

WELCOME TO
change



School Improvement Plan 2016-17

Azalea Elementary School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools





School Profile

Principal: Michael Rebman	SAC Chair: Christine Hutchings
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School Vision	100% Student Success
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School Mission	Academics + Attitude + Attendance = Excellence at Azalea Elementary
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
585	3.6%	10.1%	15.5%	6.0%	64.5%	0.4%

School Grade	2016: A	2015: B	2014: A	Title 1 School? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %
Proficiency All	63	51	73	63	59	46						
Learning Gains All	68		79									
Learning Gains L25%	58		68									

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Michael	Rebman	FT	1-3 years
Asst Principal	Brenda	Butler	FT	Less than 1 year
Asst Principal				
Asst Principal				
Asst Principal				
Instr. Coach (literacy)				
Instr. Coach (math)				
Other (specify) MTSS	Lisa	Bigham	FT	11-20 years
Other (specify)	Krista	Willis	FT	4-10 years
Total Instructional Staff:	10		Total Support Staff:	0



School Culture for Learning

Connections: District Strategic Plan ●Goals 2, 3
Marzano Leadership ●Domain 5

School-wide Behavior Plan

1. Describe your school’s expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

Our school is dedicated to providing a safe, secure and healthy learning environment for our students, staff, and families. In order to meet this goal we have a safety committee that meets once a month, a bully prevention program that is completed through our school news program, and the school’s expectations are posted in hallways throughout the school as well as in classrooms. Our behavior system includes a discipline committee, a school wide correction menu, we use colored cones in the cafeteria as positive reinforcement for lunch times, and we utilize CHAMPS in all common areas throughout our campus.

We have a detailed, robust and clearly defined PBIS plan. Our Guidelines for Success are: Be Honest, Be Respectful, Be Responsible, Be Motivated, Be a Buddy

We have a school-wide attention signal utilized in all environments. We held beginning of the school year school-wide assemblies discussing café procedures, uniforms, transition behavior in common areas, school wide attention signal and out mission statement. Our mission statement aligns to multiple school initiatives related to PBIS.

2. What is your plan for ensuring that the school-wide expectations transfer to the classrooms? How does the school ensure that expectations are implemented equitably in the handling of student behavior?

Staff expectations will transfer to the classroom through the use of professional development. School-wide expectations for all will be used by everyone with the use of our School-wide Behavior Plan. Examples of behaviors that correlate with each Level and steps taken by staff, will aid in a consistent behavior plan. Student expectations for common areas such as; hallways, bathrooms, etc. will be posted for reference.

As mentioned in #1, members of the SBLT conducted school-wide assemblies to ensure procedures and expectations were transferred to the classroom so staff and students collectively can be successful. Additionally, during pre-school training a portion of our back to school work encompassed break-out sessions for all staff members and one of those professional development opportunities that all staff attended was MTSS behavior including PBIS. Throughout the year, SBLT will continue to scaffold the learning of school-wide processes to ensure fidelity and sustainable systems.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

The SBLT will meet bi-monthly to problem solve all tiers both behaviorally and academically. We will focus work on goal setting, progress monitoring and celebrations in order to build a strong process for success. We will ensure the existing and newly developed processes, supports, interventions and celebrations meet the needs of each student necessary at each tier. Examples: Bud and Dud bullying prevention videos, social skills groups, whole class social skill lessons,

character education (school wide incentive initiatives, character trait book of the month), mentoring program)
 Eluded to in #1 and 2 we as a SBLT will continue to front load processes and scaffold the use of those processes throughout the year. We will monitor the use of processes daily, weekly and monthly depending on the level of support and need of a situation. We will also be conducting walkthroughs and observations monitoring for fidelity and opportunities to re-teach. This information allows us to problem solve effectively and efficiently to ensure best practices and indeed are operating at their best.

Data-Based Problem Solving

4. Describe your school’s plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

In an effort to clearly identify those students needing supplemental or intensive supports, the SBLT will provide Professional Developmental for all staff members focusing on the early warning signs of physical, social and emotional needs. These indicators will be further addressed within grade level Professional Learning Communities, to ensure that individual needs are met. The SBLT will focus on the development and implementation of clear processes to be used when a Positive Behavior Plan is being initiated, including specific guidelines for ongoing progress monitoring (OPM) of behavior. Roles and timelines will be clarified at the onset of each plan such that student progress may be tracked efficiently and with fidelity. Current interventions, including “Daily Check In”, weekly social groups, and peer mentoring will be continued and streamlined based on student need.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboard, disparity gap or Healthy Schools data).

We will monitor student progress to determine if additional supports are needed to improve student outcomes by looking at things including, but not limited to, attendance, referral data (based on offense and consequence), and through tracking behavior calls made to the office.

High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

Our school leaders expect staff members to hold all students to high academic standards as evidenced by our AdvancED 2015-2016 AES staff survey results. They strive to do this by ensuring collaborative processes are in place; i.e. Professional Learning Communities (PLC’s) and Collaborative Planning to assist in creating lesson plans and carrying out lessons that are rigorous and equitable. Leadership provides for and encourages professional development, and working with our PCS academic coaches. They engage in constructive observation and feedback cycles and work to establish systems that support all teachers and educators, which ensures that all staff members use feedback to improve student achievement.

 **School Culture / SWBP / Key Strategies**

Goal 1: What is your primary goal and strategy to improve the overall culture, climate at your school?
 Goal:
 In the 2016-17 school year office behavior calls will decrease by 20 calls overall

<p>In the 2016-17 school year incident report submission will decrease by 50%</p> <p>In the 2016-17 school year behavior specialist structured and intentional tier 1 walkthroughs will increase from 0 times to every classroom 3x/ week (Pre-K – 5th)</p>	
<p>What is the key strategy that you will implement to accomplish this goal?</p>	<p>Name of person(s) responsible</p>
<p>Walkthroughs and structured observations that are calendared</p> <p>Ongoing embedded staff professional development</p> <p>Monitoring the behavior call log and incident reports weekly</p> <p>Tiered levels of support are established and will be implemented based on the level of need</p> <p>Celebrations have been intentionally and purposely calendared throughout the year so each member of our staff is celebrated 2x/ year</p>	<p>Administration, staff members, other community members</p>
<p>Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.</p>	
<p>Goal: In the 2016-17 school year we will maintain that we do not have gaps between our Black and Non-Black students</p>	
<p>What is the key strategy that you will implement to accomplish this goal?</p>	<p>Name of person(s) responsible</p>
<p>We have determined that a well-developed layered process addressing both support and consequences at each tier is paramount at Azalea. Systematic planning at each tier will provide clarity to all stakeholders and ensure all stakeholders are receiving the support necessary. Use of Early Warning System (EWS) to identify students requiring support. We will enhance our cultural competence by identifying a school based team to attend the Community Tampa Bay Cultural Competence Training. This will allow us to conduct site based professional development with the goal of increasing all staff cultural competence resulting in culturally responsive planning and instruction.</p>	<p>Administration, SBLT Team</p>



Standards-Based Instruction for Learning

Connections: District Strategic Plan • Goals 1,2,4,5
Marzano Leadership • Domain 1,2,3,4

7. Describe your school’s efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

The collaborative planning teams will meet once a week to plan standards–based lesson plans. We will focus our work on providing our students with rigorous, engaging lessons using the Marzano learning scales to give the students ownership with their learning. We review Performance Matters data to find deficiencies our students have and develop a plan to help them improve. We will continue taking Professional Development in Marzano’s Domain 1 Instructional Elements to help us measure our successes.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

To align instruction to the state standards and increase rigor and student engagement, our school will begin by using pre and post test data. This will be used both in the classroom, aligning with the goals and scales for each unit and in the Science Lab using the pre and post test data found in Performance Matters. Our school will also include the common assessment post data in this analysis to guide instruction. Our school will

continue using the science lab to enhance instruction and promote student engagement and STEM after school to provide enrichment. All classes will participate in the science fair at different levels and provide various opportunities to practice the scientific method regularly. Teachers and Administrators will graph data and set goals that align to this data that are measurable. Areas of improvement include more training on Florida standards to ensure teachers are aligning lessons to standards. Also, providing more time for teachers to create assessments that align to these standards. Our school will provide this opportunity through grade level collaboration weekly to ensure all students are getting the best possible opportunity to receive rigorous assignments aligned to the standards. Our school will have the “my grade” not “my class” mentality which will ensure a whole grade approach to each standard and leave little room for students to struggle.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff’s use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

Teacher collaborative planning

Effective planning and instruction of standard based learning targets and scales, 2 – 3 column note-taking with a student reflection component and incorporate a multitude of collaborative learning groups

1. Review student performance data from 2015-16: SAT 10, unit and module assessments, running record and FSA.
2. Identify core curriculum/ instructional needs
3. Identify students for Intervention and enrichment groups
4. Problem Solve to determine appropriate interventions and enrichment at all tiers
5. Progress monitoring is differentiated (tier 3 weekly, tier 2 bi-weekly, tier 1 standard based monitoring indicated in #6)
6. Ongoing differentiated Progress Monitoring based on the tier, including pre, mid and post assessments aligned to Florida standards
7. SBLT to review data with teachers 2x/ week
8. Vertical articulation three times a year to determine short term and long term planning

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

SBLT reviews all pertinent student data and grade levels formulate action plans focusing on remediation and enrichment.

As a school we develop a robust extended learning program targeting students in remediation and enrichment.

We will be using the Hands on Problem Solving (HOPs) program for all students grades 3-5, Battle of the Books set has been purchased for all classrooms grades 3-5, Science Technology Engineering and Math (STEM) club at the both the primary and intermediate level and a coding (computer science) club

Fifth grade students are encouraged to tour middle schools and take a field trip to our feeder school, Azalea Middle. Fifth grade teachers work with MTSS coach to determine class placement for 6th grade. Grade levels will articulate throughout the year to focus standards based instruction.

Every element in #9 also highlights how our school plans to support all students

Provide the following information on the key strategies that your school will use to increase the amount and quality of learning time. List the school-wide strategies that will be your focus for the coming year.

Instructional Strategy 1	
Note-taking with a student reflection component	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Administrative walk through data will be collected and shared with teams through the use of vertical articulation. Use of best practices for instruction, including but not limited to, unit planning, use of curriculum guides and instructional routines. Teachers will analyze day-to-day instruction, pre/post assessments and unit assessments to determine student learning needs and progression of rigorous thinking and learning. Teachers will analyze student reflections specifically in order to monitor student perspective of standard knowledge, higher order thinking and higher order questions Teachers regularly examining student work: Teachers regularly provide students with feedback using standards-based tools such as reading and writing rubrics, conduct data chats with students, and support students with goal-setting based on data.	Administrators, Instructional Staff
Instructional Strategy 2	
Collaborative Learning Groups	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Administrative walk through data will be collected and shared with teams through the use of vertical articulation. Use of best practices for instruction, including but not limited to, unit planning, use of curriculum guides and instructional routines. Teachers will analyze day-to-day instruction, pre/post assessments and unit assessments to determine student learning needs and progression of rigorous thinking and learning. Formal AVID walkthroughs	Administration, Site coordinator and instructional staff
Instructional Strategy 3	
Teachers develop rigorous learning goals and performance scales based on identified key standards	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Teachers will analyze pre, mid and post assessments aligned to the scale throughout a unit of instruction which allows for the measure of the student learning progression and instructional needs at the core and for small group instruction. Unit assessments will also determine effectiveness of goals and scales utilization by measuring student success Teachers will collaboratively plan determining the most effective way to use goals and scales in the classroom (ie. journals, common board configuration) Common board configuration expectations, instructional delivery expectations (learning target and goal), alignment to identifying critical information (element #6 on the teaching learning map) and standards based observations by administration must all align	Administration, Classroom Teachers



Collaboration for Professional Growth

Connections:

District Strategic Plan ●Goals 1,2,4,5
Marzano Leadership ●Domain 2, 4

11. Describe your school’s efforts to encourage a positive working relationship between teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

Our school is dedicated to improving and providing a positive working environment for all staff, teachers, and administrators. Some ways we are working on this is by analyzing the AdvancED climate survey, completing staff surveys, by completing team building activities both on and off campus, prompt feedback from administration), open door policy, and open communication between all members. Some things we would like to improve are more collaboration between teams and across grade levels (especially mid-year when we feel it will be more beneficial for the students) and more time for feedback and sharing.

12. Describe your school’s plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

Teachers will meet and engage in vertical and horizontal articulation between grade levels and within grade. This will be done at least once a semester in curriculum meetings. Grade levels will share specific standards and ways to help better prepare students for success.
Teachers will engage in collaborative planning/ PLC 2x/ month.
Teachers will engage in data analysis meetings during common planning time every 6 weeks.
Facilitated discussions and problem solving will occur based on tier 1 data. Teachers will take information to team planning to enhance their problem solving as they look deeper at standards, instructional practice, remediation and enrichment needs.

Professional Development

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

Azalea focus areas for teacher development were in the area of Effective Science Planning, Marzano goals and scales, AVID, Promise Time (enrichment and remediation), and collaborative planning. Azalea showed a 68 total point gain in grades 3 – 5 on FSA ELA, Math and Science. Our next steps are to take these same focus areas and continue to build on them.

Provide a list of the key professional development opportunities that you have planned as part of your school’s sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, Culturally Responsive Instruction or Data Driven Instruction).

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer / fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
AVID Summer Institute; Embedded AVID PD at school site; District based AVID workshops	Summer, Ongoing	Classroom Teachers, VE Resource	Increase student achievement; college and career readiness
Effective Science Instruction (10,70,20 routine) – Scientific method	Fall, Ongoing	Classroom Teachers	Increase student achievement
Marzano (Domains 1-4)	Fall, Ongoing	Instructional Staff	Increase student achievement, safe learning environment, effective and efficient operations, college and career readiness, equity
MTSS Behavior	Summer, Ongoing	Classroom Teachers	Increase student achievement, safe learning environment; equity
Vertical Articulation	2x/ year after Marking periods	Instructional Staff	Increase student achievement; college and career readiness; equity
Teach Like A Champion: Instructional Techniques modeled through ESE book study Ongoing professional development addressing effective and efficient use of accommodations and modifications of instruction/ curriculum by general education teachers in their classrooms	Fall, Ongoing	All Staff	Increase Student Achievement; College and Career Readiness; Equity



Family and Community Engagement

Connections:

District Strategic Plan ● Goals 1,3,6,7
Marzano Leadership ● Domain 4, 5, 6

14. Describe your school’s plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school’s AdvancED

climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

In an effort to build positive relationships with families and community members at Azalea Elementary, the Family Engagement and Technology Committees will coordinate two after school events per grading period. In response to the AdvancED Parent Survey, four afterschool/evening events per year would target curriculum based topics, while the other four events would be for purpose of building our school community. Expansion of the Azalea Parent Teacher Association (PTA) and development of 'soft' calendar of school events will enable parents, community members, and staff to plan and schedule attendance at these opportunities for involvement.

We use the following guiding questions to determine that our plans address student learning:

(1) Do I get to learn about a new tip or tool to support my child's learning at home? (2) Do I get to practice a new skill or strategy to support my child's learning? (3) Do the teachers hear from me about what I know about my child that might help them be a better teacher to my child?

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school's attempts to support families in how to interpret and use student data via trainings, data chats or student-led conferences.

To kick off the school year we had approximately 200 new students to Azalea with about 70 of them coming from the recently closed Windsor school closing. On the day of our meet and greet for families we held a new family orientation after and the focus was strictly on connecting with families. The 4 C's: By building Connecting relationships our students and families will be more Competent, Capable and Confident when it comes to their new transition to Azalea Elementary. With that, our weekly staff and monthly family newsletters are both named Connections. We actually have a parent formatting and completing our family newsletter because it's made by a Parent, for a Parent. We have worked hard to build a high functioning PTA and SAC that feels empowered and ready to impact other families to Get Engaged by empowering them through the 4 C's. Intentionally, we also created a slogan this year which is properly titled Empowered. For Life. It's the Azalea Way. Continuing throughout the year parents and the school will continue to empower families to get engaged in the way that best fits their wants and needs.

To empower families to take part in learning, our school currently has some programs, such as gifted, as well as individual teachers who conduct student led conferences. These conferences are scheduled well in advance to give families ample time to coordinate their schedules to attend. With input and collaboration from our staff, our FEAT team will assist with coordinating an effective calendar to put dates in place for conference nights and/or conference days to increase this practice school-wide. This will allow all parents, families and students to connect with school data, share individual student work and data, and establish opportunities to build home/school connections. We will look at our data differently to include other data beside Common Assessments and FSA including, but not limited to, AVID and grade level created standard based formative assessments. We will work toward returning to our practice of keeping individual student data folders, engaging in grade level and class data chats and displaying class and individual expectations, goals, and data in our classrooms.

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use the data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / progress	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text or email	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

*Note: Please use your own school data resources or best estimates in completing this inventory.

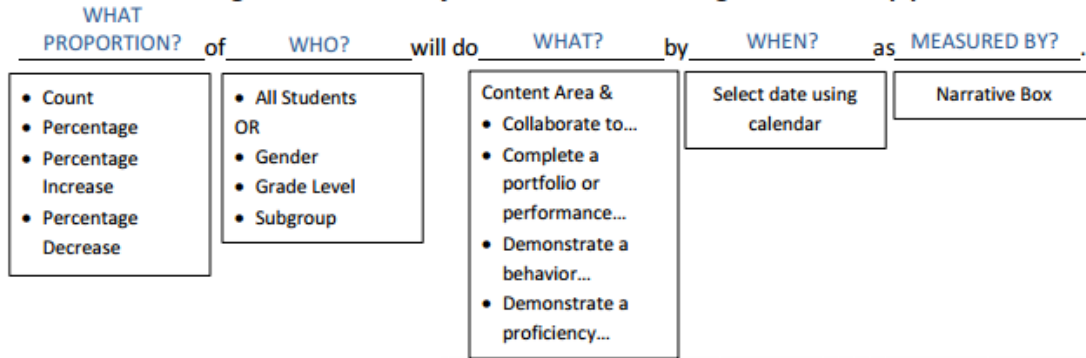
 **Family Engagement / Key Strategies**

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: Through Family Workshops we will intentionally engage families in community building, increase awareness of AVID, create break-out sessions on Autism awareness, and run student led conferences in the classrooms in order to link efforts to student learning outcomes.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Organized student organizational tool process building from grade level to grade level Listening conferences – parents talk and teachers listen Student led conferences – students talk and parent listen Teacher parent conferences – teachers talk and parent listens; or parent talk and teacher listens Use of our school website and social media to enhance parent awareness and provide resources Monthly family newsletter focused on the 4’c building Connecting relationships our students and families will be more Competent, Capable and Confident	Azalea Staff
Goal 2: What is your primary goal and strategy to increase your school’s involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Goal: We are beginning intentional and purposeful parental recruiting strategies led by both the school and parents to increase family engagement. We are connecting to families and community resources in order to develop and sustain high levels of family and community support.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Outreach, recruitment	Azalea Staff, parents

 **Section 2** – School Goals / Action Steps

Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.



Please be sure that your goals are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a data source.

ELA / Reading Goal	Goal Manager: Administration
On the 2016-17 FSA proficiency rates in grade 3-5 will average 10% learning gains On the 2016-17 70% of our grade 3-5 students will score a level 3 or above. On the district Module Assessment B and D 80% of our students will be Approaching or at Proficiency. At each grade level 80% of students will be meeting Running Record expectations as stated in the Pinellas County Assessment Plan.	
Actions / Activities in Support of ELA Goal	Evidence to Measure Success
Teacher collaborative planning Effective planning and instruction of standard based learning targets and scales, 2 – 3 column note-taking with a student reflection component and incorporate a multitude of collaborative learning groups <ol style="list-style-type: none"> 1. Review student performance data from 2015-16 and current year as applicable: SAT 10, unit and module assessments, running record and FSA. 2. Identify core curriculum/ instructional needs 3. Identify students for Intervention and enrichment groups 4. Problem Solve to determine appropriate interventions and enrichment at all tiers 5. Progress monitoring is differentiated (tier 3 weekly, tier 2 bi-weekly, tier 1 standard based monitoring indicated in #6) 6. Ongoing differentiated Progress Monitoring based on the tier, , including pre, mid and post assessments aligned to Florida standards, regularly examining student work: Teachers regularly provide students with feedback using standards-based tools such as reading and writing rubrics, conduct data chats with 	SAT-10 FSA District Module tests Running records Lesson plans Administrative standards based walk through data will be collected and shared with teams through the use of vertical articulation. Use of best practices for instruction, including but not limited to, unit planning, use of curriculum guides and instructional routines. Teachers will analyze day-to-day instruction, pre/post assessments and unit assessments to determine student learning needs and progression of rigorous thinking and learning. Teachers will analyze student reflections specifically in order to monitor student perspective of standard knowledge, higher order thinking and higher order questions

<p>students, and support students with goal-setting based on data.</p> <p>7. SBLT to review data with teachers 2x/ week</p> <p>8. Vertical articulation three times a year to determine short term and long term planning</p>	

Mathematics Goal	Goal Manager: Administration
<p>On the 2016-17 FSA proficiency rates in grade 3-5 will average 10% learning gains</p> <p>On the 2016-17 80% of our grade 3-5 students will score a level 3 or above.</p> <p>On the district Common Assessments 80% of our students will be Approaching or at Proficiency.</p>	
Actions / Activities in Support of Math Goal	Evidence to Measure Success
<p>Teachers in grades K-5 will work with AVID strategies: note taking and collaborative learning groups</p> <p>Use of ST Math</p> <p>Purchase and use iReady math to support all students particularly students at tier 2 and 3. Providing teachers a diagnostic tool for mathematics.</p> <p>Teacher collaborative planning</p> <p>Effective planning and instruction of standard based learning targets and scales, 2 – 3 column note-taking with a student reflection component and incorporate a multitude of collaborative learning groups</p> <ol style="list-style-type: none"> 1. Review student performance data from 2015-16 and current year as applicable: SAT 10, unit and module assessments, running record and FSA. 2. Identify core curriculum/ instructional needs 3. Identify students for Intervention and enrichment groups 4. Problem Solve to determine appropriate interventions and enrichment at all tiers 5. Progress monitoring is differentiated (tier 3 weekly, tier 2 bi-weekly, tier 1 standard based monitoring indicated in #6) 6. Ongoing differentiated Progress Monitoring based on the tier, , including pre, mid and post assessments aligned to Florida standards, SBLT to review data with teachers 2x/ week 7. Vertical articulation three times a year to determine short term and long term planning 	<p>SAT-10</p> <p>FSA</p> <p>District unit tests</p> <p>Standards based pre and post tests</p> <p>Lesson plans</p> <p>Administrative standards based walk through data will be collected and shared with teams through the use of vertical articulation. Use of best practices for instruction, including but not limited to, unit planning, use of curriculum guides and instructional routines. Teachers will analyze day-to-day instruction, pre/post assessments and unit assessments to determine student learning needs and progression of rigorous thinking and learning.</p>

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Science Goal	Goal Manager: Administration
<p>On the 2016-17 FSSA proficiency rates will average 10% learning gains On the 2016-17 70% of our fifth graders will score a level 3 or above. On all district Science Common Assessments 80% of our first through fifth graders will be approaching or at proficiency.</p>	
Actions / Activities in Support of Science Goal	Evidence to Measure Success
<p>Provide every other month just in time coaching focused on the 70% of the routine and the scientific method</p> <p>Teacher collaborative planning Effective planning and instruction of standard based learning targets and scales, 2 – 3 column note-taking with a student reflection component and incorporate a multitude of collaborative learning groups</p> <ol style="list-style-type: none"> 1. Review student performance data from 2015-16 and current year as applicable: lab pre and post-tests, beginning of the year and mid-year diagnostic assessments; unit assessments, FSSA. 2. Identify core curriculum/ instructional needs Identify students for Intervention and enrichment groups 3. Problem Solve to determine appropriate interventions and enrichment at all tiers 4. Progress monitoring is differentiated (tier 3 weekly, tier 2 bi-weekly, tier 1 standard based monitoring indicated in #6) 5. Ongoing differentiated Progress Monitoring based on the tier, , including pre, mid and post assessments aligned to Florida standards, SBLT to review data with teachers 2x/ week, consistent Science Lab implementation, 3rd/4th grade review plan for FSSA 6. Vertical articulation three times a year to determine short term and long term planning 	<p>FSSA District diagnostic assessment (beginning of the year and mid-year) District unit tests Science lab pre and post tests SLAGS Success criteria Lesson plans Administrative standards based walk through data will be collected and shared with teams through the use of vertical articulation. Use of best practices for instruction, including but not limited to, unit planning, use of curriculum guides and instructional routines. Teachers will analyze day-to-day instruction, pre/post assessments and unit assessments to determine student learning needs and progression of rigorous thinking and learning.</p>

Other School Goals*

*All schools are required to complete a Healthy Schools goal.

*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Healthy School Goal - Work toward Bronze Level recognition with the Alliance for a Healthier Generation.	Goal Manager: Kyria Jarvis
Actions / Activities in Support of Goal	Evidence to Measure Success
In 2015-16, school was eligible for national recognition in <u>0 out of 6</u> Alliance for a Healthier Generation’s Healthy Schools Program Assessment modules. For 2016-17, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2016. Target for 2016-17, is to become eligible for national recognition in <u>1 out of 6</u> Alliance for a Healthier Generation’s Healthy School Program Assessment Modules.	By April 1, 2017, the Healthy School Team will edit the school’s Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name:	Goal Manager:
Actions / Activities in Support of Goal	Evidence to Measure Success

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name:	Goal Manager:
Actions / Activities in Support of Goal	Evidence to Measure Success

 **Academic Achievement Gap**

Subgroup Goal (Black)	Goal Manager: Mike Rebman
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On the ELA and Math FSA 2016 36% and 48% of our black students respectively scored level 3 or above. On the 2017 FSA 60% of our black students will score level 3 or above in both content areas narrowing the achievement gap as compared to their non-black peers.

Actions / Activities in Support of Black Goal	Evidence to Measure Success
<p>Embed character trait book of the month focused on children of color whereby race and diverse cultures can be discussed and celebrated.</p> <p>Monitoring of the early warning system</p> <p>Culturally Relevant AVID strand</p> <p>Students Targeted for Educational Performance (STEP) program</p> <p>Community Tampa Bay Cultural Competence Training – we have a team of teachers, administration, support staff and a parent on the team. Trainings 3x/ year.</p>	<p>Consistent implementation; Staff feedback regarding the use and the impact its having on students</p> <p>Ensure black students are receiving the support they need academically and socially</p> <p>Provided PD opportunities regarding cultural competence – monitor staff engagement and obtain feedback regarding the effectiveness</p> <p>Classroom teachers will submit and complete domain 2: planning and preparation (pre-conference) form with lesson plans weekly. Addresses intentional differentiation for Black students in the classroom</p>

Subgroup Goal (ELL)	Goal Manager: Mike Rebman
<p>On the ELA and Math FSA 2016 30.8% and 69.2% of our ELL students respectively scored level 3 or above. On the 2017 ELA FSA 50% of our ELL students will score level 3 or above narrowing the achievement gap as compared to their peers.</p> <p>On the 2017 Math FSA 80% of our ELL students will score level 3 or above maintaining their growth rate as compared to their peers.</p>	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
<p>ELL AVID strand</p>	
<p>Differentiated iStation lessons with ELL students</p> <p>Differentiated i-Ready Math lessons with ELL students</p> <p>Global classrooms: providing global pictures/ videos weekly of persons, places or things around the world</p> <p>Use school messenger translator to support increased communication with all of our families</p>	<p>Data tracking (istation tier movement) student goal setting</p> <p>Data tracking (i-ready level growth) student goal setting</p> <p>differentiated lessons used by bi-lingual assistant</p> <p>differentiated lessons used by the classroom teacher</p> <p>purposeful class meeting discussions based on the new global location visited</p> <p>Classroom teachers will submit and complete domain 2: planning and preparation (pre-conference) form with</p>

	lesson plans weekly. Addresses intentional differentiation for ELL students in the classroom
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Subgroup Goal (ESE)	Goal Manager: Mike Rebman
On the ELA and Math FSA 2016 34.4% and 52.9% of our ESE students respectively scored level 3 or above. On the 2017 ELA FSA 50% of our ESE students will score level 3 or above narrowing the achievement gap as compared to their peers. On the 2017 Math FSA 80% of our ESE students will score level 3 or above maintaining their growth rate as compared to their peers.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
Teach Like A Champion instructional strategies modeled through the use of an ESE book study "Hanging In" by Jeffrey Benson with whole staff Ongoing professional development addressing effective and efficient use of accommodations and modifications of instruction/ curriculum by general education teachers in their classrooms ESE teachers continue to accommodate and modify curriculum in order to allow all students access the curriculum at their access point while moving students towards grade level standards	Purposeful planning to meet the needs of all learners, enhanced differentiation in the classroom for ESE students and data improvement for ESE students monitored by the SBLT Classroom teachers will submit and complete domain 2: planning and preparation (pre-conference) form with lesson plans weekly. Addresses intentional differentiation for ESE students in the classroom

Subgroup Goal (If Needed)	Goal Manager:
Enter Goal Name	

Actions / Activities in Support of Goal	Evidence to Measure Success

Early Warning Systems (EWS) -- Data and Goals

Early Warning Indicator* (Number of students by grade level)	Grade 1st	Grade 2nd	Grade 3rd	Grade 4th	Grade 5th	School	
						#	%
Students scoring at FSA Level 1 (ELA or Math)			14	16	10	40	24
Students with attendance below 90 %	10	11	11	6	5	43	50.9

Students with excessive referrals**	5	3	8	5	5	26	31.1
Students with excessive course failures**					1	1	1.4
Students exhibiting two or more indicators	5	1	2	2	1	11	12.2

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data will be provided via School Profiles dashboard. Enter only relevant grade levels as needed per your school site.

EWS - Attendance

Attendance Goal		Please ensure that your goal is written as a SMART goal.
Decrease the number of students absent 10% or more from school by 5%.		
Actions / Activities in Support of Attendance Goal		Evidence to Measure Success
Bi-Monthly Child Study Team Meetings Problem solving to determine the most common reasons/barriers our students miss school.		Data on the % of students absent 10% or more from school. Child Study Team minutes with interventions listed

EWS - Discipline

Discipline Goal		Please ensure that your goal is written as a SMART goal.
Goal: In the 2016-17 school year office behavior calls will decrease by 20 calls overall In the 2016-17 school year incident report submission will decrease by 50% In the 2016-17 school year behavior specialist structured and intentional tier 1 walkthroughs will increase from 0 times to every classroom 3x/ week (Pre-K – 5 th)		
Actions / Activities in Support of Discipline Goal		Evidence to Measure Success
Walkthroughs and structured observations that are calendared Ongoing embedded staff professional development Monitoring the behavior call log and incident reports weekly Tiered levels of support are established and will be implemented based on the level of need		Walkthrough and observation data Plus and delta and PD surveys Climate surveys Improved data and goal accomplishment
Celebrations have been intentionally and purposely calendared throughout the year so each member of our staff is celebrated 2x/ year		

Actions / Activities in Support of Goal	Evidence to Measure Success

Discipline Goal – Other (as needed) Please ensure that your goal is written as a SMART goal.	
Specify	

EWS – Academic Intervention

Describe your school’s established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

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Early Intervention / Extended Learning Goal
Please ensure that your goal is written as a SMART goal
Goal: Students served in ELP will improve their reading level as based on running records by a minimum of two reading levels by May 2017

Actions / Activities in Support of Goal	Evidence to Measure Success
We will have no more than 20 children with 2 teachers for 3 60 minute sessions during the week. During the 60 minute session students will rotate through 2-3 separate groups. These groups will vary depending on the day. -guided reading (one teacher with no more than 5 students_ -independent reading (teacher conferring with the students) -IStation (teacher conferring and monitoring) -ST Math-monitoring -small group with no more than 5 students in a group	Monthly I-Station data Running Record data Module Assessment data ST Math

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members			
# of Instructional Employees	41	% with advanced degrees	31.7
% receiving effective rating or higher		% first-year teachers	
% highly qualified (HQT)*	100	% with 1-5 years of experience	17.1
% certified in-field**		% with 6-14 years of experience	39
% ESOL endorsed	65.9	% with 15 or more years of experience	43.9

*as defined in 20 U.S.C. 7801 (23). **as defined in Section 1012.2315(2), F.S.

Describe your school’s efforts to recruit and retain a highly qualified instructional staff.

All staff members are involved in school decision making procedures and have buy-in to processes and procedures developed. With buy-in and a WE mentality employees feel valued and engaged in the environment in which they work.

WE ensure that new staff and new to the school staff are provided mentors for a differentiated amount of time. This also helps staff acclimate to Azalea Elementary and helps close the knowledge gap in order to best serve within the current culture, climate and traditions.

When staff openings occur staff provides input into teacher qualities and are part of the interview team. Potential candidates for the school have their resumes reviewed, candidates are vetted by following up with references and then are selected to interview

WE are effective listeners and take an active approach to determine school needs. Through listening and then planning needs are met and productive changes occur. This provides staff members with the support they need to be successful in a changing environment while being an active ingredient in the change process.

SAC Membership

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Diana	Clancy	White	Teacher
Mike	Rebman	White	Principal
Holly	Totushek	White	Parent
Christine	Hutchings	White	Parent
Mallory	Williams	White	Parent
Greg	DeSoto	White	Parent
Tito	Ramos	Hispanic	Parent
Stephanie	Gillock	White	Parent
		Select	
		Select	

SAC Compliance

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No (Describe the measures being taken to meet compliance below.)
School messenger messages to families from the principal Parents on both SAC and PTA are being mobilized as parent team members at back to school events to make connections and recruit parents NEW family orientation led by the principal and parent team members with specific recruitment strategies in place	

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	Committee Approval Date: 9/12/2016
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SBLT / MTSS Leadership Team

Is there an SBLT / MTSS school-based team established?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: Michael Rebman
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State Days / Intervals that Team meets below.
2x/month on the 1 st and 3 rd Wednesday

Budget / SIP Funds

Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

SIP funds are projected to be used for TDE's to disaggregate data and plan for instruction and teacher training; SIP funds are also projected to be used for professional development to not only meet this year's goals but in preparation for future goals.

Use this space to paste budget, if desired.
