School Improvement Plan
2017-18

Azalea Elementary

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools

School Profile

Principal: Michael Rebman	SAC Chair: Christine Hutchings

School Vision	100% Student Success

School Mission	Academics + Attitude + Attendance = Excellence at Azalea Elementary

Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
481	3.4	12.6	16.1	5.6	62.3	

School Grade	2017: B	2016: A	2015: B	Title 1 School?	☒ Yes	☐ No

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	56	63	73	73	61	59						
Learning Gains All	45	68	63	79								
Learning Gains L25%	36	58	51	68								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Michael	Rebman	FT	4-10 years
Assistant Principal	Brenda	Butler	FT	1-3 years
MTSS	Angela	Pitts	FT	11-20 years
Behavior Specialist	Krista	Willis	FT	11-20 years
Social Worker	Renee	Hazen	FT	1-3 years
1st Grade Teacher	La Toyia	Rushing	FT	1-3 years
2nd Grade Teacher	Eileen	Ryan	FT	11-20 years
3rd Grade Teacher	Kyria	Jarvis	FT	4-10 years
4th Grade Teacher	Lisa	Watts	FT	4-10 years
5th Grade Teacher	Diana	Benton	FT	4-10 years
Kindergarten	Jillian	Cook	FT	Less than 1 year
Gifted	Brenna	Allen	FT	4-10 years
Total Instructional Staff: 10		**Total Support Staff:** 0		

School Culture for Learning

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 will be incorporating restorative practices in staff meetings and an expectation that every classroom uses circles to support building equitable communities.

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 our mission statement. Our mission statement aligns to multiple school initiatives related to PBIS.

2. What is your plan for ensuring that school-wide expectations transfer to the classrooms? How does your 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 monthly to problem solve tier 1 for both behavior and academics. The social service team and administration (HUB Team) will meet bi-weekly to problem solve tier 2 and 3 for both behavior and academics. 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, and learning for life curriculum)

Eluded to in #1 and 2 we as a SBLT and HUB team 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 and the HUB 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 and the HUB 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 dashboards, disparity gaps 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. Grade levels will meet with our MTSS coordinator at least 1x/ month to analyze data and to build teacher knowledge of the various data resources.

Attendance defined:

Bi-monthly child study teams, including all required members that address students that have missed 10% or more of school and look for trends of why students are not attending at our school. We utilize attendance codes for this purpose.

We complete the PSW for Attendance quarterly to assist with problem solving to determine the most common reasons/barriers our students miss school

We review in school profiles the Reasons Absence Report and develop interventions that target trends of why students are absent. If "pending" is the most frequently used code we have an activity to develop processes to find out WHY student are missing school.   In CST we utilize the new attendance letters that include graphs comparing the absences of peers.

We ensure families are aware of the importance of attendance and engage them in attendance related activities.   We have developed an attendance incentive program

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 2016-2017 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 standards based 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.

Definition of Excellent Instruction:
<u>Students are:</u>
cognitively engaged in rigorous, standards based content
empowered to take ownership of leaning
demonstrating understanding
<u>Teachers are:</u>
Intentional in planning and delivery of standards based instruction
Gradually releasing responsibility of learning
Provide feedback about the learning
Providing multiple ways to assess learning
<u>Leaders are:</u>
Setting goals and developing actionable plans, aligning resources and monitoring data
Building a positive culture and climate by being visible , supportive and providing feedback and coaching
Empowering teacher growth through PLCs, collaboration and distributed leadership

School Culture, Climate / SWBP / Key Goals and Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture and climate at your school?	
Goal: In the 2017-18 school year office behavior calls will decrease by 20 calls overall In the 2017-18 school year incident report submission will decrease by 50% In the 2017-18 school year behavior specialist, social worker and MTSS Coordinator structured and intentional tier 1 walkthroughs will increase from 0 times to every classroom 3x/ week (Pre-K – 5th) In the 2017-18 school year restorative practices and culturally relevant teaching will be implemented schoolwide	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
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 Monthly data analysis meetings Team building have been intentionally and purposely calendared throughout the year so each member of our staff is celebrated 3x/ year	Administration, staff members, other community members

Celebrations have been intentionally and purposely calendared throughout the year so each member of our staff is celebrated 3x/ year	
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.	
Goal: In the 2017-18 school year our behavior calls for Black students will decrease from 38% to 12%.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
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 enhanced our cultural competence by identifying a school based team to attend the Community Tampa Bay Cultural Competence Training during the 16/17 school year. This allowed us to conduct site based professional development with the goal of increasing all staff cultural competence resulting in culturally responsive planning and instruction. In the 17/18 school year we will continue our work by implementing restorative practices accompanied by a book study (Better than Carrots or Sticks) and culturally relevant teaching focused on the 6 M's accompanied by a book study (Courageous Conversations)	Administration, SBLT Team, Book study leaders
Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

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 <u>successes</u> 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 evidence–based lesson plan and analyze student data. 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 will continue to focus on monitoring for learning and AVID instructional strategies, specifically note taking and teacher and student use of Costa's level of questioning. We review Performance Matters data (FSA and district assessments) and student work to find deficiencies and opportunities for enrichment our students have and develop a plan to help them improve. We will continue taking Professional Development in Monitoring for learning and AVID. We will monitor through data analysis meetings and walkthroughs.
<u>Successes:</u>
Have been an A or B school since 2007. Continued success
We focus on 21st century skills

Increase use of systems thinking when it comes to instruction, culture and leadership through AVID
Continued Math and Science growth on State assessments
Development of robust enrichment programs to meet the needs of our higher learners (ie. genius hour)
Development of sustainable data driven extended learning program

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 MAP 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.
Ares of improvement:
Well-developed MTSS process with ongoing data analysis meetings
Culture of our school
Improve culturally responsive teaching strategies
Focus on English Learners and ESE student assessment outcomes

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 created questions at deeper levels 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. MTSS Coordinator to review data with teachers 2x/ month
8. Vertical articulation two times a year to determine short term and long term planning

9. Make core curriculum/ instructional needs
10. Intervene students for Intervention and enrichment groups
11. Monitor and problem solve to determine appropriate interventions and enrichment at all tiers

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 and the HUB 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.

We use kindergarten round up to initiate student transition from PreK to Kindergarten

In the spring we have a Step Up evening where every student and family has the opportunity to learn about the upcoming grade they're transitioning to

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

Actions:

Make core curriculum/ instructional needs

Intervene students for Intervention and enrichment groups

Monitor and problem solve to determine appropriate interventions and enrichment at all tiers

⬡ **Standards-Based Instruction / Key Goals and Strategies**

Goal 1: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Note-taking using the STAR strategy focused on adding and revising notes incorporating student created higher order questions based on Costa's level of questioning	
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 data analysis meetings, SIP meetings and 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 notebooks 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 evidence based tools such as reading and	Administrators, Instructional Staff

writing rubrics, conduct data chats with students, and support students with goal-setting based on data.	

Goal 2: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Increase teacher use of WICOR strategies	
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 data analysis meetings, SIP meetings and 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 notebooks 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 evidence based tools such as reading and writing rubrics, conduct data chats with students, and support students with goal-setting based on data. Formal AVID walkthroughs	Administration, Site coordinator and instructional staff

Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
Use of restorative practices and the 6 M's to improve culturally responsive instruction	
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 data analysis meetings, SIP meetings and 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. Ongoing PD with staff discussions based on walkthrough data and staff input to continue the effective implemnetation	Administration, instructional staff

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 among teachers, staff and administrators. Please reference <u>specific lessons or growth areas</u> 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. We have also calendared data analysis meetings monthly with every grade level, school leadership will be visible in classrooms daily building relationships and monitoring school goals.

<u>Growth areas from the AdvancED survey, staff dialogue and observational data:</u>

Leadership visibility

Enhance relationships with all staff members

Increase use of praise and appreciation

Data analysis meetings

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 data analysis meetings 1x/ month

Teachers will engage in SIP meetings 1x/ month

Teachers will engage in team PLC 1x/ month

Staff will engage in staff team building and celebrations 1x/ month

Facilitated discussions and problem solving will occur based on tier 1, tier 2 and tier 3 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, Cultural Competence, AVID, Teach Like a Champion strategies and collaborative planning. Azalea has shown increased effectiveness in teaching and learning. Our next steps are to take these same focus areas and continue to build on them. We will have an increased focus on monitoring and accountability.

This school year we will build upon AVID, culturally relevant teaching, monitoring of standards based instruction and learning, restorative practices, data analysis planning and project based learning.

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, ISM visit feedback, etc.).

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; Equity and excellence
Cultural Competence and AVID Culturally Relevant Teaching: Empowering Students; Book Study: Courageous Conversations; 6 M's	Fall, Ongoing	Classroom Teachers	Increase student achievement; Equity and Excellence
CHAMPs Overview	Fall, Ongoing	Classroom Teachers	Increase student achievement; Equity and Excellence
English Learners (EL) JIT	Fall, Ongoing	Classroom teachers, Bi-ligual asst	Increase student achievement; Equity and Excellence
Marzano: Monitoring for Learning	Fall, Ongoing	Instructional Staff	Increase student achievement, safe learning environment, effective and efficient operations, college and career readiness, equity
MTSS Academics and Behavior (Data Analyzing)	Fall, Ongoing	Classroom Teachers	Increase student achievement, safe learning environment; equity; college and career readiness
Vertical Articulation	2x/ year after Marking periods	Instructional Staff	Increase student achievement; college and career readiness; equity
Restorative Practices PD at school site; Book Study: Better Than Carrots or Sticks	Summer, Fall, Ongoing	All Staff	Increase Student Achievement; College and Career Readiness; Equity; Safe Learning Environment
Gifted, Talented, Enrichment and AVID Inquiry	Fall, Ongoing	All Staff	Increase Student Achievement; College and Career Readiness; Equity; Safe Learning Environment
District Math, Science and ELA required PD	Ongoing	All classroom teachers	Increase student achievement; college and career readiness; equity

Family and Community Engagement

Connections: **District Strategic Plan ●Goals 1,3,6,7**

14. Describe your school's plan to build positive relationships with families and community members. Please reference specific underline 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 PTA and school staff will utilize the 4 C's as outlined below to coordinate monthly evening school events.   In response to the AdvancED Parent Survey, afterschool/evening events target curriculum based topics and building our school community will increase our collaborative relationship. 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 interpreting and using student data via trainings, data chats and/or student-led conferences.

To kick off the school year 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, weekly parent and monthly family newsletters are all 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 report period grade level assemblies K - 5, curriculum night focused on beyond the classroom materials parents will engage with most, listening conferences (teachers listening to parents share how their child learns), teacher led conferences, and 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 MAP 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 these 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.	☐	☐	☐	☒
Families who regularly log onto PORTAL to check student grades / assignments, progress.	☐	☐	☒	☐
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	☐	☐	☒	☐
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	☐	☒	☐	☐
Families who report feeling welcome when visiting the campus or contacting the school.	☐	☐	☐	☒

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

⬡ Family Engagement / Key Goals and Strategies
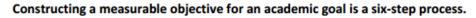
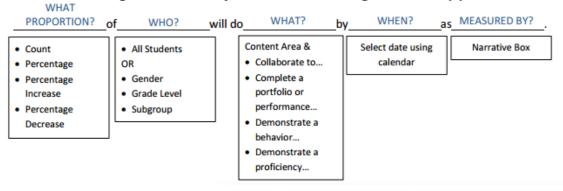|	
Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: Through Family Workshops we will intentionally engage families in community building, increase awareness of AVID, create break-out sessions on Autism awareness, curriculum night, hold a multicultural night 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 Weekly update newsletter 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
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

{Section 2} – Targeted School Goals / Action Steps

Academic Goal

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

SMART GOALS: Please be sure that your goals throughout this document 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 goal manager and data source.

ELA / Reading Goal	Goal Manager: Administration
On the 2017-18 FSA 70% of our grade 3-5 students will score a level 3 or above. On the 2017-18 FSA learning gains in grades 3-5 will increase 57% or more On the 2017-18 FSA the lowest 25% in grades 3-5 will increase 50% or more	

On the ELA FSA 2017 55% of our black students respectively scored level 3 or above. On the 2018 ELA FSA 70% of our black students respectively will score level 3 or above narrowing the achievement gap as compared to their non-black peers.
On the ELA FSA 2017 7 % of our ELL students respectively scored level 3 or above.
On the 2018 ELA FSA 30% of our ELL students will score level 3 or above narrowing the achievement gap as compared to their peers.
On the ELA FSA 2017 30% of our ESE students respectively scored level 3 or above.
On the 2018 ELA FSA 50% of our ESE students will score level 3 or above narrowing the achievement gap as compared to their peers.
On the district MAP 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
Teachers meet in collaborative groups to plan lessons that meet the rigor of the standards and include multiple checkpoints to find out what students know. Based on student data, teachers adapt instruction to meet the differentiated needs of the students Data analysis meetings of intervention progress monitoring and standards based assessment Effective planning and instruction of standard based learning targets and scales, 2 – 3 column note-taking with a student reflection component, student use of higher order questioning and thinking and incorporate a multitude of collaborative learning groups 1. Review student performance data from 2016-17 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 students, and support students with goal-setting based on data. 7. SBLT to review data with teachers 1x/ month 8. Vertical articulation three times a year to determine short term and long term planning	FSA MAP 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

Mathematics Goal	**Goal Manager:** Administration

On the 2017-18 80% of our grade 3-5 students will score a level 3 or above.
On the 2017-18 FSA learning gains in grades 3-5 will increase 57% or more
On the 2017-18 FSA the lowest 25% in grades 3-5 will increase 50% or more
On the Math FSA 2017 43% of our black students respectively scored level 3 or above. On the 2018 Math FSA 60% of our black students respectively will score level 3 or above narrowing the achievement gap as compared to their non-black peers.
On the Math FSA 2017 57% of our ELL students respectively scored level 3 or above.
On the 2018 Math FSA 80% of our ELL students will score level 3 or above maintaining their growth rate as compared to their peers.
On the Math FSA 2017 47% of our ESE students respectively scored level 3 or above.
On the 2018 Math FSA 70% of our ESE students will score level 3 or above maintaining their growth rate as compared to their peers.
On the district MAP 80% of our students will be Approaching or at Proficiency.

Actions / Activities in Support of Math Goal	**Evidence to Measure Success**
Teachers in grades K-5 will work with AVID strategies: note taking and collaborative learning groups Use of ST Math Use of iReady math to support all students particularly students at tier 2 and 3. Providing teachers a diagnostic tool for mathematics. Teachers meet in collaborative groups to plan lessons that meet the rigor of the standards and include multiple checkpoints to find out what students know. Based on student data, teachers adapt instruction to meet the differentiated needs of the students Effective planning and instruction of standard based learning targets and scales, 2 – 3 column note-taking with a student reflection component, student use of higher order questioning and thinking and incorporate a multitude of collaborative learning groups 1. Review student performance data from 2016-17 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	FSA MAP Standards based pre and post tests 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.

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 1x/ month 7. Vertical articulation two times a year to determine short term and long term planning	

Science Goal	Goal Manager: Administration
On the 2017-18 70% of our fifth graders will score a level 3 or above. On all district MAP 80% of our first through fifth graders will be approaching or at proficiency.	

Actions / Activities in Support of Science Goal	Evidence to Measure Success
Teachers meet in collaborative groups to plan lessons that meet the rigor of the standards and include multiple checkpoints to find out what students know. Based on student data, teachers adapt instruction to meet the differentiated needs of the students Effective planning and instruction of standard based learning targets, scales and 10-70-20 routine, 2 – 3 column note-taking with a student reflection component, student use of higher order questioning and thinking and incorporate a multitude of collaborative learning groups 1. Review student performance data from 2016-17 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 allows for student differentiation. Use of SLAGS, unit assessments and lab assessments provide teachers with the measures of success 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 1x/ month, consistent Science Lab implementation, 3rd/4th grade review plan for FSSA 6. Vertical articulation two times a year to determine short term and long term planning	FSSA District diagnostic assessment (beginning of the year and mid-year) MAP 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.

🔷 Other School Goals* / Use Only as Needed

*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 Schools, etc.)	
Goal Name: Healthy School Goal - Work toward Bronze Level recognition with the Alliance for a Healthier Generation.	**Goal Manager:** Kyria Jarvis; Laura Porcaro
Place goal statement here.	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
In 2016-17, school was eligible for national recognition in 0 out of 6 Alliance for a Healthier Generation's Healthy Schools Program Assessment modules. For 2017-18, 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 2017. Target for 2018-19, is to become eligible for national recognition in 1 out of 6 Alliance for a Healthier Generation's Healthy School Program Assessment Modules.	By April 1, 2018, 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:**
Place goal statement here.	
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:**
Place goal statement here.	
Actions / Activities in Support of Goal	**Evidence to Measure Success**

🔵 Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	Goal Manager: Administration, MTSS

On the ELA and Math FSA 2017 55% and 43% of our black students respectively scored level 3 or above. On the 2018 ELA and Math FSA 70% and 60% of our black students respectively will score level 3 or above narrowing the achievement gap as compared to their non-black peers.

Actions / Activities in Support of Black Goal	Evidence to Measure Success
Embed character trait book of the month focused on diversity and inclusion Monitoring of the early warning system Culturally Relevant AVID strand 6 M's Students Targeted for Educational Performance (STEP) program Community Tampa Bay Cultural Competence Training – we had a team of teachers, administration, support staff and a parent on the team that attended these trainings during the 16-17 school year. Book study: Courageous Conversations Hire and retain more African-American teachers that mirrors our 12.6% population Create a "talented" program to serve students that are not gifted but are high performing Use of restorative practices school-wide Use of developed MTSS tracker in performance matters to monitor student performance data regularly	Consistent implementation; Staff feedback regarding the use and the impact its having on students Ensure black students are receiving the support they need academically and socially Provided PD opportunities regarding cultural competence – monitor staff engagement and obtain feedback regarding the effectiveness Staff will engage in a book study Courageous Conversations Azalea has hired 2 more AA teachers since 2016 Student identification for the talented program RP will improve teacher-student relationships and classroom culture MTSS data tracker performance data graphing and providing data intervention results

Subgroup Goal (ELL)	Goal Manager: Administration, MTSS

On the ELA and Math FSA 2017 7 % and 57% of our ELL students respectively scored level 3 or above.
On the 2018 ELA FSA 30% of our ELL students will score level 3 or above narrowing the achievement gap as compared to their peers.
On the 2018 Math FSA 80% of our ELL students will score level 3 or above maintaining their growth rate as compared to their peers.

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
Differentiated iStation lessons with ELL students	Data tracking (istation tier movement) student goal setting
Differentiated i-Ready Math lessons with ELL students	Data tracking (i-ready level growth) student goal setting
Collaborate with District ESOL Specialist; provide PD for whole staff	Differentiated lessons used by bi-lingual assistant Differentiated lessons used by the classroom teacher
Utilize MAP and WIDA data to target the literacy areas requiring acceleration	Develop a plan to support all stakeholders school-wide

Use school messenger translator to support increased communication with all of our families Create a "talented" program to serve students that are not gifted but are high performing Use of restorative practices school-wide Use of developed MTSS tracker in performance matters to monitor student performance data regularly	Analyze FSA, SAT-10 and WIDA results to best support EL students Student identification for the talented program RP will improve teacher-student relationships and classroom culture MTSS data tracker performance data graphing and providing data intervention results

Subgroup Goal (ESE)	Goal Manager: Administration, MTSS
On the ELA and Math FSA 2017 30% and 47% of our ESE students respectively scored level 3 or above. On the 2018 ELA FSA 50% of our ESE students will score level 3 or above narrowing the achievement gap as compared to their peers. On the 2018 Math FSA 70% 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
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 Use of NEW curriculum SPIRE with ESE students Use of developed MTSS tracker in performance matters to monitor student performance data regularly	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 MTSS data tracker performance data graphing and providing data intervention results

Subgroup Goal (If Needed) Enter Goal Name	Goal Manager:
Place goal statement here (additional goal only if needed).	
Actions / Activities in Support of Goal	**Evidence to Measure Success**

Early Warning Systems (EWS) -- Data and Goals

Note: This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.*

Early Warning Indicator (Number of students by grade level)	Grade 1st	Grade 2nd	Grade 3rd	Grade 4th	Grade 5th	Grade Select	Grade Select	School Totals	
								#	%*
Students scoring at FSA Level 1 (ELA or Math)			13	15	16			44	7
Students with excessive absences / below 90 %	4	9	10	3	6			32	5
Students with excessive behavior / discipline**	0	0	0	0	0			0	0
Students with excessive course failures**								-	
-Students exhibiting two or more Early Warning indicators	2	3	6	6	20			37	6

***Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F's (or U's) in Language Arts or Math and for high schools one or more F's (or U's) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. 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 teams, including all required members that address students that have missed 10% or more of school and look for trends of why students are not attending at our school. We utilize attendance codes for this purpose.	Data on the % of students absent 10% or more from school. Child Study Team minutes with interventions listed

We complete the PSW for Attendance quarterly to assist with problem solving to determine the most common reasons/barriers our students miss school We review in school profiles the Reasons Absence Report and develop interventions that target trends of why students are absent. If "pending" is the most frequently used code we have an activity to develop processes to find out WHY student are missing school. In CST we utilize the new attendance letters that include graphs comparing the absences of peers. We ensure families are aware of the importance of attendance and engage them in attendance related activities. We have developed an attendance incentive program	Defined system of support allows all stakeholders to know how to intervene and support students and families

⬡ **EWS - Discipline**

Discipline Goal	Please ensure that your goal is written as a SMART goal.
In the 2017-18 school year office behavior calls will decrease by 20 calls overall In the 2017-18 school year incident report submission will decrease by 50% In the 2017-18 school year behavior specialist structured and intentional tier 1 walkthroughs will increase from 0 times to every classroom 3x/ week (Pre-K – 5th)	
Actions / Activities in Support of Discipline Goal	**Evidence to Measure Success**
CHAMPs overview PD in preschool Restorative practices Calendared positive behavior celebrations monthly for students without any incident reports, behavior calls, or referrals Walkthroughs and structured observations that are calendared Ongoing embedded staff professional development Monitoring the behavior call log and incident reports bi-weekly Tiered levels of support are established and will be implemented based on the level of need	STOIC walkthroughs Walkthrough and observation data Plus and delta and PD surveys Climate surveys Increased numbers of students participating in the celebrations Improved data and goal accomplishment

Discipline Goal – Other (as needed)	Please ensure that your goal is written as a SMART goal.
Specify	
Place goal statement here (only if needed).	
Actions / Activities in Support of Goal	**Evidence to Measure Success**

🔷 **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.

Describe your academic intervention supports here.

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 2018

Actions / Activities in Support of Goal	**Evidence to Measure Success**
Promise Time (ELA and Math) remediation and enrichment Hands-on Problem Solving (HoPS) to enrich all 3-5 students Transitional KG and 1st grade classrooms with lower TPR and classroom assistant Two hourly interventionists focused reading remediation K-5	**I-Ready data** **Observational data or increased student perseverance and collaborative work** **Monthly I-Station data** **Running Record data** **MAP** **Ongoing progress monitoring bi-weekly**

🔷 Section 3 – Required Items / Resources

🔷 **Instructional Employees**

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	45	% with advanced degrees	67%
% receiving effective rating or higher	98%	% first-year teachers	0
% highly qualified (HQT)*	100	% with 1-5 years of experience	8%
% certified in-field**	100%	% with 6-14 years of experience	70%
% ESOL endorsed	96%	% with 15 or more years of experience	22%

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

Describe your school's efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

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 specifically pay close attention to black and Hispanic candidates.

When potential openings will occur at Azalea school administration speaks to black and Hispanic teachers to aid in recruitment of additional black and Hispanic teachers. We are aware that in general, black and Hispanic teachers will have more connections personally and professionally with persons of the same race. Additionally, we collaborate with the Director of Special Projects (Dr. Conage) as needed to aid us in our search for qualified candidates across the district.

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
Michael	Rebman	White	Principal
Holly	Totushek	White	Parent
Christine	Hutchings	White	Parent
Saleene	Partridge	White	Parent
Yaritza	Ramos	Hispanic	Support
Tito	Ramos	Hispanic	Parent
Lucille	Benjamin	Black	Parent
Cali	Swango	White	Parent
		Select	
		Select	
		Select	
		Select	
		Select	
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		Select	
		Select	
		Select	
		Select	
		Select	

SAC Compliance

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

☒ Yes	☐ 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?

☒ Yes	☐ No	Committee Approval Date:

SBLT / MTSS Leadership Team

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

☒ Yes	☐ No	Chairperson:

Please state the days / intervals that your team meets below.
1x/month on the 3rd 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. Attached budget if preferred.

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.