODR – 90 Students (9%)
4-7 F in Core Class – 118 Students (12%)
High Off Track
Over age 1 year – 150 Students (15%)
Absent 15% or more – 115 Students (12%)
7 or more Referrals – 129 Students (13%)
8+ F in Core – 46 Students (4%)
Extreme Off Track
Over age 2-3 years – 12 Students (1%)
Behind Core Credits entering 12-13
Failing all core classes – 2 Students (.2%)

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

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

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

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	109	125	97	331

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

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

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

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

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

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

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:

Name	Title
Kolosey, Connie	Principal
Mitchell, Tonya	Assistant Principal
Davis, Felicia	Assistant Principal
Evans, Catherine	Assistant Principal
MacNeal, Julie	Guidance Counselor
Poole, Latiki	Guidance Counselor
Blair, Jonathan	Instructional Coach
Bean, Joshua	Attendance/Social Work
Neuberger, Teresa	Teacher, K-12
Leclair, Colleen	Teacher, ESE
Davidson, Sarah	Instructional Coach
Wilson, James	Instructional Coach
Abdel-Baaith, Fateen	Psychologist
Autrey, Rachel	Instructional Coach
Tetrick, Alaina	Guidance Counselor
Vorwaller, Whitney	Attendance/Social Work
Leopold, Eric	Assistant Principal

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:

Name	Stakeholder Group
Paula Zachem	Parent
Joe Mestas	Parent
Shawna Ward	Parent
Ernesto Alonzo	Teacher
Nicholas Samuels	Teacher
Yolanda Fintak	Business/Community
Connie Kolosey	Principal
Kara Chastain	Parent
Tarra Ofosu	Parent
Tom Andry	Parent
Hillary VanDyke	Teacher
LaGuanda Fleming	Business/Community
Louise Flowler	Business/Community
Tom Bedwell	Parent
Marilyn Wombold	Business/Community

Duties

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

Evaluation of last year's school improvement plan

At the September 8, 2015 meeting SAC will review the goals, strategies and action steps of the 2015-2016 school improvement plan. Members will have the opportunity to ask questions or make suggestions about the plan.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

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

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

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

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

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Evans, Catherine	Assistant Principal
Mccullough, Michael	Teacher, K-12
Pollard, Sue	Teacher, K-12
Slifkin, Katie	Teacher, K-12
McEligot, Heather	Teacher, K-12
MacNeal, Julie	Guidance Counselor
Creaser, Melissa	Teacher, K-12
Autrey, Rachel	Teacher, K-12
Wimberly, Shelley	Teacher, K-12
Wilson, James	Instructional Coach
Davidson, Sarah	Instructional Coach
Neuberger, Teresa	
Houston, Nicole	Teacher, K-12
Moline, Felicia	Assistant Principal
Kolosey, Connie	Principal

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 has a priority hiring status with the district which allows the school to hire outside of the normal hiring timelines. This opportunity gives the school access to experienced teachers who wish to relocate to the St. Petersburg area. All teachers receive a high degree of support through strong administrators, instructional coaches and mentors. In addition, teachers teach 6 out of 8 periods (block schedule with planning with 86 minutes of planning every day), they have common planning, and work in cross content teams.
Teachers who work at Azalea earn an additional $3,000 for the first three years and increases beyond for four years and beyond. In addition, they are paid for professional development outside of the contract day.

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 District
Alekic, Adela - Kristy Lengner
Bailey, Lynne - Rachael Autrey
Baligian, Kelli - Lisa Turini
Brewer, Allison - Michelle Dufina
Brockway, Darlene - April Maitner
Crosley, Jennifer - Heather McEligott
Dodge, Douglas - Donna Conte
Drew, Christina - Lisa Turini
Foley, Davan - Michelle Dufina

Gromaski, Stephanie - Rachael Autrey
Johnson, LaToyia - Shelley Wimberly
Leoni, Destiny - Heather McEligott
Leoni, Jeff - Mike Smith
Mosier, Robert - Matt Schatzel
Raines, Yondrese - April Maitner
Turner, Javan - Terri Neuberger
Villano, Gina - Matt Schatzel
First year teachers
Ernest Dixon - Shelley Wimberly
Sara Western - Mike Smith
Alaina Tetrick - Julie MacNeal
Martinique Kelty - Terri Neuberger
Justin Everly - Donna Conte
Sachs, Amber - District Mentor

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 - Differentiated instruction is based on pre/post unit assessments, cycle assessments and classroom assessments, Additionally, computer based programs are used to pre-assess and modify instruction. Programs used included Think Through Math, Dimension U for intensive math, Carnegie Learning for Algebra and Honors Geometry, and Khan Academy, 10 Marks, Compass Learning for supplemental instruction. Cycle and classroom assessments determine needed remediation in small group, individual or whole class instruction.
Science- At the beginning of the year we do a GAP assessment to see what students are coming in with from the previous year's learning. From that we then identify the lowest performing standards for individual students and develop remediation plans embedded in our lesson plans tied to similar content. Additionally we target borderline students. Teachers will use smaller formative assessments to differentiate small group lessons.
Reading- Reading teachers will use SRI and specific data (R180, A3000) to monitor student's growth and plan for differentiation. Teachers will group students according to areas of needs based on the data and differentiate teacher led small group lessons to meet the needs of individual students.

Additionally, our Reading Intervention teachers will work with intensive reading students keeping a monthly running record on each student which will be used to help guide the differentiation in small group setting.

ELA- ELA teachers will use cycle writing test data along with SRI testing to differentiate their lessons and create small groups for focused remediation. Short standards based quizzes for the focus standards each quarters. ELA teachers will also use focused formative assessments to determine depth of knowledge of the focus standard being taught. In PLC teachers will group kids for remediation based ticket answers.

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

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

Strategy: After School Program

Minutes added to school year: 8

Extended Learning Program at Azalea Middle will consists of support in core academic classes. ELP 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.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

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

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

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

Strategy: After School Program

Minutes added to school year: 15,000

Alternative Bell Schedule - alternative to out of school suspension

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

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

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

EWS data for students assigned to ABS.

Strategy: After School Program

Minutes added to school year: 5,400

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

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

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

EWS data for participants

Strategy: Summer Program

Minutes added to school year: 5,760

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

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

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

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

Strategy: After School Program

Minutes added to school year: 9,600

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

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

The following documents were submitted as evidence for this section:

mid-year_strands_14-15.xlsx
Math mid-year Cycle assessment data.
Math_Mid-Year_Data_SBLT14-15.pptx
Graphically displayed math mid-year data.
Reading_SIP.xlsx
Current student FAIR data.

Problem Identification Summary

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

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

Problem Analysis Summary

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

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

School Improvement Goals

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

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

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

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

Strategic Goals Detail

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

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

🔍 G063542

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	51.0
Algebra I EOC Pass Rate	80.0
Geometry EOC Pass Rate	92.0
AMO Math - African American	43.0
AMO Math - ED	49.0
AMO Math - Hispanic	54.0
AMO Math - SWD	45.0
AMO Math - White	59.0
AMO Reading - All Students	57.0
AMO Reading - African American	47.0
AMO Reading - ED	54.0
AMO Reading - Hispanic	61.0
AMO Reading - SWD	45.0
AMO Reading - White	67.0
ELA/Reading Gains	65.0
ELA/Reading Lowest 25% Gains	65.0
Math Gains	65.0
FCAT 2.0 Science Proficiency	40.0
Math Lowest 25% Gains	65.0
Civics EOC Pass	50.0

Resources Available to Support the Goal 2

- Instructional Coaches for math, science, literacy and MTSS

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

- Common Planning periods

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

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

Targeted Barriers to Achieving the Goal 3

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

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

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

- Parents do not consistently receive communication regarding the Florida Standards and how they can support students at home.

Plan to Monitor Progress Toward G1. `8`

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

Person Responsible
Connie Kolosey

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

Evidence of Completion
Data review and presentation

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

Targets Supported `1b`

`G063543`

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

Resources Available to Support the Goal `2`

- Instructional Coaches for math, science, literacy and MTSS
- Common planning periods
- Azalea Learns Summer PD
- Cross Content Teams

Targeted Barriers to Achieving the Goal `3`

- Students and teachers tend to be reactive to behavior and do not maximize instructional time.
- The multi-tiered system of student support is not implemented with full fidelity.
- Parents lack knowledge of school-wide expectations and their child's performance and grades.

Plan to Monitor Progress Toward G2. `8`

Student work

Person Responsible
Connie Kolosey

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

Evidence of Completion
PLC notes

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

🔍 G063541

Targets Supported 1b

Indicator	Annual Target
AMO Math - African American	43.0
AMO Reading - African American	47.0
FCAT 2.0 Science Proficiency	40.0
Math Lowest 25% Gains	65.0
ELA/Reading Lowest 25% Gains	65.0

Resources Available to Support the Goal 2

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

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

Targeted Barriers to Achieving the Goal 3

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

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

- Staff does not consistently demonstrate culturally responsive teaching.

Plan to Monitor Progress Toward G3. 8

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

Person Responsible
Connie Kolosey

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

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

Plan to Monitor Progress Toward G3. 8

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

Person Responsible

Connie Kolosey

Schedule

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

Evidence of Completion

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

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

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

🔑 G063542

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

🔑 B163606

G1.B1.S1 Teachers and coaches will ensure curriculum, instruction, and assessment is designed and delivered with a focus on continuous improvement of student engagement and academic achievement. 4

🔑 S175088

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Connie Kolosey

Schedule

Daily, from 8/10/2015 to 6/7/2016

Evidence of Completion

PLC logs, common lesson plans, classroom visits.

Action Step 2 5

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

Person Responsible

Connie Kolosey

Schedule

Daily, from 8/10/2015 to 6/7/2016

Evidence of Completion

Lesson Plans, PLC Minutes

Action Step 3 5

Teachers will research standards based grading systems designed to provide students and parents with meaningful feedback on the student's achievement of prioritized standards in each course.

Person Responsible

Connie Kolosey

Schedule

Quarterly, from 8/10/2015 to 6/7/2016

Evidence of Completion

Teacher Lesson Plans, PLC Minutes

Action Step 4 5

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

Person Responsible

Connie Kolosey

Schedule

Weekly, from 8/10/2015 to 6/7/2016

Evidence of Completion

Collaboratively developed lesson plans and CCT Meeting Minutes

Action Step 5 `5`

Teachers engage in peer observations and Lesson Study.

Person Responsible

Connie Kolosey

Schedule

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

Evidence of Completion

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

Action Step 6 `5`

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

Person Responsible

Connie Kolosey

Schedule

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

Evidence of Completion

PLC/CCT Meeting Minutes

Action Step 7 `5`

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

Person Responsible

Schedule

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

Evidence of Completion

Teacher Lesson Plans

Action Step 8 `5`

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

Person Responsible

Schedule

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

Evidence of Completion

Discussion Minutes

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

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

Person Responsible

Connie Kolosey

Schedule

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

Evidence of Completion

Coaching and PLC logs

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

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

Person Responsible

Connie Kolosey

Schedule

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

Evidence of Completion

Data presentations

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

🔧 B163815

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

🔧 S175297

Strategy Rationale

Consistency across the school will lead to greater student success.

Action Step 1 5

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

Person Responsible

Connie Kolosey

Schedule

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

Evidence of Completion

Teacher Lesson Plans

Action Step 2 5

Across curriculum use common short and extended writing rubrics aligned to FSA.

Person Responsible

Connie Kolosey

Schedule

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

Evidence of Completion

Teacher Lesson Plans

Action Step 3 5

Across curriculum use common routines and expectations for vocabulary acquisition.

Person Responsible

Connie Kolosey

Schedule

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

Evidence of Completion

Teacher Lesson Plans

Action Step 4 5

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

Person Responsible

Connie Kolosey

Schedule

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

Evidence of Completion

Sample interactive notebook

Action Step 5 5

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

Person Responsible

Connie Kolosey

Schedule

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

Evidence of Completion

Teacher Lesson Plans

Action Step 6 5

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

Person Responsible

Connie Kolosey

Schedule

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

Evidence of Completion

Teacher Lesson Plans

Action Step 7 5

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

Person Responsible

Connie Kolosey

Schedule

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

Evidence of Completion

Teacher Lesson Plans

Action Step 8 5

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

Person Responsible

Connie Kolosey

Schedule

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

Evidence of Completion

Completed student planners

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

🔍 B163816

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

🔍 S175299

Strategy Rationale

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

Action Step 1 5

Teachers implement learning goals and scales for tracking student progress on prioritized standards.

Person Responsible

Connie Kolosey

Schedule

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

Evidence of Completion

Teacher Lesson Plans

Action Step 2 5

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

Person Responsible

Connie Kolosey

Schedule

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

Evidence of Completion

PLC Minutes

Action Step 3 `5`

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

Person Responsible

Connie Kolosey

Schedule

Weekly, from 8/10/2015 to 6/7/2016

Evidence of Completion

Teacher Lesson Plans, PLC Minutes, CCT Minutes

Action Step 4 `5`

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

Person Responsible

Connie Kolosey

Schedule

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

Evidence of Completion

PLC Minutes, Teacher Lesson Plans

Action Step 5 `5`

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

Person Responsible

Connie Kolosey

Schedule

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

Evidence of Completion

Focus Attendance, MTSS Meeting Minutes

Action Step 6 5

Provide supplemental support in reading classrooms.

Person Responsible

Connie Kolosey

Schedule

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

Evidence of Completion

Focus Attendance

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

🔑 B163817

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

🔑 S175300

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Connie Kolosey

Schedule

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

Evidence of Completion

Sign in sheets

Action Step 2 `5`

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

Person Responsible

Connie Kolosey

Schedule

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

Evidence of Completion

Meeting Minutes

Action Step 3 `5`

Other parent communication (Website, School Messenger calls, marquee, emails, parent conference)

Person Responsible

Connie Kolosey

Schedule

Weekly, from 7/1/2015 to 6/7/2016

Evidence of Completion

Email records, Focus contact records

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

🔑 G063543

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

🔑 B163610

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

🔑 S175092

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Connie Kolosey

Schedule

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

Evidence of Completion

Lesson plan documentation

Action Step 2 5

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

Person Responsible

Connie Kolosey

Schedule

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

Evidence of Completion

PLC logs, team meetings

Action Step 3 `5`

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

Person Responsible

Connie Kolosey

Schedule

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

Evidence of Completion

CCT Meeting Minutes

Action Step 4 `5`

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

Person Responsible

Connie Kolosey

Schedule

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

Evidence of Completion

SBLT Meeting Minutes

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

Reading, writing and speaking opportunities embedded in lessons

Person Responsible

Connie Kolosey

Schedule

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

Evidence of Completion

Student work samples

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

Student work samples - growth over time

Person Responsible

Connie Kolosey

Schedule

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

Evidence of Completion

PLC notes and reflections regarding student growth

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

🔑 B163611

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

🔑 S175093

Strategy Rationale

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

Action Step 1 `5`

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

Person Responsible

Connie Kolosey

Schedule

Semiannually, from 8/10/2015 to 6/7/2016

Evidence of Completion

Routines established

Action Step 2 `5`

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

Person Responsible

Connie Kolosey

Schedule

Monthly, from 8/10/2015 to 6/7/2016

Evidence of Completion

Child Study Team, SBLT Meeting Minutes

Action Step 3 `5`

MTSS Facilitator coordinates processes to analyze behavior data.

Person Responsible

Jonathan Blair

Schedule

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

Evidence of Completion

SBLT Meeting Minutes

Action Step 4 `5`

Cross content teams implement appropriate interventions.

Person Responsible

Connie Kolosey

Schedule

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

Evidence of Completion

Teacher Lesson Plans, CCT Meeting Minutes

Action Step 5 `5`

Utilize Child Study Team or Tier 3 Team for support

Person Responsible

Connie Kolosey

Schedule

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

Evidence of Completion

CST Meeting Minutes

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

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

Person Responsible

Connie Kolosey

Schedule

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

Evidence of Completion

Observation data

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

Student work samples

Person Responsible

Connie Kolosey

Schedule

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

Evidence of Completion

PLC Notes

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

B163612

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

S175094

Strategy Rationale

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

Action Step 1 [5]

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

Person Responsible

Connie Kolosey

Schedule

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

Evidence of Completion

CCT Meeting Minutes

Action Step 2 [5]

Staff logs interactions in Focus.

Person Responsible

Connie Kolosey

Schedule

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

Evidence of Completion

Focus Parent Contact Logs

Action Step 3 `5`

Title 1 Family Knights

Person Responsible

Connie Kolosey

Schedule

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

Evidence of Completion

Parent Sign In Sheets.

Action Step 4 `5`

Implement user friendly technology connections.

Person Responsible

Connie Kolosey

Schedule

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

Evidence of Completion

Website Printout

Action Step 5 `5`

Open conference days

Person Responsible

Connie Kolosey

Schedule

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

Evidence of Completion

Parent Sign In Sheets

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

Website, marquee, automated calls, Parent Knights

Person Responsible

Connie Kolosey

Schedule

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

Evidence of Completion

Agendas, text of calls and emails, photos of marquee

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

Parent and teacher feedback

Person Responsible

Connie Kolosey

Schedule

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

Evidence of Completion

PDSA notes

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

G063541

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

B163603

G3.B1.S1 Use AVID as support for increased access to and success in honors and advanced classes. 4

S175085

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Connie Kolosey

Schedule

Annually, from 5/4/2015 to 6/7/2016

Evidence of Completion

AVID Recruitment Letters

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

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

Person Responsible

Connie Kolosey

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

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

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

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

Person Responsible

Connie Kolosey

Schedule

Biweekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

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

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

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

Person Responsible

Connie Kolosey

Schedule

Biweekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

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

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

`B163604`

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

`S175086`

Strategy Rationale

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

Action Step 1 `5`

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

Person Responsible

Connie Kolosey

Schedule

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

Evidence of Completion

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

Action Step 2 `5`

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

Person Responsible

Connie Kolosey

Schedule

Daily, from 9/7/2015 to 6/7/2016

Evidence of Completion

Bus Schedule

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

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

Person Responsible

Catherine Evans

Schedule

On 9/5/2014

Evidence of Completion

Class rosters with demographic data

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

Review grades in core classes of African American AVID students.

Person Responsible

Catherine Evans

Schedule

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

Evidence of Completion

Grades of C or above in all core classes.

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

B163605

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

S175087

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Connie Kolosey

Schedule

Weekly, from 8/10/2015 to 6/7/2016

Evidence of Completion

Azalea Learns Sign in Sheet, PLC Minutes

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

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

Person Responsible

Felicia Davis

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Felicia Davis

Schedule

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

Evidence of Completion

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

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1	Identify African American Students who meet the AVID participation criteria and actively recruit them to participate.	Kolosey, Connie	5/4/2015	AVID Recruitment Letters	6/7/2016 annually
G3.B2.S1.A1	Azalea will target African American students based on FSA scores and invite them to extended learning and enrichment activities.	Kolosey, Connie	8/24/2015	African American participation in AVID classes matches the demographic of the total school population	6/7/2016 weekly
G3.B3.S1.A1	Build foundation for culturally responsive teaching starting during pre-school and continuing throughout the year in various PLC groups.	Kolosey, Connie	8/10/2015	Azalea Learns Sign in Sheet, PLC Minutes	6/7/2016 weekly
G1.B1.S1.A1	Establish and promote a common language for defining excellent instruction via the Marzano Learning Map.	Kolosey, Connie	8/10/2015	PLC logs, common lesson plans, classroom visits.	6/7/2016 daily
G2.B1.S1.A1	Explicitly teach (and re-teach as needed) school-wide expectations and routines	Kolosey, Connie	8/24/2015	Lesson plan documentation	6/7/2016 weekly
G2.B2.S1.A1	Staff will engage in professional development on MTSS and learn Azalea's process for providing supplemental supports.	Kolosey, Connie	8/10/2015	Routines established	6/7/2016 semiannually
G2.B3.S1.A1	Cross content teams initiate communication with parents (phone calls, texts, emails, notes home in agenda, formal/informal conferences).	Kolosey, Connie	8/24/2015	CCT Meeting Minutes	6/7/2016 daily
G1.B2.S1.A1	Create close reading lessons: text marking and coding, direct vocabulary instruction, text dependent questions, writing in response to reading and thinking.	Kolosey, Connie	8/24/2015	Teacher Lesson Plans	6/7/2016 daily
G1.B3.S1.A1	Teachers implement learning goals and scales for tracking student progress on prioritized standards.	Kolosey, Connie	8/24/2015	Teacher Lesson Plans	6/7/2016 weekly
G1.B4.S1.A1	Title 1 parent events (Back to School Knight, Literacy Knight, etc.)	Kolosey, Connie	8/24/2015	Sign in sheets	6/7/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A2	Teachers and coaches will collaboratively plan and implement rigorous and engaging, standards-based lessons including higher order questions and common assessments.	Kolosey, Connie	8/10/2015	Lesson Plans, PLC Minutes	6/7/2016 daily
G2.B1.S1.A2	Teach students to monitor their own progress (grades, GPA, behavior points, referrals, and attendance).	Kolosey, Connie	8/24/2015	PLC logs, team meetings	6/7/2016 weekly
G2.B2.S1.A2	Staff will use the problem solving process to align identified barriers using EWS data.	Kolosey, Connie	8/10/2015	Child Study Team, SBLT Meeting Minutes	6/7/2016 monthly
G2.B3.S1.A2	Staff logs interactions in Focus.	Kolosey, Connie	8/24/2015	Focus Parent Contact Logs	6/7/2016 daily
G1.B2.S1.A2	Across curriculum use common short and extended writing rubrics aligned to FSA.	Kolosey, Connie	8/24/2015	Teacher Lesson Plans	6/7/2016 weekly
G1.B3.S1.A2	Use research validated Content Enhancement strategies for scaffolding and re-teaching.	Kolosey, Connie	8/24/2015	PLC Minutes	6/7/2016 daily
G1.B4.S1.A2	Other parent events (PTA, SAC, awards, orientation)	Kolosey, Connie	8/24/2015	Meeting Minutes	6/7/2016 monthly
G3.B2.S1.A2	Azalea will use ELP and Title 1 funds to provide consistent transportation for after school remediation, recovery and enrichment programs.	Kolosey, Connie	9/7/2015	Bus Schedule	6/7/2016 daily
G1.B1.S1.A3	Teachers will research standards based grading systems designed to provide students and parents with meaningful feedback on the student's achievement of prioritized standards in each course.	Kolosey, Connie	8/10/2015	Teacher Lesson Plans, PLC Minutes	6/7/2016 quarterly
G2.B1.S1.A3	Cross Content Teams monitor student behavior points and intervene appropriately as needed (i.e. goal setting, encouragement, parent contact, disciplinary action)	Kolosey, Connie	8/24/2015	CCT Meeting Minutes	6/7/2016 weekly
G2.B2.S1.A3	MTSS Facilitator coordinates processes to analyze behavior data.	Blair, Jonathan	8/24/2015	SBLT Meeting Minutes	6/7/2016 weekly
G2.B3.S1.A3	Title 1 Family Knights	Kolosey, Connie	8/24/2015	Parent Sign In Sheets.	6/7/2016 semiannually
G1.B2.S1.A3	Across curriculum use common routines and expectations for vocabulary acquisition.	Kolosey, Connie	8/24/2015	Teacher Lesson Plans	6/7/2016 daily
G1.B3.S1.A3	Content teams, cross content teams, grade level and full faculty PLCs analyze data and plan appropriate intervention.	Kolosey, Connie	8/10/2015	Teacher Lesson Plans, PLC Minutes, CCT Minutes	6/7/2016 weekly
G1.B4.S1.A3	Other parent communication (Website, School Messenger calls, marquee, emails, parent conference)	Kolosey, Connie	7/1/2015	Email records, Focus contact records	6/7/2016 weekly
G1.B1.S1.A4	Cross Content Teams collaborate to integrate curriculum concepts to increase engagement and meaningful connections for students.	Kolosey, Connie	8/10/2015	Collaboratively developed lesson plans and CCT Meeting Minutes	6/7/2016 weekly
G2.B1.S1.A4	Utilize student surveys and focus group data to better align processes and routines with student needs	Kolosey, Connie	8/24/2015	SBLT Meeting Minutes	6/7/2016 monthly
G2.B2.S1.A4	Cross content teams implement appropriate interventions.	Kolosey, Connie	8/24/2015	Teacher Lesson Plans, CCT Meeting Minutes	6/7/2016 weekly
G1.B2.S1.A4	Core content teachers will lead students in creating Interactive Notebooks that	Kolosey, Connie	8/24/2015	Sample interactive notebook	6/7/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	include learning goals and scales, prioritized vocabulary, lab reports in science, Cornell Notes, etc.				
G1.B3.S1.A4	Utilize technology to collect data for analysis (i.e. BaseBall Card, Smart Response Clickers, TI Inspire calculators, etc).	Kolosey, Connie	8/24/2015	PLC Minutes, Teacher Lesson Plans	6/7/2016 weekly
G2.B3.S1.A4	Implement user friendly technology connections.	Kolosey, Connie	8/24/2015	Website Printout	6/7/2016 weekly
G1.B1.S1.A5	Teachers engage in peer observations and Lesson Study.	Kolosey, Connie	8/24/2015	Azalea Learns agenda for August 6, 2014 and PLC notes monthly	6/7/2016 monthly
G1.B2.S1.A5	Social studies teachers will integrate LAFS for Literacy into the social studies content via the Document Based Questions (DBQ) Project, partnering with ELA teachers to ensure common language.	Kolosey, Connie	8/24/2015	Teacher Lesson Plans	6/7/2016 quarterly
G1.B3.S1.A5	Provide after school tutoring and enrichment opportunities for students identified as needing supplemental supports.	Kolosey, Connie	8/24/2015	Focus Attendance, MTSS Meeting Minutes	6/7/2016 daily
G2.B2.S1.A5	Utilize Child Study Team or Tier 3 Team for support	Kolosey, Connie	8/24/2015	CST Meeting Minutes	6/7/2016 biweekly
G2.B3.S1.A5	Open conference days	Kolosey, Connie	8/24/2015	Parent Sign In Sheets	6/7/2016 semiannually
G1.B1.S1.A6	Analyze student work samples to evaluate level of rigor in assigned tasks, alignment to standards, and student mastery of the standards.	Kolosey, Connie	8/24/2015	PLC/CCT Meeting Minutes	6/7/2016 daily
G1.B2.S1.A6	Math teachers will build complex, real-world word problems aligned to the test specification of the FMS into daily lessons and use student responses as formative assessment to guide instruction.	Kolosey, Connie	8/24/2015	Teacher Lesson Plans	6/7/2016 daily
G1.B3.S1.A6	Provide supplemental support in reading classrooms.	Kolosey, Connie	8/24/2015	Focus Attendance	6/7/2016 daily
G1.B1.S1.A7	Across the curriculum students will access technology for core instruction, supplemental instruction, research, and product production.		8/24/2015	Teacher Lesson Plans	6/7/2016 weekly
G1.B2.S1.A7	Teachers will integrate into lessons and classroom routines the identified AVID strategies of Philosophical Chairs, Cornell Notes, and Interactive Notebooks.	Kolosey, Connie	8/24/2015	Teacher Lesson Plans	6/7/2016 weekly
G1.B1.S1.A8	Teachers and administrators will participate in monthly "40 and Outs" to discuss and reflect on instructional strategies.		8/24/2015	Discussion Minutes	6/7/2016 monthly
G1.B2.S1.A8	Teachers will effectively incorporate student agendas into their daily routine in order to communicate important dates and tasks (ex. Homework, projects, due dates, etc.).	Kolosey, Connie	8/24/2015	Completed student planners	6/7/2016 daily
G1.MA1	Walkthrough, informal and formal observation data, student work, formal and informal assessment data	Kolosey, Connie	10/17/2014	Data review and presentation	6/3/2015 quarterly
G1.B1.S1.MA1	Walkthrough data, Informal and Formal Observation and feedback data, student	Kolosey, Connie	10/17/2014	Data presentations	6/3/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	work, formal and informal assessment data				
G1.B1.S1.MA1	Principal meets with Instructional Coaches weekly to review progress in common planning sessions and review coaching logs. Assistant Principals review common planning notes	Kolosey, Connie	8/11/2014	Coaching and PLC logs	6/3/2015 monthly
G2.MA1	Student work	Kolosey, Connie	8/18/2014	PLC notes	6/3/2015 quarterly
G2.B1.S1.MA1	Student work samples - growth over time	Kolosey, Connie	8/18/2014	PLC notes and reflections regarding student growth	6/3/2015 quarterly
G2.B1.S1.MA1	Reading, writing and speaking opportunities embedded in lessons	Kolosey, Connie	8/18/2014	Student work samples	7/1/2015 weekly
G2.B2.S1.MA1	Student work samples	Kolosey, Connie	8/18/2014	PLC Notes	6/3/2015 monthly
G2.B2.S1.MA1	Walkthroughs, informal and formal observations show students engaged in successfully comprehending reading complex text and writing with fluency.	Kolosey, Connie	8/18/2014	Observation data	6/3/2015 weekly
G2.B3.S1.MA1	Parent and teacher feedback	Kolosey, Connie	8/26/2014	PDSA notes	5/13/2015 monthly
G2.B3.S1.MA1	Website, marquee, automated calls, Parent Knights	Kolosey, Connie	8/11/2014	Agendas, text of calls and emails, photos of marquee	5/13/2015 monthly
G3.MA1	Progress monitoring of this goal will take place in SBLT, Cross Content Teams, and other PLCs by problem solving using EWS, common assessment, and ELP data.	Kolosey, Connie	8/18/2014	Data will show a decrease in the number of African American students with multiple EWS indicators, an increase in enrollment in rigorous courses, and attendance in ELP.	5/22/2015 monthly
G3.MA1	Progress monitoring of this goal will take place in SBLT, Cross Content Teams, and other PLCs by problem solving using EWS, common assessment, and ELP data.	Kolosey, Connie	8/18/2014	Data will show a decrease in the number of African American students with multiple EWS indicators, an increase in enrollment in rigorous courses, and attendance in ELP.	6/3/2015 monthly
G3.B1.S1.MA1	Members of SBLT will be assigned to each Cross Content Team as a liaison. This role is responsible for monitoring the level of implementation of interventions. Should that level be low, the liaison would report that back to SBLT who would then discuss the best course of action to provide additional support.	Kolosey, Connie	8/25/2014	Point sheets, sign in sheets, and logs will show students accessing the intervention and teachers providing the intervention daily.	6/5/2015 biweekly
G3.B1.S1.MA1	SBLT will monitor for fidelity of Tier 1 strategies by disaggregating infraction data by teacher. This data will highlight those who are not accessing the intervention and it will be analyzed in cross content teams weekly.	Kolosey, Connie	8/25/2014	Data should indicate very similar amount of infractions entered by teachers across content teams.	6/5/2015 weekly
G3.B1.S1.MA2	Cross Content Teams will have a data collection tool for using Tier 2 interventions such as Check In Check Out. SBLT will aggregate monitor this data to look for fidelity of implementation and need for additional supports.	Kolosey, Connie	8/25/2014	Point sheets, sign in sheets, and logs will show students accessing the intervention and teachers providing the intervention daily.	6/5/2015 biweekly
G3.B2.S1.MA1	Review grades in core classes of African American AVID students.	Evans, Catherine	10/17/2014	Grades of C or above in all core classes.	6/3/2015 quarterly
G3.B2.S1.MA1	Review AVID class rosters to ensure African American enrollment matches the demographics of the school	Evans, Catherine	8/18/2014	Class rosters with demographic data	9/5/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B3.S1.MA1	Progress monitoring tools will be used to track student's progress since taking the initial diagnostic. Two other diagnostics will be done to monitor progress as well.	Davis, Felicia	9/8/2014	Progress monitoring data should show positive trends in student data after initial diagnostic.	5/29/2015 biweekly
G3.B3.S1.MA1	The ELP Coordinator will do periodic walk-throughs to determine the level of implementation. Also attendance and progress monitoring records will indicate access to the intervention.	Davis, Felicia	9/8/2014	Walk-through, attendance, and progress monitoring data should show students and teachers accessing the provided curriculum.	5/29/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

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

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

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

PD Opportunity 1

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

Facilitator

Administrators and Instructional Coaches

Participants

Teachers

Schedule

Daily, from 8/10/2015 to 6/7/2016

PD Opportunity 2

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

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

Daily, from 8/10/2015 to 6/7/2016

PD Opportunity 3

Teachers will research standards based grading systems designed to provide students and parents with meaningful feedback on the student's achievement of prioritized standards in each course.

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

Quarterly, from 8/10/2015 to 6/7/2016

PD Opportunity 4

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

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

Weekly, from 8/10/2015 to 6/7/2016

PD Opportunity 5

Teachers engage in peer observations and Lesson Study.

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

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

PD Opportunity 6

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

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

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

PD Opportunity 7

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

Facilitator

Administrators

Participants

Administrators and Teachers

Schedule

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

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

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

PD Opportunity 1

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

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

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

PD Opportunity 2

Across curriculum use common routines and expectations for vocabulary acquisition.

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

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

PD Opportunity 3

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

Facilitator

AVID Site Team

Participants

Teachers

Schedule

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

PD Opportunity 4

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

Facilitator

AVID Site Team

Participants

Teachers and Administrators

Schedule

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

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

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

PD Opportunity 1

Teachers implement learning goals and scales for tracking student progress on prioritized standards.

Facilitator

James Wilson

Participants

Teachers and Administrators

Schedule

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

PD Opportunity 2

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

Facilitator

Jonathan Blair, District Staff

Participants

Teachers and Administrator

Schedule

Weekly, from 8/10/2015 to 6/7/2016

PD Opportunity 3

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

Facilitator

MTSS and Instructional Coaches

Participants

Teachers and Administrators

Schedule

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

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

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

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

PD Opportunity 1

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

Facilitator

Instructional Coaches

Participants

All Content Teachers

Schedule

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

PD Opportunity 2

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

Facilitator

Instructional Coaches

Participants

All Content Teachers

Schedule

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

PD Opportunity 3

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

Facilitator

Instructional Coaches

Participants

All teachers

Schedule

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

PD Opportunity 4

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

Facilitator

MTSS Coach

Participants

Administrators and SBLT Members

Schedule

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

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

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

PD Opportunity 1

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

Facilitator

MTSS Coach and Instructional Coaches

Participants

Teachers and Administrators

Schedule

Semiannually, from 8/10/2015 to 6/7/2016

PD Opportunity 2

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

Facilitator

MTSS Coach

Participants

Teachers and Administrators

Schedule

Monthly, from 8/10/2015 to 6/7/2016

PD Opportunity 3

MTSS Facilitator coordinates processes to analyze behavior data.

Facilitator

MTSS Facilitator

Participants

All teachers

Schedule

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

PD Opportunity 4

Cross content teams implement appropriate interventions.

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

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

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

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

PD Opportunity 1

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

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

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

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

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

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

PD Opportunity 1

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

Facilitator

Connie Kolosey

Participants

Teacher and Administrators

Schedule

Weekly, from 8/10/2015 to 6/7/2016

Technical Assistance Items

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

Budget