



## Azalea Middle School

7855 22ND AVE N, St Petersburg, FL 33710

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

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 3)
Middle School 6-8	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2016-17 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	65%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	F	D	D*	F

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

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

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for Azalea Middle School

DA Region and RED	DA Category and Turnaround Status
Southwest - <a href="#">Julio Valle</a>	Comprehensive Support & Improvement - Cycle 2

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement

The Azalea Middle School community creates a safe learning environment that promotes critical thinking skills, rigorous curriculum and builds positive relationships that prepare students for future endeavors.

##### b. Provide the school's vision statement

Azalea Middle School will build  
Relevant and rigorous academics  
An environment of mutual respect and individual responsibility  
Culturally competent staff and students  
The support and trust of our community  
Actively engaged parents

#### 2. School Environment

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

Demographic data is reviewed at Azalea Learns (summer PD) and throughout the year. The full faculty participated in Learning Sciences International (LSI) and AVID training towards refocusing on research based best practices school wide and monitoring student progress.

School Wide Orientation was facilitated during the first week of school as modeled during Pre-School. Each teacher presents lessons designed to ensure all students know our school processes/ expectations, and also create an opportunity for teachers and students to interact with culture building activities.

Cross Content Teams: CCT provide a structure for teams of teachers to work together to support teams of students. With the shared responsibility teachers can better focus on the uniqueness of their individual students.

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

Affective lessons will be delivered weekly by teachers rotating through various subjects. These lessons will focus on life, communication and problem solving skills.

Cross Content Teams: CCT's develop consistent common classroom procedures and expectations.

Highly organized school-wide processes for lunches, student movement, hall passes, and supervision ensure a strong adult presence during unstructured times of the day.

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

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

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

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

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

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

**3. Early Warning Systems**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Azalea's SBLT reviews EWS data frequently to identify students with multiple indicators. Cross Content Teams will be given this data at least once a month to identify students in need of Tier 2 or Tier 3 interventions. We use FSA scores, retentions, failure in core classes, suspension, referrals, and attendance in our EWS. A “stoplight highlighting” technique is used with locally normed cut scores for the indicators based on prior years success. Students with multiple indicators are referred to ELP, Child Study, Tier 3 Team, etc. based on the student's needs.

On Track

Meeting or exceeding all Tier 1 expectations:

Present more than 95% of the time – 453 Students (45%)

0-1 Office Discipline Referrals – 417 Students(42%) (0 ODR – 588 students)

0 F in Core Class – 553 Students (55%)

At Risk for Off Track



Present 90-94% - 257 Students (26%)  
2-3 Referrals – 127 Students (12%)  
1-3 F in Core Class – 247 Students (25%)

Off Track  
Absent 10% or more – 294 Students (30%)  
4-6 ODR – 91 Students (8%)  
4-7 F in Core Class – 112 Students (10%)

Highly Off Track  
Over age 1 year – 120 Students (10%)  
Absent 15% or more – 154 Students (17%)  
7 or more Referrals – 103 Students (9%)  
8+ F in Core – 40 Students (3%)

Extreme Off Track  
Over age 2-3 years – 12 Students (1%)  
Behind Core Credits entering 12-13  
Failing all core classes – 2 Students (.2%)

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	75	85	92	0	0	0	0	252
One or more suspensions	0	0	0	0	0	0	79	97	85	0	0	0	0	261
Course failure in ELA or Math	0	0	0	0	0	0	5	10	9	0	0	0	0	24
Level 1 on statewide assessment	0	0	0	0	0	0	115	94	107	0	0	0	0	316

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	109	125	97	0	0	0	0	331

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

The Cross Content Teams review early warning system data regularly in tandem with SBLT. Each team has an SBLT member responsible for helping bring the ideas discussed at SBLT to the teams and to help identify students in need of both academic and behavioral supports. Teams design common protocols and procedures such as classroom rules and expectations, and then review the EWS data to identify students for supports such as Check In Check Out. If students do not have a positive response to these interventions the Cross Content Team can complete a referral form that will go to the MTSS Coach and be added to the Tier 3 meeting agenda. That team engages in individual problem solving by comparing the student's performance to their peers on the same team, to identify gaps in learning and intervene as is appropriate.

Strategies include:



Differentiate work through various online applications (Think It Through Math, Achieve 3000, Compass Learning, Read 180, Dimension U, etc.)  
Restorative Practices  
After school extended learning opportunities with transportation  
Social Services referral  
Mentoring/conferencing  
Parent involvement

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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

#### a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

##### 1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/416944>.

##### 2. Description

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

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

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

## C. Effective Leadership

### 1. School Leadership Team

#### a. Membership

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

Name	Title
Lowery, Solomon	Principal
Oyer, Robyn	Assistant Principal
MacNeal, Julie	Guidance Counselor
Poole, Latiki	Guidance Counselor
Bean, Joshua	Attendance/Social Work
Neuberger, Teresa	Teacher, K-12
Dudczak, Jason	Assistant Principal
Overall, Erin	Assistant Principal

## b. Duties

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

Azalea Middle School seeks to implement a distributed leadership model wherein all stakeholders have the opportunity to develop leadership skills, contribute to leadership decisions, and assume leadership roles. The principal's role is to coordinate and align the leadership efforts and resources within the school to create a quality educational setting and thereby increase student achievement.

The School Based Leadership team is coordinated by the MTSS Coach/Student Achievement Specialist and consists of administrators, guidance counselors, academic coaches, social workers, Behavior Specialist, Varying Exceptionalities Liaison, school psychologist and teacher representatives. This team is charged with reviewing academic, behavior, attendance and school culture data and then using this information to develop actions plans for the implementation of a multi-tiered system of student support. This system will include monitoring the effectiveness of our core programs and defining appropriate tier 2 and tier 3 interventions. SBLT meets weekly during student hours.

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

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

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

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

increased academic engagement supporting the School Improvement Plan.

#### Title I, Part A

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

#### Title I, Part D

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

#### Title II

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

#### Title III

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

#### Title X- Homeless

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

#### Supplemental Academic Instruction (SAI)

SAI funds are coordinated with Title I, Part A funds to provide extended learning enrichment opportunities for students during the school year and during the summer. SAI funds are also used, in conjunction with Title I, Part A funds, to provide ongoing instructional support for teachers through professional development by highly skilled content area specialists and staff developers.

#### Nutrition Programs

All Azalea Middle School students benefit from participation in the Community Eligibility Option through Food Services. Title I coordinates with district Food Services staff members to monitor poverty rates at schools and determine Title I eligibility. Title I and Food Services also collaborate to implement the Community Eligibility Option in schools with poverty rates of 40% or greater, so that all students receive free breakfast and lunch during the school year and during extended year/summer programs.

#### Race To The Top Funds

The RTTT funds, all administrative and instructional staff earn additional incentive bonuses for

working at Azalea and more when the school grade increases. Teachers earn an additional \$3,000, assistant principals an additional \$4,000 and the principal an additional \$5,000.

**Teacher Incentive Fund Grant**

Azalea Middle School teachers have the opportunity to earn additional compensation for professional development, and leadership contributions to the school as well as performance pay through the Teacher Incentive Fund Grant. Teachers who score in the top 20 percent for their final evaluations which includes both administrative evaluations and student performance data are eligible to receive bonuses of \$1,000 to \$5,000. TIF Grant funds supported teachers stipends for the Marzano Pilot Evaluation professional development (seven days) during the summer of 2013.

**Pinellas Count Tax Referendum**

Azalea Middle school receives a portion of the Pinellas County referendum funds that support literacy, technology, visual arts and performing arts. These funds provide classroom libraries, art supplies and equipment, musical instruments and supplemental instructional materials.

**Executive PASS Partnership**

The Raytheon Corporation partners with Azalea Middle School to provide mentors, guest speakers and sponsored the faculty welcome back breakfast.

**2. School Advisory Council (SAC)**

**a. Membership**

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

Name	Stakeholder Group
Paula Zachem	Parent
Ernesto Alonzo	Teacher
Yolanda Fintak	Business/Community
Kara Chastain	Parent
Tom Andry	Parent
Louise Fowler	Business/Community
Solomon Lowery	Principal

**b. Duties**

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

**a. Evaluation of last year's school improvement plan**

At the September 7, 2017 Title I Back to School Night; Parents/Guardians, SAC, and PTSA members will review the goals, strategies and action steps of the 2017-2018 school improvement plan. Members will have the opportunity to ask questions or make suggestions about the plan.

**b. Development of this school improvement plan**

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

**c. Preparation of the school's annual budget and plan**

At the May 2017 meeting SAC members reviewed the Title 1 budget for the 2016-2017 school year. Members had the opportunity to ask questions or make suggestion about needed resources.

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

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

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Lowery, Solomon	Principal
Pollard, Sue	Teacher, K-12
McEligot, Heather	Teacher, K-12
MacNeal, Julie	Guidance Counselor
Creaser, Melissa	Teacher, K-12
Neuberger, Teresa	
Oyer, Robyn	Assistant Principal
Dudczak, Jason	Assistant Principal
Overall, Erin	Assistant Principal

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable**

The Literacy Leadership Team also serves as our AVID Site Team determining how we will implement WICOR, instructional literacy, study and organizational strategies that will prepared students for college and career.

- Support for text complexity - Comprehension Instruction Sequence
- Support for instructional skills to improve reading comprehension
  - o Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
  - o Providing scaffolding that does not preempt or replace text reading by students
  - o Developing and asking text dependent questions from a range of question types
  - o Emphasizing students supporting their answers based upon evidence from the text
  - o Providing extensive research and writing opportunities (claims and evidence)

Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

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

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

Azalea has a priority hiring status with the district which allows the school to hire outside of the normal hiring timelines. This opportunity gives the school access to experienced teachers who wish to relocate to the St. Petersburg area. All teachers receive a high degree of support through strong administrators, instructional coaches and mentors. In addition, teachers teach 6 out of 7 periods (47 minutes each).

Teachers who work at Azalea earn an additional \$3,000 for the first three years and increases beyond for four years and beyond. In addition, they are paid for professional development outside of the contract day.

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

Support will be provided to new to the building teachers on a differentiated basis. Experienced teachers will be assigned a buddy to assist with acclimating to the new environment. New to the district teachers and new teachers will be provided paid mentors through the TIF Grant.

New Teachers will meet with their assigned mentor weekly, with the new teacher Coordinators bi-weekly for the first marking Term (and a minimum of monthly thereafter), the Asst. Principal Monthly, and the Principal Monthly to provide ongoing sustained support/growth. Additionally, community building activities to orient the new teachers to AMS will take place. Lastly, the group will participate in guided professional development to support their use/understanding of our student information system, tracking mechanisms, and activities to prepare them for a successful first year of teaching at AMS.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

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

Each core subject area is provided a pacing guide by the district with specific standards which will be taught for each quarter. Units and scales are then created by content teams in PLC's to support the focus standards for the quarter. Each core subject area also has bi-weekly assessments which provide data for remediation and show areas of growth for each standard. School based



administrators conduct a minimum two formal and three informal observations of each teacher using the iObservation platform to provide timely feedback. Additionally, Instructional Support Model Visits (ISM) and Transformation Zone (TZ) classroom visits are conducted to determine the progress and pace for individual teachers.

## **b. Instructional Strategies**

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

Data is shared through content PLC's led by instructional Coaches and Dept. Chairpersons who meet for a total of 47 minutes per week. We use the data driven dialogue protocol to sort through the data.

Math - Differentiated instruction is based on pre/post unit assessments, bi-weekly assessments, MAP Assessments, and classroom assessments. Additionally, computer based programs are used to pre-assess and modify instruction. Programs used included Think Through Math, Dimension U for intensive math, Carnegie Learning for Algebra and Honors Geometry, and Score.org, 10 Marks, Compass Learning for supplemental instruction. MAP, Bi-weekly, and classroom assessments determine needed remediation in small group, individual or whole class instruction.

Science- At the beginning of the year we conduct a GAP assessment to see what students are coming in with from the previous year's learning. From that we then identify the lowest performing standards for individual students and develop remediation plans embedded in our lesson plans tied to similar content. Additionally we target borderline students. Teachers will use smaller formative assessments to differentiate small group lessons.

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

ELA- ELA teachers will use cycle writing test data along with RI and iReady testing to differentiate their lessons and create small groups for focused remediation. ELA teachers will also use focused formative assessments to determine depth of knowledge of the focus standard being taught. In PLC's, Teachers will determine how to group kids for remediation based on assessment results.

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

All content areas will utilize the student tracker provided by Learning Sciences International (LSI) to monitor student(s) progress towards mastery of content specific standards. AMS will be supported ongoing by LSI in pursuit of proper implementation/use of this resource.

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



**Strategy: After School Program**

**Minutes added to school year: 10,800**

Extended Learning Program at Azalea Middle will consist of support in core academic classes. ELP will target all level 1 and 2 math students with the goal of encouraging all students to participate at least two days per week, 1 1/2 hours per day, for 30 weeks. We will use the iReady curriculum, GradPoint for course recovery students, and online components for instruction.

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Oyer, Robyn, oyerro@pcsb.org

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

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

**Strategy: After School Program**

**Minutes added to school year: 5,400**

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

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Oyer, Robyn, oyerro@pcsb.org

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

EWS data for participants

**Strategy:** Summer Program

**Minutes added to school year:** 5,760

Summer Bridge program targeting Level 1 and 2 math or reading students for additional instruction in math, reading and science. Also, course recovery as needed to recover failed coursework and getting back on track.

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Oyer, Robyn, oyerro@pcsb.org

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

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

**Strategy:** After School Program

**Minutes added to school year:** 9,600

Core content tutoring for FSA tested subjects (math, Algebra, Geometry, reading, science and Civics) and EOC Crash Course sessions to prepare students for end of course exams.

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Oyer, Robyn, oyerro@pcsb.org

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

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

## 2. Student Transition and Readiness

### a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

AMS Facilitates Articulation for our incoming 6th Graders and outgoing 8th Graders. Additionally, we hold Orientation sessions, facilitate school tours, Title I parent information sessions, distribute newsletters, and invite our feeder high school representatives in to support a smooth transition for our incoming/outgoing students.

**b. College and Career Readiness**

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

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

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

AVID elective (students will take tours of colleges in the area, Doorway student placed in AVID, AVID 8th graders will take Explore assessment (Pre-ACT), Project Lead the Way (Engineering STEM Elective), Spanish 1 and 2, and CTAE certifications in the Microsoft Office Bundle. Academically focused classes that offer high school credit as well as 8th grade credit: English Honors, Algebra I Honors, Geometry Honors, Integrated Science Honors, Spanish 1, Spanish 2, and Digital Information Technology.

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

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

Encourage and support participation in rigorous course work.

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

N/A

**II. Needs Assessment**

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

**A. Problem Identification**

**1. Data to Support Problem Identification**

### **b. Data Uploads**

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

The following documents were submitted as evidence for this section:

*No files were uploaded*

### **2. Problem Identification Summary**

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

### **B. Problem Analysis Summary**

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

### **C. Strategic Goals**

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Student Achievement: Provide an instructional model that ensures rigorous, culturally relevant instruction for all students using assignments aligned to challenging state standards, engagement strategies and student-centered practices. Areas of Focus: Increased proficiency in math, literacy, science and Civics. Increased learning gains for all students in literacy and math to 75% proficiency.
- G2.** Student Discipline: Implement a school-wide behavior plan that integrates all the critical components of PBIS (school-wide expectations / rules, guidelines for success, plan for teaching pro-social / appropriate student behavior, and positive reinforcement).
- G3.** Advanced Coursework: Ensure an equitable representation of minority learners in Advanced Studies and recognition ceremonies (such as Advanced & High School Credit Classes, PRIDE, AVID Pinning and the Honors Pinning Ceremony). Areas of Focus: Eliminate the gap between Azalea Middle School's accelerated participation and performance rates for minority and non-minority students as measured by the percent within ethnicity.

## Strategic Goals Detail

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

**G1. Student Achievement:** Provide an instructional model that ensures rigorous, culturally relevant instruction for all students using assignments aligned to challenging state standards, engagement strategies and student-centered practices. Areas of Focus: Increased proficiency in math, literacy, science and Civics. Increased learning gains for all students in literacy and math to 75% proficiency. **1a**

G090089

**Targets Supported** **1b**

Indicator	Annual Target
Algebra I EOC Pass Rate	80.0
Geometry EOC Pass Rate	90.0
ELA/Reading Gains	75.0
ELA/Reading Lowest 25% Gains	75.0
Math Gains	75.0
FCAT 2.0 Science Proficiency	70.0
Math Lowest 25% Gains	75.0
Civics EOC Pass	80.0

**Targeted Barriers to Achieving the Goal** **3**

- Teachers do not consistently ensure curriculum, instruction and assessment are designed and delivered with a clear focus on continuous improvement of student engagement and academic achievement.
- Teachers do not consistently implement school-wide routines and expectations for integration of reading strategies, writing opportunities, and problem solving tasking into daily instruction.
- Teachers and administrators do not consistently collect or utilize data to inform instruction (core, whole group, small group, intervention, acceleration.)
- Parents do not consistently receive communication regarding the Florida Standards and how they can support students at home.

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- Instructional Coaches for math, science, literacy and MTSS
- Common Planning periods
- Summer PD on implementing Florida Standards, district curriculum guides, learning goals and scales and progress monitoring
- Title 1 and School Improvement Grant (SIG) funds support for professional development

**Plan to Monitor Progress Toward G1.** **8**

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

**Person Responsible**

Solomon Lowery

**Schedule**

Quarterly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

Data review and presentation

**G2. Student Discipline:** Implement a school-wide behavior plan that integrates all the critical components of PBIS (school-wide expectations / rules, guidelines for success, plan for teaching pro-social / appropriate student behavior, and positive reinforcement. **1a**

G090090

**Targets Supported** **1b**

Indicator	Annual Target
Discipline incidents	-30.0

**Targeted Barriers to Achieving the Goal** **3**

- Students and teachers tend to be reactive to behavior and do not maximize instructional time.
- The multi-tiered system of student support is not implemented with full fidelity.
- Parents lack knowledge of school-wide expectations and their child's performance and grades.
- Lack of healthy lifestyles for staff members can contribute to stress and increased absences

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- Instructional Coaches for math, science, literacy, Student Achievement RTI/MTSS Team
- Common planning periods
- Azalea Learns Summer PD
- Proactive Wellness Champion
- Culturally Competent Professional Development
- Restorative Practices Implementation Team
- Why Try? Curriculum Implementation
- School Wide PBS Initiative

**Plan to Monitor Progress Toward G2.** **8**

AMS will implement multiple surveys towards attaining stakeholder feedback for improvement. Additionally we will monitor/measure this goal through gauging the overall civility throughout our campus qualitatively and review disciplinary infractions as a metric of success.

**Person Responsible**

Solomon Lowery

**Schedule**

Semiannually, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

School Climate Survey and Advanced Ed Parent/Student surveys.



**G3. Advanced Coursework:** Ensure an equitable representation of minority learners in Advanced Studies and recognition ceremonies (such as Advanced & High School Credit Classes, PRIDE, AVID Pinning and the Honors Pinning Ceremony). Areas of Focus: Eliminate the gap between Azalea Middle School's accelerated participation and performance rates for minority and non-minority students as measured by the percent within ethnicity. 1a

G090091

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	75.0
Math Lowest 25% Gains	75.0
FSA ELA Achievement - Black/African American	75.0
ELA/Reading Lowest 25% Gains	75.0
FSA ELA Achievement	75.0
Algebra I EOC Pass Rate	90.0
Civics EOC Pass	80.0

**Targeted Barriers to Achieving the Goal** 3

- African American students who are placed in honors and advanced classes demonstrate lower achievement levels than students from other demographic groups.
- Data indicate that African American participation in extended learning and enrichment opportunities is lower than that of students from other demographic groups.
- Staff does not consistently demonstrate culturally responsive teaching.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Azalea has a strong AVID program that regularly reviews student data across all subgroups to identify opportunities for advancement. African American male students are actively recruited by the principal and AA male role models to participate in AVID.
- Extended Learning with transportation provides the opportunity for extended learning and enrichment for students who would otherwise be unable to participate. This group includes the neighborhood from which most of our AA students travel.

**Plan to Monitor Progress Toward G3.** 8

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

**Person Responsible**

Erin Overall

**Schedule**

Monthly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

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

**Plan to Monitor Progress Toward G3. 8**

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

**Person Responsible**

Robyn Oyer

**Schedule**

Monthly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

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

## Action Plan for Improvement

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

### Problem Solving Key

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

 = Problem Solving Step     S123456 = Quick Key

**G1.** Student Achievement: Provide an instructional model that ensures rigorous, culturally relevant instruction for all students using assignments aligned to challenging state standards, engagement strategies and student-centered practices. Areas of Focus: Increased proficiency in math, literacy, science and Civics. Increased learning gains for all students in literacy and math to 75% proficiency. 1

G090089

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

B240406

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

4

S253400

### Strategy Rationale

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

### Action Step 1 5

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

#### Person Responsible

Solomon Lowery

#### Schedule

Daily, from 8/1/2017 to 5/25/2018

#### Evidence of Completion

PLC logs, common lesson plans, classroom visits.

## Action Step 2 5

Teachers and coaches will collaboratively plan and implement rigorous and engaging, standards-based lessons including higher order questions and common assessments/MAP Assessments including the use of PLC's to support this process.

### **Person Responsible**

Solomon Lowery

### **Schedule**

Daily, from 8/1/2017 to 6/6/2018

### **Evidence of Completion**

Lesson Plans, PLC Minutes

## Action Step 3 5

Teachers will utilize standards based monitoring systems (MAP Assessments) in ELA and Math designed to provide teachers, students, and parents with meaningful feedback on the student's achievement of selected standards in each course through common planning.

### **Person Responsible**

Solomon Lowery

### **Schedule**

Biweekly, from 8/1/2017 to 6/6/2018

### **Evidence of Completion**

Teacher Lesson Plans, PLC Minutes

## Action Step 4 5

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

### **Person Responsible**

Erin Overall

### **Schedule**

Weekly, from 8/1/2017 to 6/6/2018

### **Evidence of Completion**

Collaboratively developed lesson plans and CCT Meeting Minutes

### Action Step 5 5

Teachers engage in peer observations and Lesson Study.

**Person Responsible**

Solomon Lowery

**Schedule**

Every 2 Months, from 9/4/2017 to 6/6/2018

**Evidence of Completion**

Azalea Learns agenda for August , 2017 and PLC notes monthly

### Action Step 6 5

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

**Person Responsible**

Solomon Lowery

**Schedule**

Daily, from 8/1/2017 to 6/6/2018

**Evidence of Completion**

PLC/CCT Meeting Minutes

### Action Step 7 5

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

**Person Responsible**

Solomon Lowery

**Schedule**

Weekly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

Teacher Lesson Plans

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

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

**Person Responsible**

Solomon Lowery

**Schedule**

Monthly, from 8/1/2017 to 6/6/2018

***Evidence of Completion***

Coaching and PLC logs

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

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

**Person Responsible**

Solomon Lowery

**Schedule**


Quarterly, from 8/1/2017 to 5/25/2018

***Evidence of Completion***


Data presentations



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

 B240407

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

 S253401

### **Strategy Rationale**

Consistency across the school will lead to greater student success.

### **Action Step 1** **5**

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

#### **Person Responsible**

Robyn Oyer

#### **Schedule**

Biweekly, from 8/1/2017 to 5/25/2018

#### **Evidence of Completion**

Teacher Lesson Plans

### **Action Step 2** **5**

Across curriculum use common short and extended writing rubrics aligned to FSA and implement the LSI Student Tracker to monitor student progress/growth.

#### **Person Responsible**

Solomon Lowery

#### **Schedule**

Biweekly, from 8/1/2017 to 5/25/2018

#### **Evidence of Completion**

Teacher Lesson Plans

### Action Step 3 5

Across curriculum use common routines and expectations for vocabulary acquisition.

**Person Responsible**

Solomon Lowery

**Schedule**

Daily, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

Teacher Lesson Plans

### Action Step 4 5

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

**Person Responsible**

Jason Dudczak

**Schedule**

Daily, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

Sample interactive notebook

### Action Step 5 5

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

**Person Responsible**

Jason Dudczak

**Schedule**

Quarterly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

Teacher Lesson Plans

### Action Step 6 5

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

#### **Person Responsible**

Erin Overall

#### **Schedule**

Daily, from 8/1/2017 to 5/25/2018

#### **Evidence of Completion**

Teacher Lesson Plans

### Action Step 7 5

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

#### **Person Responsible**

Jason Dudczak

#### **Schedule**

Weekly, from 8/1/2017 to 5/25/2018

#### **Evidence of Completion**

Teacher Lesson Plans

### Action Step 8 5

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

#### **Person Responsible**

Jason Dudczak

#### **Schedule**

Daily, from 8/1/2017 to 5/25/2018

#### **Evidence of Completion**

Completed student planners

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Monitor consistency of implementation through classroom visitations and review of lesson plans.

**Person Responsible**

Solomon Lowery

**Schedule**

On 5/25/2018

***Evidence of Completion***

Lesson Plans, Classroom Visitation Feedback, and PLC minutes.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

PLC and Site Based PD to ensure fidelity in the implementation of this Goal.

**Person Responsible**

Solomon Lowery

**Schedule**

Monthly, from 8/1/2017 to 5/25/2018

***Evidence of Completion***

PLC Logs and Agendas

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

B240408

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

S253402

### Strategy Rationale

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

### Action Step 1 5

Teachers implement learning goals and scales for tracking student progress on prioritized standards. Teachers will also utilize LSI Student Tracker to progress monitor student mastery of standards towards adjusting lesson plans and delivery.

#### Person Responsible

Solomon Lowery

#### Schedule

Monthly, from 8/1/2017 to 5/18/2018

#### Evidence of Completion

Teacher Lesson Plans

### Action Step 2 5

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

#### Person Responsible

Solomon Lowery

#### Schedule

Quarterly, from 8/1/2017 to 5/18/2018

#### Evidence of Completion

PLC Minutes

### Action Step 3 5

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

**Person Responsible**

Solomon Lowery

**Schedule**

Weekly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

Teacher Lesson Plans, PLC Minutes, CCT Minutes

### Action Step 4 5

Utilize technology to collect data for analysis (i.e. BaseBall Card, Smart Response Clickers, TI Inspire calculators, LSI Student Tracker, Bi-weekly Assessments, MAP Assessments, etc).

**Person Responsible**

Solomon Lowery

**Schedule**

Weekly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

PLC Minutes, Teacher Lesson Plans

### Action Step 5 5

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

**Person Responsible**

Solomon Lowery

**Schedule**

Daily, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

Focus Attendance, MTSS Meeting Minutes

**Action Step 6** 5

Provide supplemental support in reading classrooms (e.g. iReady, grade appropriate texts, Support Facilitation).

**Person Responsible**

Solomon Lowery

**Schedule**

Daily, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

Focus Attendance

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Regularly review the usage of the LSI Standards Tracker, bi-weekly & MAP Assessments.

**Person Responsible**

Solomon Lowery

**Schedule**

Biweekly, from 8/1/2017 to 5/18/2018

**Evidence of Completion**

LSI Student Tracker reports will show an increased use of the platform and remediation efforts towards standards mastery.

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Increased standards mastery as a result of the use of the LSI Standards Tracker and MAP Assessments.

**Person Responsible**

Solomon Lowery

**Schedule**

Monthly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

Increased student scores on Assessments.

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

 B240409

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

 S253403

### **Strategy Rationale**

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

### **Action Step 1** **5**

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

#### **Person Responsible**

Robyn Oyer

#### **Schedule**

Quarterly, from 8/1/2017 to 5/25/2018

#### **Evidence of Completion**

Sign in sheets and Community Liaison working to coordinate events.

### **Action Step 2** **5**

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

#### **Person Responsible**

Solomon Lowery

#### **Schedule**

Monthly, from 8/1/2017 to 5/25/2018

#### **Evidence of Completion**

Meeting Minutes



### Action Step 3 5

Other parent communication and community engagement activities through building/growing partnerships (Website, School Messenger calls, marquee, emails, parent conference, volunteer appreciation events, fund additional hours for Community Liaison position)

**Person Responsible**

Solomon Lowery

**Schedule**

Weekly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

Email records, Focus contact records

### Action Step 4 5

Expand and Grow working relationship(s) with business community and parent engagement events.

**Person Responsible**

Solomon Lowery

**Schedule**

Daily, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

Fund additional hours for Volunteer/Family Community Liaison position to afford additional time to organize/coordinate activities.

### Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Lesson Studies and data chats will take place to monitor this goal.

**Person Responsible**

Robyn Oyer

**Schedule**

Quarterly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

Meeting Minutes and Debriefing Notes.

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1** 7

Gauge frequency of participation and usage.

**Person Responsible**

Solomon Lowery

**Schedule**

Every 6 Weeks, from 8/1/2017 to 5/31/2018

***Evidence of Completion***

Observations and meeting minutes.

**G2. Student Discipline:** Implement a school-wide behavior plan that integrates all the critical components of PBIS (school-wide expectations / rules, guidelines for success, plan for teaching pro-social / appropriate student behavior, and positive reinforcement. 1

G090090

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

B240410

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

S253404

### Strategy Rationale

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

### Action Step 1 5

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

#### Person Responsible

Jason Dudczak

#### Schedule

Monthly, from 8/1/2017 to 5/25/2018

#### Evidence of Completion

Lesson plan documentation

### Action Step 2 5

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

#### Person Responsible

Solomon Lowery

#### Schedule

Weekly, from 8/1/2017 to 5/25/2018

#### Evidence of Completion

PLC logs, team meetings

### Action Step 3 5

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

**Person Responsible**

Solomon Lowery

**Schedule**

Biweekly, from 8/1/2017 to 5/25/2018

***Evidence of Completion***

CCT Meeting Minutes

### Action Step 4 5

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

**Person Responsible**

Solomon Lowery

**Schedule**

Monthly, from 8/1/2017 to 5/25/2018

***Evidence of Completion***

SBLT Meeting Minutes

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

Reading, writing and speaking opportunities embedded in lessons

**Person Responsible**

Solomon Lowery

**Schedule**

Biweekly, from 8/1/2017 to 5/25/2018

***Evidence of Completion***

Student work samples

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

Student work samples - growth over time

**Person Responsible**

Solomon Lowery

**Schedule**

Monthly, from 8/1/2017 to 5/25/2018


***Evidence of Completion***

PLC notes and reflections regarding student growth

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

 B240411

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

 S253405

**Strategy Rationale**

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

**Action Step 1** **5**

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

**Person Responsible**

Solomon Lowery

**Schedule**

Semiannually, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

Routines established

**Action Step 2** **5**

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

**Person Responsible**

Solomon Lowery

**Schedule**

Monthly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

Child Study Team, SBLT Meeting Minutes

**Action Step 3** 5

Principal coordinates processes to analyze behavior data.

**Person Responsible**

Solomon Lowery

**Schedule**

Weekly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

SBLT Meeting Minutes

**Action Step 4** 5

Cross content teams implement appropriate interventions.

**Person Responsible**

Solomon Lowery

**Schedule**

Weekly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

Teacher Lesson Plans, CCT Meeting Minutes

**Action Step 5** 5

Utilize Child Study Team or Tier 3 Team for support

**Person Responsible**

Solomon Lowery

**Schedule**

Biweekly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

CST Meeting Minutes

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

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

**Person Responsible**

Solomon Lowery

**Schedule**

Weekly, from 8/1/2017 to 5/25/2018

***Evidence of Completion***

Observation data

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

Student work samples

**Person Responsible**

Erin Overall

**Schedule**


Monthly, from 8/1/2017 to 5/25/2018

***Evidence of Completion***

PLC Notes



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

 B240412

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

 S253406

**Strategy Rationale**

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

**Action Step 1** **5**

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

**Person Responsible**

Erin Overall

**Schedule**

Weekly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

CCT Meeting Minutes

**Action Step 2** **5**

Staff logs interactions in Focus.

**Person Responsible**

Solomon Lowery

**Schedule**

Daily, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

Focus Parent Contact Logs

**Action Step 3** 5

Title 1 Family Knights

**Person Responsible**

Robyn Oyer

**Schedule**

Semiannually, from 8/1/2017 to 4/27/2018

**Evidence of Completion**

Parent Sign In Sheets.

**Action Step 4** 5

Implement user friendly technology connections.

**Person Responsible**

Jason Dudczak

**Schedule**

Weekly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

Website Printout

**Action Step 5** 5

Open conference days

**Person Responsible**

Solomon Lowery

**Schedule**

Semiannually, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

Parent Sign In Sheets

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

Website, marquee, automated calls, Parent Knights

**Person Responsible**

Solomon Lowery

**Schedule**

Monthly, from 8/1/2017 to 5/31/2018

***Evidence of Completion***

Agendas, text of calls and emails, photos of marquee

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

Parent and teacher feedback

**Person Responsible**

Solomon Lowery

**Schedule**

Monthly, from 8/1/2017 to 6/1/2018


***Evidence of Completion***

PDSA notes

**G2.B4** Lack of healthy lifestyles for staff members can contribute to stress and increased absences **2**

 B240413

**G2.B4.S1** Work toward Bronze Level recognition with the Alliance for a Healthier Generation. **4**

 S253407

**Strategy Rationale**

Bronze Level recognition will document healthier life choices for staff members

**Action Step 1** **5**

By developing and sustaining a healthy, respectful, caring and safe learning environment for students and staff and community members we will engage in wellness efforts through the Alliance for a Healthier Generation's Healthy Schools Program working towards Bronze Level Recognition becoming eligible in 6 out of 6 Assessment Modules.

**Person Responsible**

Solomon Lowery

**Schedule**

On 5/31/2018

**Evidence of Completion**

Bronze level attained

**Plan to Monitor Fidelity of Implementation of G2.B4.S1** **6**

Progress monitor Healthy Schools Alliance Initiatives for progress towards the goal of attaining Bronze Status.

**Person Responsible**

Jason Dudczak

**Schedule**

Quarterly, from 8/1/2017 to 5/31/2018

**Evidence of Completion**

**Plan to Monitor Effectiveness of Implementation of G2.B4.S1** 7

Determine whether Bronze status attained

**Person Responsible**

Solomon Lowery

**Schedule**

On 5/31/2018

***Evidence of Completion***

Bronze status attained

**G3.** Advanced Coursework: Ensure an equitable representation of minority learners in Advanced Studies and recognition ceremonies (such as Advanced & High School Credit Classes, PRIDE, AVID Pinning and the Honors Pinning Ceremony). Areas of Focus: Eliminate the gap between Azalea Middle School's accelerated participation and performance rates for minority and non-minority students as measured by the percent within ethnicity. 1

G090091

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

B240414

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

4

S253408

### Strategy Rationale

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

### Action Step 1 5

Identify African American Students who meet the AVID participation criteria and actively recruit them to participate towards ensuring our AVID Program reflects the demographics of our school community.

#### Person Responsible

Melissa Creaser

#### Schedule

Annually, from 8/1/2017 to 5/31/2018

#### Evidence of Completion

AVID Recruitment Letters

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

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

**Person Responsible**

Robyn Oyer

**Schedule**

Weekly, from 8/1/2017 to 5/31/2018

***Evidence of Completion***

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

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

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

**Person Responsible**

Joshua Bean

**Schedule**

Biweekly, from 8/1/2017 to 5/25/2018

***Evidence of Completion***

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

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

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

**Person Responsible**

Solomon Lowery

**Schedule**


Biweekly, from 8/1/2017 to 5/25/2018

***Evidence of Completion***

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



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

 B240415

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

 S253409

### **Strategy Rationale**

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

### **Action Step 1** **5**

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

#### **Person Responsible**

Solomon Lowery

#### **Schedule**

Weekly, from 7/17/2017 to 5/25/2018

#### **Evidence of Completion**

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

### **Action Step 2** **5**

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

#### **Person Responsible**

Solomon Lowery

#### **Schedule**

Daily, from 8/21/2017 to 5/25/2018

#### **Evidence of Completion**

Bus Schedule

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

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

**Person Responsible**

Solomon Lowery

**Schedule**

On 4/27/2018

***Evidence of Completion***

Class rosters with demographic data

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

Review grades in core classes of African American AVID students.

**Person Responsible**

Melissa Creaser

**Schedule**

Quarterly, from 8/1/2017 to 5/18/2018

***Evidence of Completion***

Grades of C or above in all core classes.

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

B240416

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

S253410

**Strategy Rationale**

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

**Action Step 1** 5

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

**Person Responsible**

Solomon Lowery

**Schedule**

Weekly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

Azalea Learns Sign in Sheet, PLC Minutes

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

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

**Person Responsible**

Robyn Oyer

**Schedule**

Weekly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

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

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

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

**Person Responsible**

Robyn Oyer

**Schedule**

Biweekly, from 8/1/2017 to 5/25/2018

***Evidence of Completion***

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

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2018</b>					
G3.B2.S1.MA1 M348791	Review AVID class rosters to ensure African American enrollment matches the demographics of the...	Lowery, Solomon	8/1/2017	Class rosters with demographic data	4/27/2018 one-time
G2.B3.S1.A3 A331612	Title 1 Family Knights	Oyer, Robyn	8/1/2017	Parent Sign In Sheets.	4/27/2018 semiannually
G1.B3.S1.A2 A331592	Use research validated Content Enhancement strategies for scaffolding and re-teaching.	Lowery, Solomon	8/1/2017	PLC Minutes	5/18/2018 quarterly
G3.B2.S1.MA1 M348790	Review grades in core classes of African American AVID students.	Creaser, Melissa	8/1/2017	Grades of C or above in all core classes.	5/18/2018 quarterly
G1.B3.S1.A1 A331591	Teachers implement learning goals and scales for tracking student progress on prioritized...	Lowery, Solomon	8/1/2017	Teacher Lesson Plans	5/18/2018 monthly
G1.B3.S1.MA1 M348774	Regularly review the usage of the LSI Standards Tracker, bi-weekly & MAP Assessments.	Lowery, Solomon	8/1/2017	LSI Student Tracker reports will show an increased use of the platform and remediation efforts towards standards mastery.	5/18/2018 biweekly
G1.B3.S1.A4 A331594	Utilize technology to collect data for analysis (i.e. BaseBall Card, Smart Response Clickers, TI...	Lowery, Solomon	8/1/2017	PLC Minutes, Teacher Lesson Plans	5/25/2018 weekly
G3.B3.S1.MA1 M348793	The ELP Coordinator will do periodic walk-throughs to determine the level of implementation. Also...	Oyer, Robyn	8/1/2017	Walk-through, attendance, and progress monitoring data should show students and teachers accessing the provided curriculum.	5/25/2018 weekly
G3.B3.S1.MA1 M348792	Progress monitoring tools will be used to track student's progress since taking the initial...	Oyer, Robyn	8/1/2017	Progress monitoring data should show positive trends in student data after initial diagnostic.	5/25/2018 biweekly
G3.B2.S1.A2 A331618	Azalea will use ELP and Title 1 funds to provide consistent transportation for after school...	Lowery, Solomon	8/21/2017	Bus Schedule	5/25/2018 daily
G3.B2.S1.A1 A331617	Azalea will target African American students based on FSA scores and invite them to extended...	Lowery, Solomon	7/17/2017	African American participation in AVID classes matches the demographic of the total school population	5/25/2018 weekly
G1.MA1 M348777	Walkthrough, informal and formal observation data, student work, formal and informal assessment data	Lowery, Solomon	8/1/2017	Data review and presentation	5/25/2018 quarterly
G1.B1.S1.A7 A331581	Across the curriculum students will access technology for core instruction, supplemental...	Lowery, Solomon	8/1/2017	Teacher Lesson Plans	5/25/2018 weekly
G1.B2.S1.MA1 M348771	PLC and Site Based PD to ensure fidelity in the implementation of this Goal.	Lowery, Solomon	8/1/2017	PLC Logs and Agendas	5/25/2018 monthly
G1.B2.S1.MA1 M348772	Monitor consistency of implementation through classroom visitations and review of lesson plans.	Lowery, Solomon	8/1/2017	Lesson Plans, Classroom Visitation Feedback, and PLC minutes.	5/25/2018 one-time
G1.B2.S1.A1 A331583	Create close reading lessons: text marking and coding, direct vocabulary instruction, text...	Oyer, Robyn	8/1/2017	Teacher Lesson Plans	5/25/2018 biweekly
G1.B2.S1.A2 A331584	Across curriculum use common short and extended writing rubrics aligned to FSA and implement the...	Lowery, Solomon	8/1/2017	Teacher Lesson Plans	5/25/2018 biweekly
G1.B2.S1.A3 A331585	Across curriculum use common routines and expectations for vocabulary acquisition.	Lowery, Solomon	8/1/2017	Teacher Lesson Plans	5/25/2018 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.A4 A331586	Core content teachers will lead students in creating Interactive Notebooks that include learning...	Dudczak, Jason	8/1/2017	Sample interactive notebook	5/25/2018 daily
G1.B2.S1.A5 A331587	Social studies teachers will integrate LAFS for Literacy into the social studies content via the...	Dudczak, Jason	8/1/2017	Teacher Lesson Plans	5/25/2018 quarterly
G1.B2.S1.A6 A331588	Math teachers will build complex, real-world word problems aligned to the test specification of the...	Overall, Erin	8/1/2017	Teacher Lesson Plans	5/25/2018 daily
G1.B2.S1.A7 A331589	Teachers will integrate into lessons and classroom routines the identified AVID strategies of...	Dudczak, Jason	8/1/2017	Teacher Lesson Plans	5/25/2018 weekly
G1.B2.S1.A8 A331590	Teachers will effectively incorporate student agendas into their daily routine in order to...	Dudczak, Jason	8/1/2017	Completed student planners	5/25/2018 daily
G1.B3.S1.MA1 M348773	Increased standards mastery as a result of the use of the LSI Standards Tracker and MAP Assessments.	Lowery, Solomon	8/1/2017	Increased student scores on Assessments.	5/25/2018 monthly
G3.B3.S1.A1 A331619	Build foundation for culturally responsive teaching starting during pre-school and continuing...	Lowery, Solomon	8/1/2017	Azalea Learns Sign in Sheet, PLC Minutes	5/25/2018 weekly
G1.B1.S1.MA1 M348769	Walkthrough data, Informal and Formal Observation and feedback data, student work, formal and...	Lowery, Solomon	8/1/2017	Data presentations	5/25/2018 quarterly
G3.MA1 M348795	Progress monitoring of this goal will take place in SBLT, Cross Content Teams, and other PLCs by...	Oyer, Robyn	8/1/2017	Data will show a decrease in the number of African American students with multiple EWS indicators, an increase in enrollment in rigorous courses, and attendance in ELP.	5/25/2018 monthly
G1.B3.S1.A3 A331593	Content teams, cross content teams, grade level and full faculty PLCs analyze data and plan...	Lowery, Solomon	8/1/2017	Teacher Lesson Plans, PLC Minutes, CCT Minutes	5/25/2018 weekly
G1.B1.S1.A1 A331575	Establish and promote a common language for defining excellent instruction via the Marzano Learning...	Lowery, Solomon	8/1/2017	PLC logs, common lesson plans, classroom visits.	5/25/2018 daily
G1.B3.S1.A5 A331595	Provide after school tutoring and enrichment opportunities for students identified as needing...	Lowery, Solomon	8/1/2017	Focus Attendance, MTSS Meeting Minutes	5/25/2018 daily
G1.B3.S1.A6 A331596	Provide supplemental support in reading classrooms (e.g. iReady, grade appropriate texts, Support...	Lowery, Solomon	8/1/2017	Focus Attendance	5/25/2018 daily
G3.MA1 M348794	Progress monitoring of this goal will take place in SBLT, Cross Content Teams, and other PLCs by...	Overall, Erin	8/1/2017	Data will show a decrease in the number of African American students with multiple EWS indicators, an increase in enrollment in rigorous courses, and attendance in ELP.	5/25/2018 monthly
G1.B4.S1.MA1 M348776	Lesson Studies and data chats will take place to monitor this goal.	Oyer, Robyn	8/1/2017	Meeting Minutes and Debriefing Notes.	5/25/2018 quarterly
G1.B4.S1.A1 A331597	Title 1 parent events (Back to School Knight, Literacy Knight, etc.)	Oyer, Robyn	8/1/2017	Sign in sheets and Community Liaison working to coordinate events.	5/25/2018 quarterly
G1.B4.S1.A2 A331598	Other parent events (PTA, SAC, awards, orientation)	Lowery, Solomon	8/1/2017	Meeting Minutes	5/25/2018 monthly
G1.B4.S1.A3 A331599	Other parent communication and community engagement activities through building/growing...	Lowery, Solomon	8/1/2017	Email records, Focus contact records	5/25/2018 weekly
G1.B4.S1.A4 A331600	Expand and Grow working relationship(s) with business community and parent engagement events.	Lowery, Solomon	8/1/2017	Fund additional hours for Volunteer/Family Community Liaison position to afford additional time to organize/coordinate activities.	5/25/2018 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1 M348778	Student work samples - growth over time	Lowery, Solomon	8/1/2017	PLC notes and reflections regarding student growth	5/25/2018 monthly
G2.B1.S1.MA1 M348779	Reading, writing and speaking opportunities embedded in lessons	Lowery, Solomon	8/1/2017	Student work samples	5/25/2018 biweekly
G2.B1.S1.A1 A331601	Explicitly teach (and re-teach as needed) school-wide expectations and routines	Dudczak, Jason	8/1/2017	Lesson plan documentation	5/25/2018 monthly
G2.B1.S1.A2 A331602	Teach students to monitor their own progress (grades, GPA, behavior points, referrals, and...	Lowery, Solomon	8/1/2017	PLC logs, team meetings	5/25/2018 weekly
G2.B1.S1.A3 A331603	Cross Content Teams monitor student behavior points and intervene appropriately as needed (i.e....	Lowery, Solomon	8/1/2017	CCT Meeting Minutes	5/25/2018 biweekly
G2.B1.S1.A4 A331604	Utilize student surveys and focus group data to better align processes and routines with student...	Lowery, Solomon	8/1/2017	SBLT Meeting Minutes	5/25/2018 monthly
G2.B2.S1.MA1 M348780	Student work samples	Overall, Erin	8/1/2017	PLC Notes	5/25/2018 monthly
G2.B2.S1.MA1 M348781	Walkthroughs, informal and formal observations show students engaged in successfully comprehending...	Lowery, Solomon	8/1/2017	Observation data	5/25/2018 weekly
G2.B2.S1.A1 A331605	Staff will engage in professional development on MTSS and learn Azalea's process for providing...	Lowery, Solomon	8/1/2017	Routines established	5/25/2018 semiannually
G2.B2.S1.A2 A331606	Staff will use the problem solving process to align identified barriers using EWS data.	Lowery, Solomon	8/1/2017	Child Study Team, SBLT Meeting Minutes	5/25/2018 monthly
G2.B2.S1.A3 A331607	Principal coordinates processes to analyze behavior data.	Lowery, Solomon	8/1/2017	SBLT Meeting Minutes	5/25/2018 weekly
G2.B2.S1.A4 A331608	Cross content teams implement appropriate interventions.	Lowery, Solomon	8/1/2017	Teacher Lesson Plans, CCT Meeting Minutes	5/25/2018 weekly
G2.B2.S1.A5 A331609	Utilize Child Study Team or Tier 3 Team for support	Lowery, Solomon	8/1/2017	CST Meeting Minutes	5/25/2018 biweekly
G3.B1.S1.MA2 M348789	Cross Content Teams will have a data collection tool for using Tier 2 interventions such as Check...	Bean, Joshua	8/1/2017	Point sheets, sign in sheets, and logs will show students accessing the intervention and teachers providing the intervention daily.	5/25/2018 biweekly
G3.B1.S1.MA1 M348787	Members of SBLT will be assigned to each Cross Content Team as a liaison. This role is responsible...	Lowery, Solomon	8/1/2017	Point sheets, sign in sheets, and logs will show students accessing the intervention and teachers providing the intervention daily.	5/25/2018 biweekly
G2.B3.S1.A5 A331614	Open conference days	Lowery, Solomon	8/1/2017	Parent Sign In Sheets	5/25/2018 semiannually
G2.B3.S1.A2 A331611	Staff logs interactions in Focus.	Lowery, Solomon	8/1/2017	Focus Parent Contact Logs	5/25/2018 daily
G2.MA1 M348786	AMS will implement multiple surveys towards attaining stakeholder feedback for improvement....	Lowery, Solomon	8/1/2017	School Climate Survey and Advanced Ed Parent/Student surveys.	5/25/2018 semiannually
G2.B3.S1.A4 A331613	Implement user friendly technology connections.	Dudczak, Jason	8/1/2017	Website Printout	5/25/2018 weekly
G2.B3.S1.A1 A331610	Cross content teams initiate communication with parents (phone calls, texts, emails, notes home in...	Overall, Erin	8/1/2017	CCT Meeting Minutes	5/25/2018 weekly
G2.B4.S1.MA1 M348784	Determine whether Bronze status attained	Lowery, Solomon	8/1/2017	Bronze status attained	5/31/2018 one-time

**Pinellas - 0121 - Azalea Middle School - 2017-18 SIP**  
*Azalea Middle School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B4.S1.MA1 M350825	Progress monitor Healthy Schools Alliance Initiatives for progress towards the goal of attaining...	Dudczak, Jason	8/1/2017		5/31/2018 quarterly
G2.B4.S1.A1 A331615	By developing and sustaining a healthy, respectful, caring and safe learning environment for...	Lowery, Solomon	8/1/2017	Bronze level attained	5/31/2018 one-time
G2.B3.S1.MA1 M348783	Website, marquee, automated calls, Parent Knights	Lowery, Solomon	8/1/2017	Agendas, text of calls and emails, photos of marquee	5/31/2018 monthly
G3.B1.S1.MA1 M348788	SBLT will monitor for fidelity of Tier 1 strategies by disaggregating infraction data by teacher....	Oyer, Robyn	8/1/2017	Data should indicate very similar amount of infractions entered by teachers across content teams.	5/31/2018 weekly
G3.B1.S1.A1 A331616	Identify African American Students who meet the AVID participation criteria and actively recruit...	Creaser, Melissa	8/1/2017	AVID Recruitment Letters	5/31/2018 annually
G1.B4.S1.MA1 M348775	Gauge frequency of participation and usage.	Lowery, Solomon	8/1/2017	Observations and meeting minutes.	5/31/2018 every-6-weeks
G2.B3.S1.MA1 M348782	Parent and teacher feedback	Lowery, Solomon	8/1/2017	PDSA notes	6/1/2018 monthly
G1.B1.S1.A4 A331578	Cross Content Teams collaborate to integrate curriculum concepts to increase engagement and...	Overall, Erin	8/1/2017	Collaboratively developed lesson plans and CCT Meeting Minutes	6/6/2018 weekly
G1.B1.S1.A5 A331579	Teachers engage in peer observations and Lesson Study.	Lowery, Solomon	9/4/2017	Azalea Learns agenda for August , 2017 and PLC notes monthly	6/6/2018 every-2-months
G1.B1.S1.A6 A331580	Analyze student work samples to evaluate level of rigor in assigned tasks, alignment to standards,...	Lowery, Solomon	8/1/2017	PLC/CCT Meeting Minutes	6/6/2018 daily
G1.B1.S1.A3 A331577	Teachers will utilize standards based monitoring systems (MAP Assessments) in ELA and Math designed...	Lowery, Solomon	8/1/2017	Teacher Lesson Plans, PLC Minutes	6/6/2018 biweekly
G1.B1.S1.A2 A331576	Teachers and coaches will collaboratively plan and implement rigorous and engaging, standards-based...	Lowery, Solomon	8/1/2017	Lesson Plans, PLC Minutes	6/6/2018 daily
G1.B1.S1.MA1 M348770	Administration meets with Instructional Coaches to review progress in common planning sessions and...	Lowery, Solomon	8/1/2017	Coaching and PLC logs	6/6/2018 monthly



## V. Professional Development Opportunities

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

**G1. Student Achievement:** Provide an instructional model that ensures rigorous, culturally relevant instruction for all students using assignments aligned to challenging state standards, engagement strategies and student-centered practices. Areas of Focus: Increased proficiency in math, literacy, science and Civics. Increased learning gains for all students in literacy and math to 75% proficiency.

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

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

### PD Opportunity 1

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

#### Facilitator

Administrators and Instructional Coaches

#### Participants

Teachers

#### Schedule

Daily, from 8/1/2017 to 5/25/2018

### PD Opportunity 2

Teachers and coaches will collaboratively plan and implement rigorous and engaging, standards-based lessons including higher order questions and common assessments/MAP Assessments including the use of PLC's to support this process.

#### Facilitator

Instructional Coaches

#### Participants

Teachers

#### Schedule

Daily, from 8/1/2017 to 6/6/2018

### **PD Opportunity 3**

Teachers will utilize standards based monitoring systems (MAP Assessments) in ELA and Math designed to provide teachers, students, and parents with meaningful feedback on the student's achievement of selected standards in each course through common planning.

#### **Facilitator**

Instructional Coaches

#### **Participants**

Teachers

#### **Schedule**

Biweekly, from 8/1/2017 to 6/6/2018

### **PD Opportunity 4**

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

#### **Facilitator**

Instructional Coaches

#### **Participants**

Teachers

#### **Schedule**

Weekly, from 8/1/2017 to 6/6/2018

### **PD Opportunity 5**

Teachers engage in peer observations and Lesson Study.

#### **Facilitator**

Instructional Coaches

#### **Participants**

Teachers

#### **Schedule**

Every 2 Months, from 9/4/2017 to 6/6/2018

### PD Opportunity 6

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

#### Facilitator

Instructional Coaches

#### Participants

Teachers

#### Schedule

Daily, from 8/1/2017 to 6/6/2018

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

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

### PD Opportunity 1

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

#### Facilitator

Instructional Coaches

#### Participants

Teachers

#### Schedule

Biweekly, from 8/1/2017 to 5/25/2018

### PD Opportunity 2

Across curriculum use common routines and expectations for vocabulary acquisition.

#### Facilitator

Instructional Coaches

#### Participants

Teachers

#### Schedule

Daily, from 8/1/2017 to 5/25/2018

### **PD Opportunity 3**

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

#### **Facilitator**

AVID Site Team

#### **Participants**

Teachers

#### **Schedule**

Daily, from 8/1/2017 to 5/25/2018

### **PD Opportunity 4**

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

#### **Facilitator**

AVID Site Team

#### **Participants**

Teachers and Administrators

#### **Schedule**

Weekly, from 8/1/2017 to 5/25/2018

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

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

### **PD Opportunity 1**

Teachers implement learning goals and scales for tracking student progress on prioritized standards. Teachers will also utilize LSI Student Tracker to progress monitor student mastery of standards towards adjusting lesson plans and delivery.

#### **Facilitator**

Gail Charles-Waiters and Solomon Lowery

#### **Participants**

Teachers and Administrators

#### **Schedule**

Monthly, from 8/1/2017 to 5/18/2018

### **PD Opportunity 2**

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

#### **Facilitator**

LSI Staff Developers

#### **Participants**

Teachers, Administrators, and Instructional Coaches.

#### **Schedule**

Quarterly, from 8/1/2017 to 5/18/2018

### **PD Opportunity 3**

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

#### **Facilitator**

Dr. Ware District Staff

#### **Participants**

Teachers and Administrator

#### **Schedule**

Weekly, from 8/1/2017 to 5/25/2018

#### **PD Opportunity 4**

Utilize technology to collect data for analysis (i.e. BaseBall Card, Smart Response Clickers, TI Inspire calculators, LSI Student Tracker, Bi-weekly Assessments, MAP Assessments, etc).

##### **Facilitator**

MTSS and Instructional Coaches

##### **Participants**

Teachers and Administrators

##### **Schedule**

Weekly, from 8/1/2017 to 5/25/2018

**G2.** Student Discipline: Implement a school-wide behavior plan that integrates all the critical components of PBIS (school-wide expectations / rules, guidelines for success, plan for teaching pro-social / appropriate student behavior, and positive reinforcement.

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

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

#### **PD Opportunity 1**

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

##### **Facilitator**

Instructional Coaches

##### **Participants**

All Content Teachers

##### **Schedule**

Monthly, from 8/1/2017 to 5/25/2018

## **PD Opportunity 2**

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

### **Facilitator**

Instructional Coaches

### **Participants**

All Content Teachers

### **Schedule**

Weekly, from 8/1/2017 to 5/25/2018

## **PD Opportunity 3**

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

### **Facilitator**

Instructional Coaches

### **Participants**

All teachers

### **Schedule**

Biweekly, from 8/1/2017 to 5/25/2018

## **PD Opportunity 4**

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

### **Facilitator**

Instructional Coaches

### **Participants**

Administrators and SBLT Members

### **Schedule**

Monthly, from 8/1/2017 to 5/25/2018

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

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

**PD Opportunity 1**

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

**Facilitator**

MTSS Coach, Student Achievement, and Instructional Coaches

**Participants**

Teachers and Administrators

**Schedule**

Semiannually, from 8/1/2017 to 5/25/2018

**PD Opportunity 2**

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

**Facilitator**

Intervention Coach

**Participants**

Teachers and Administrators

**Schedule**

Monthly, from 8/1/2017 to 5/25/2018

**PD Opportunity 3**

Principal coordinates processes to analyze behavior data.

**Facilitator**

MTSS Facilitator/Intervention Teacher

**Participants**

All teachers

**Schedule**

Weekly, from 8/1/2017 to 5/25/2018



#### **PD Opportunity 4**

Cross content teams implement appropriate interventions.

##### **Facilitator**

Instructional Coaches

##### **Participants**

Teachers

##### **Schedule**

Weekly, from 8/1/2017 to 5/25/2018

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

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

#### **PD Opportunity 1**

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

##### **Facilitator**

Instructional Coaches

##### **Participants**

Teachers

##### **Schedule**

Weekly, from 8/1/2017 to 5/25/2018

**G3.** Advanced Coursework: Ensure an equitable representation of minority learners in Advanced Studies and recognition ceremonies (such as Advanced & High School Credit Classes, PRIDE, AVID Pinning and the Honors Pinning Ceremony). Areas of Focus: Eliminate the gap between Azalea Middle School's accelerated participation and performance rates for minority and non-minority students as measured by the percent within ethnicity.

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

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

### **PD Opportunity 1**

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

#### **Facilitator**

Solomon Lowery

#### **Participants**

Teacher and Administrators

#### **Schedule**

Weekly, from 8/1/2017 to 5/25/2018

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Establish and promote a common language for defining excellent instruction via the Marzano Learning Map.				\$0.00
2	G1.B1.S1.A2	Teachers and coaches will collaboratively plan and implement rigorous and engaging, standards-based lessons including higher order questions and common assessments/MAP Assessments including the use of PLC's to support this process.				\$169,799.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Other		\$169,799.00
<i>Notes: 3 district funded instructional coaches: literacy, math, science</i>						
3	G1.B1.S1.A3	Teachers will utilize standards based monitoring systems (MAP Assessments) in ELA and Math designed to provide teachers, students, and parents with meaningful feedback on the student's achievement of selected standards in each course through common planning.				\$17,259.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Title I, Part A		\$17,259.00
<i>Notes: Stipends</i>						
4	G1.B1.S1.A4	Cross Content Teams collaborate to integrate curriculum concepts to increase engagement and meaningful connections for students including peer observations.				\$3,652.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Title I, Part A		\$3,652.00
<i>Notes: TDEs - substitute</i>						
5	G1.B1.S1.A5	Teachers engage in peer observations and Lesson Study.				\$2,250.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0121 - Azalea Middle School	Other		\$2,250.00
<i>Notes: TDE's</i>						
6	G1.B1.S1.A6	Analyze student work samples to evaluate level of rigor in assigned tasks, alignment to standards, and student mastery of the standards.				\$2,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0121 - Azalea Middle School	Title I, Part A		\$2,200.00
<i>Notes: TDEs</i>						

7	G1.B1.S1.A7	<b>Across the curriculum students will access technology for core instruction, supplemental instruction, research, and product production.</b>				<b>\$66,697.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0121 - Azalea Middle School	Title I, Part A		\$19,000.00
<i>Notes: Software for supplemental instruction and differentiation</i>						
			0121 - Azalea Middle School	Title I, Part A		\$47,697.00
<i>Notes: Technology Tech</i>						
8	G1.B2.S1.A1	<b>Create close reading lessons: text marking and coding, direct vocabulary instruction, text dependent questions, writing in response to reading and thinking.</b>				<b>\$0.00</b>
9	G1.B2.S1.A2	<b>Across curriculum use common short and extended writing rubrics aligned to FSA and implement the LSI Student Tracker to monitor student progress/ growth.</b>				<b>\$0.00</b>
10	G1.B2.S1.A3	<b>Across curriculum use common routines and expectations for vocabulary acquisition.</b>				<b>\$0.00</b>
11	G1.B2.S1.A4	<b>Core content teachers will lead students in creating Interactive Notebooks that include learning goals and scales, prioritized vocabulary, lab reports in science, Cornell Notes, etc.</b>				<b>\$0.00</b>
12	G1.B2.S1.A5	<b>Social studies teachers will integrate LAFS for Literacy into the social studies content via the Document Based Questions (DBQ) Project, partnering with ELA teachers to ensure common language.</b>				<b>\$0.00</b>
13	G1.B2.S1.A6	<b>Math teachers will build complex, real-world word problems aligned to the test specification of the FMS into daily lessons and use student responses as formative assessment to guide instruction.</b>				<b>\$0.00</b>
14	G1.B2.S1.A7	<b>Teachers will integrate into lessons and classroom routines the identified AVID strategies of Philosophical Chairs, Cornell Notes, and Interactive Notebooks.</b>				<b>\$0.00</b>
15	G1.B2.S1.A8	<b>Teachers will effectively incorporate student agendas into their daily routine in order to communicate important dates and tasks (ex. Homework, projects, due dates, etc.).</b>				<b>\$0.00</b>
16	G1.B3.S1.A1	<b>Teachers implement learning goals and scales for tracking student progress on prioritized standards. Teachers will also utilize LSI Student Tracker to progress monitor student mastery of standards towards adjusting lesson plans and delivery.</b>				<b>\$0.00</b>
17	G1.B3.S1.A2	<b>Use research validated Content Enhancement strategies for scaffolding and re-teaching.</b>				<b>\$0.00</b>
18	G1.B3.S1.A3	<b>Content teams, cross content teams, grade level and full faculty PLCs analyze data and plan appropriate intervention.</b>				<b>\$0.00</b>
19	G1.B3.S1.A4	<b>Utilize technology to collect data for analysis (i.e. BaseBall Card, Smart Response Clickers, TI Inspire calculators, LSI Student Tracker, Bi-weekly Assessments, MAP Assessments, etc).</b>				<b>\$0.00</b>

20	G1.B3.S1.A5	Provide after school tutoring and enrichment opportunities for students identified as needing supplemental supports or course recovery.				\$0.00
21	G1.B3.S1.A6	Provide supplemental support in reading classrooms (e.g. iReady, grade appropriate texts, Support Facilitation).				\$34,615.23
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0121 - Azalea Middle School	Title I, Part A		\$34,615.23
22	G1.B4.S1.A1	Title 1 parent events (Back to School Knight, Literacy Knight, etc.)				\$3,350.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0121 - Azalea Middle School	Title I, Part A		\$3,350.00
			<i>Notes: Family Knights food and materials</i>			
23	G1.B4.S1.A2	Other parent events (PTA, SAC, awards, orientation)				\$0.00
24	G1.B4.S1.A3	Other parent communication and community engagement activities through building/growing partnerships (Website, School Messenger calls, marquee, emails, parent conference, volunteer appreciation events, fund additional hours for Community Liaison position)				\$0.00
25	G1.B4.S1.A4	Expand and Grow working relationship(s) with business community and parent engagement events.				\$0.00
26	G2.B1.S1.A1	Explicitly teach (and re-teach as needed) school-wide expectations and routines				\$800.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Title I, Part A		\$800.00
			<i>Notes: AVID binders, composition books for interactive notebooks in LA, math and science, copies for DBQ's</i>			
27	G2.B1.S1.A2	Teach students to monitor their own progress (grades, GPA, behavior points, referrals, and attendance).				\$0.00
28	G2.B1.S1.A3	Cross Content Teams monitor student behavior points and intervene appropriately as needed (i.e. goal setting, encouragement, parent contact, disciplinary action)				\$0.00
29	G2.B1.S1.A4	Utilize student surveys and focus group data to better align processes and routines with student needs				\$0.00
30	G2.B2.S1.A1	Staff will engage in professional development on MTSS and learn Azalea's process for providing supplemental supports.				\$0.00
31	G2.B2.S1.A2	Staff will use the problem solving process to align identified barriers using EWS data.				\$0.00
32	G2.B2.S1.A3	Principal coordinates processes to analyze behavior data.				\$116,774.55
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

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			0121 - Azalea Middle School	Title I, Part A		\$59,864.55
			<i>Notes: MTSS Facilitator</i>			
			0121 - Azalea Middle School	Title I, Part A		\$56,910.00
			<i>Notes: Additional Social Worker</i>			
33	G2.B2.S1.A4	<b>Cross content teams implement appropriate interventions.</b>				<b>\$0.00</b>
34	G2.B2.S1.A5	<b>Utilize Child Study Team or Tier 3 Team for support</b>				<b>\$0.00</b>
35	G2.B3.S1.A1	<b>Cross content teams initiate communication with parents (phone calls, texts, emails, notes home in agenda, formal/informal conferences).</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Title I, Part A		\$0.00
36	G2.B3.S1.A2	<b>Staff logs interactions in Focus.</b>				<b>\$0.00</b>
37	G2.B3.S1.A3	<b>Title 1 Family Knights</b>				<b>\$0.00</b>
38	G2.B3.S1.A4	<b>Implement user friendly technology connections.</b>				<b>\$0.00</b>
39	G2.B3.S1.A5	<b>Open conference days</b>				<b>\$0.00</b>
40	G2.B4.S1.A1	<b>By developing and sustaining a healthy, respectful, caring and safe learning environment for students and staff and community members we will engage in wellness efforts through the Alliance for a Healthier Generation's Healthy Schools Program working towards Bronze Level Recognition becoming eligible in 6 out of 6 Assessment Modules.</b>				<b>\$0.00</b>
41	G3.B1.S1.A1	<b>Identify African American Students who meet the AVID participation criteria and actively recruit them to participate towards ensuring our AVID Program reflects the demographics of our school community.</b>				<b>\$66,380.72</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0121 - Azalea Middle School	Title I, Part A		\$65,000.00
			<i>Notes: AVID Teacher</i>			
			0121 - Azalea Middle School	Title I, Part A		\$1,380.72
			<i>Notes: AVID Tutor Hourly</i>			
42	G3.B2.S1.A1	<b>Azalea will target African American students based on FSA scores and invite them to extended learning and enrichment activities.</b>				<b>\$0.00</b>
43	G3.B2.S1.A2	<b>Azalea will use ELP and Title 1 funds to provide consistent transportation for after school remediation, recovery and enrichment programs.</b>				<b>\$7,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0121 - Azalea Middle School	Title I, Part A		\$7,000.00

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			<i>Notes: District ELP funds will cover up to \$7,000 for transportation. Title 1 will be used to supplement the additional cost</i>			
<b>44</b>	<b>G3.B3.S1.A1</b>	<b>Build foundation for culturally responsive teaching starting during pre-school and continuing throughout the year in various PLC groups.</b>				<b>\$3,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0121 - Azalea Middle School	Title I, Part A		\$3,000.00
			<i>Notes: AMS staff takes a tour of attendance zone</i>			
					<b>Total:</b>	<b>\$493,777.50</b>