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School Board Approval

This plan has not yet been approved by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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. The Department 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Azalea Middle School creates a quality educational setting that prepares each learner for college, career, and life.

Provide the school's vision statement

100% Student Success

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Jason Helbling

Position Title

Principal

Job Duties and Responsibilities

Administration, Management, and Supervision

Leadership Team Member #2

Employee's Name

Alicia Murray

Position Title

Assistant Principal

Job Duties and Responsibilities

Administration, Curriculum, Student Achievement and School Improvement

Leadership Team Member #3

Employee's Name

Terry Roberts

Position Title

Assistant Principal

Job Duties and Responsibilities

Administration, Testing, Student Achievement, facilities, and School Improvement

Leadership Team Member #4

Employee's Name

Ralph Lundi

Position Title

Assistant Principal

Job Duties and Responsibilities

Administration, Instruction, and School Improvement

Leadership Team Member #5

Employee's Name

Donquan Ware

Position Title

Dean

Job Duties and Responsibilities

Administration, Discipline, School Safety, Science Department, and School Improvement

Leadership Team Member #6

Employee's Name

Kristy Lengner

Position Title

MTSS Staff Developer

Job Duties and Responsibilities

MTSS, PBIS, and Child Study Facilitator

Leadership Team Member #7

Employee's Name

Jacqueline Conroy

Position Title

Math Coach

Job Duties and Responsibilities

Staff Developer in the math department

Leadership Team Member #8

Employee's Name

Marina Carnovale

Position Title

ELA/Reading Coach

Job Duties and Responsibilities

Staff developer in the ELA/Reading Department

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

All stakeholders have the opportunity to give their input on creating and implementing the School Improvement Plan. As we receive data, we share, review, and analyze it to help us develop our school improvement goals. At the start of the year, teachers are informed about the process and provide their input. Since the SIP is a flexible document, we gather suggestions and revisions from our stakeholders and record updates in the plan.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

Throughout the school year, the administrative team, teachers, parents, and community members will monitor the School Improvement Plan. Progress will be evaluated by school leadership teams using PM1, PM2, and district-initiated common assessments. The School Advisory Council may also decide to revise the plan based on input from stakeholders.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	71.9%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	TSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: C 2022-23: C* 2021-22: C 2020-21: 2019-20: D

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	0	0	0	0	0	75	93	96	264
One or more suspensions	0	0	0	0	0	0	27	71	55	153
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	15	23	12	50
Course failure in Math	0	0	0	0	0	0	13	19	18	50
Level 1 on statewide ELA assessment	0	0	0	0	0	0	59	88	88	235
Level 1 on statewide Math assessment	0	0	0	0	0	0	60	75	61	196
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	0	0	0	0						0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0					0

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	49	82	87	218

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	0	0	0	1	0	4	5
Students retained two or more times	0	0	0	0	0	0	9	2	4	15

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days							185	123	141	449
One or more suspensions							41	47	49	137
Course failure in ELA							4	1	5	10
Course failure in Math							2		10	12
Level 1 on statewide ELA assessment							133	89	109	331
Level 1 on statewide Math assessment							97	61	74	232
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							17	3		20
Students retained two or more times							2			2

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	32			33	49	49	28	46	50
ELA Grade 3 Achievement **									
ELA Learning Gains	42						35		
ELA Learning Gains Lowest 25%	43						24		
Math Achievement *	42			41	58	56	34	30	36
Math Learning Gains	53						55		
Math Learning Gains Lowest 25%	52						61		
Science Achievement *	27			28	48	49	27	52	53
Social Studies Achievement *	53			47	69	68	48	52	58
Graduation Rate								45	49
Middle School Acceleration	63			79	77	73	74	44	49
College and Career Readiness								66	70
ELP Progress	41			41	38	40	35	72	76

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL FPPI – All Students	45%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the FPPI	449
Total Components for the FPPI	10
Percent Tested	96%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
45%	44%	42%	34%		40%	41%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	27%	Yes	5	5
English Language Learners	41%	No		
Asian Students	78%	No		
Black/African American Students	38%	Yes	5	
Hispanic Students	49%	No		
Multiracial Students	42%	No		
White Students	53%	No		
Economically Disadvantaged Students	39%	Yes	5	

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	15%	Yes	4	4
English Language Learners	41%	No		
Asian Students	70%	No		
Black/African American Students	32%	Yes	4	
Hispanic Students	57%	No		
Multiracial Students	40%	Yes	1	
White Students	56%	No		
Economically Disadvantaged Students	40%	Yes	4	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	23%	Yes	3	3
English Language Learners	38%	Yes	3	
Native American Students				
Asian Students	65%	No		
Black/African American Students	35%	Yes	3	
Hispanic Students	48%	No		
Multiracial Students	48%	No		
Pacific Islander Students				
White Students	50%	No		
Economically Disadvantaged Students	39%	Yes	3	

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	32%		42%	43%	42%	53%	52%	27%	53%	63%			41%
Students With Disabilities	10%		33%	35%	16%	43%	44%	12%	25%				
English Language Learners	32%		46%	35%	45%	57%	56%	13%	47%				42%
Asian Students	77%		86%		77%	71%							
Black/African American Students	19%		37%	47%	26%	45%	51%	11%	44%	61%			
Hispanic Students	41%		48%	36%	52%	55%	53%	38%	62%	69%			32%
Multiracial Students	29%		29%		43%	68%							
White Students	48%		47%	36%	61%	61%	52%	48%	61%	66%			
Economically Disadvantaged Students	27%		40%	43%	36%	51%	53%	22%	45%	59%			16%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	33%				41%			28%	47%	79%			41%
Students With Disabilities	12%				18%			5%	24%				
English Language Learners	24%				39%			36%	69%				38%
Asian Students	67%				73%								
Black/African American Students	22%				28%			13%	27%	72%			
Hispanic Students	40%				51%			59%	68%	88%			33%
Multiracial Students	38%				46%			36%					
White Students	45%				55%			34%	65%	83%			
Economically Disadvantaged Students	27%				35%			18%	41%	73%			47%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	28%		35%	24%	34%	55%	61%	27%	48%	74%			35%
Students With Disabilities	7%		22%	18%	11%	47%	54%	7%	18%				
English Language Learners	29%		42%		36%	64%		22%					35%
Native American Students													
Asian Students	53%		53%		80%	73%							
Black/African American Students	18%		30%	24%	20%	51%	58%	15%	30%	65%			
Hispanic Students	34%		41%	41%	44%	61%	72%	26%	65%	73%			25%
Multiracial Students	36%		33%		41%	52%		55%	70%				
Pacific Islander Students													
White Students	40%		39%	14%	49%	57%	62%	44%	67%	76%			
Economically Disadvantaged Students	21%		30%	23%	28%	52%	61%	25%	42%	72%			31%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

Data for 2023-24 had not been loaded to CIMS at time of printing.

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement is within the Social Studies department. Overall, our 7th and 8th grade students demonstrated 56% proficiency ratings on the Civics EOC.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance was Science. Science scores were low due to the lack of quality full-time certified teachers and lack of collaborative professional learning opportunities.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Middle School Acceleration showed the greatest decline from the prior year. Our Algebra 1 Honors students demonstrated 62% proficiency ratings on the EOC. This was a 17% decline from the prior year. Scheduling was a major factor that contributed to the decline. There were several students who were placed in the course who were not proficient in math the previous year. The teacher also missed many days of school to attend state conferences out of the county.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap when compared to the state average is our science scores. Factors that contributed to this gap is the lack of quality full-time certified teachers within the department and lack of collaborative professional learning opportunities.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Azalea Middle School has identified attendance and suspension rates as two areas of improvement.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. ELA
2. Writing
3. Math
4. Science
5. Learning Gains

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Currently, our proficiency level is 32 percent, based on the Spring 2023-2024 Progress Monitoring (PM) Statewide Assessment. Our goal is to increase student proficiency levels and improve overall assessment performance compared to previous years. According to the 2023-2024 PM Statewide Assessment, almost 17 percent of our students are at level 2.2. Additionally, all our level 2.2 students are strategically placed in Advanced English Language Arts to be exposed to rigorous instruction. This will improve vocabulary development, enhance writing using textual evidence, support critical thinking, and build student capacity. Level 1.3 and 2.1 students will be placed in reading classes to improve literacy skills by learning strategies to enhance reading comprehension using district resources. We aim to move these students to the next achievement level by the end of the 2024-2025 school year.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

We will raise the percentage of students showing proficiency from 32 percent to 42 percent, as indicated by the 2024-2025 Progress Monitoring Statewide Assessment. Additionally, we strive for at least 40 percent of students in the bottom quartile and the overall student population to make learning gains in ELA

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

We will keep track of student data using Progress Monitoring Statewide Assessments, Performance Matters Assessments, I-Ready, IXL, and In-Class Assessments (formal or informal). Our administrative team and ELA/Reading Coach will lead and supervise lesson plans during our weekly PLC meetings. Our administration will work closely with the ELA/Reading Coach to conduct walkthroughs and ensure that data-driven instruction is being used in the classrooms. Immediate

feedback will be given to teachers after walkthroughs.

Person responsible for monitoring outcome

Ralph Lundi

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Our ELA/Reading Coach will support students with Tier 2 small group reading instruction (see rationale below). The Extended Learning Program (Tutoring) will be offered to provide students with academic enrichment that aligns with state benchmarks and assesses student outcomes. Coaching cycles will be provided to teachers to improve instruction when needed.

Rationale:

The ELA/Reading Coach will provide daily foundational support to Tier 2 students to enhance their literacy levels. The coach will demonstrate effective reading strategies in the classroom and collaborate with teachers to ensure high-quality instruction. The coach will analyze data to create personalized instructional plans based on individual needs. Student progress will be monitored through diagnostic results and state progress assessments.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Facilitated and Common Planning Expectations

Person Monitoring:

Ralph Lundi

By When/Frequency:

on-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

In Facilitated and Common Planning, teachers meet weekly to create standards-based lessons driven by data to support rigorous instruction.

Action Step #2

Walkthroughs with feedback

Person Monitoring:

Ralph Lundi

By When/Frequency:

on-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The administration will conduct weekly walkthroughs to provide teachers with immediate and purposeful feedback aligned with school-wide expectations. Teacher feedback data will be used to support coaching and enhance classroom instruction.

Action Step #3

Monitoring Student Data

Person Monitoring:

Ralph Lundi

By When/Frequency:

on-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The administration will continue to monitor student data through state and district assessments, classroom work, and the use of academic enrichment programs.

Action Step #4

Lesson Planning Protocols

Person Monitoring:

Ralph Lundi

By When/Frequency:

on-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The administration will oversee and aid in instructional planning to ensure that protocols are being implemented and followed. They will also oversee and assist in coaching collaboration to ensure that strategies to improve literacy across content areas are used in facilitated lesson plan meetings.

Area of Focus #2

Address the school’s highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on the FAST Mathematics assessment results for 2023-2024, 41 percent of the scholars in the school demonstrated proficiency. Upon reviewing the enrollment data for the same year, we found that 16 percent of the scholars are currently at 2.2. We aim to help these students achieve proficiency by the end of the 2024-2025 school year.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Currently, 41 percent of our students are proficient on the 2023-2024 FAST Mathematics assessment. We anticipate that our proficiency level will rise to 50 percent by the Spring 2025 Progress Monitoring Assessment (FAST).

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The administration will oversee and support instructional planning and coaching collaborations to ensure the implementation of strategies for boosting literacy across all subjects in facilitated lesson planning meetings.

Person responsible for monitoring outcome

Jason Helbling

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The Math Coach will provide tier 2 interventions to enhance student achievement (Please refer to the reasons listed below). Extended Learning Opportunities (ELP) will be offered to students to improve their math fluency in readiness for the FAST PM3 assessment. Online tutoring and small group instruction will be available to help with remedial math strategies.

Rationale:

The Math Coach will help monitor student achievement and use that information to guide instructional practices by creating remediation or enrichment plans. The coach will teach small group lessons that align with state benchmarks and collaborate with teachers to ensure the curriculum is being followed. Additionally, the coach will take part in weekly tier 2 community sessions and support the school's goals outlined in the School Improvement Plan.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Use of Benchmark-based Weekly and Bi-Weekly Assessments to Drive Instruction

Person Monitoring:

Jason Helbling

By When/Frequency:

on-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

All math teachers will administer benchmark-based weekly or bi-weekly assessments, review the students' achievement data at a deeper level, and use this data to provide timely, focused feedback to students while planning future differentiated classroom instruction. Before the assessment,

teachers will discuss misconceptions and anticipate difficult areas for students. They will then create interventions to aid instruction of critical content.

Action Step #2

Use of Systematic Documents to Effectively Plan Mathematics Units

Person Monitoring:

Jason Helbling

By When/Frequency:

on-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The math teachers and math coach will use systematic documents to effectively plan mathematics units that incorporate the standards for mathematical practice and rigorous performance tasks aligned with Florida's math benchmarks.

Action Step #3

Weekly Common Planning PLC's

Person Monitoring:

Jason Helbling

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

All math teachers will meet weekly in common PLCs to create and implement benchmark-based lesson plans that incorporate cognitively complex tasks (Level 3+) and tasks aligned to the target, using AVID WICORT strategies. The teachers will meet with other teachers in their grade level and subject. This will be facilitated by the Principal and Math Coach

Action Step #4

Professional Growth

Person Monitoring:

Jason Helbling

By When/Frequency:

on-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administrators will monitor teachers' practices and provide comments to support their professional development and growth.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on the results of the 2023-2024 SSA-Science Assessment, 28% of 8th-grade students were proficient in science. Upon reviewing the data of incoming 8th-grade students enrolled in the current school year, we found that 29% of them are proficient in literacy and 49% are proficient in math. Additionally, 13% of our incoming 8th-grade students are currently at level 2.2 in math. We aim to

help these students achieve proficiency by the end of the 2024-2025 school year.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

28% of our 8th-grade students were proficient in the 2023-2024 SSA Science Assessment. We anticipate a 12% increase to achieve 40% proficiency by the 2024-2025 SSA Science Assessment.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The Science team will utilize common planning PLCs to design, analyze, implement, and monitor student data. This will enable them to create and tailor inquiry-based instruction using AVID and CRT strategies. The Science team will receive support from the Administration team through weekly walk-throughs, instructional feedback, data chats, goal setting, celebrations, and academic incentives. Additionally, the team will focus on developing formative and summative assessments to track and review student progress in order to achieve standards mastery. They will also create remediation groups to ensure comprehension.

Person responsible for monitoring outcome

Terry Roberts

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Teachers will offer thorough inquiry-based instruction that provides students with opportunities to think scientifically through research, content exploration, and writing (claims and evidence). They will use data to tailor and scaffold instruction to improve student performance. Additionally, teachers will employ cross-content strategies (including math, reading, and AVID) to support science learning with related content.

Rationale:

If teachers use formative, standards-based assessment data to guide their instructional planning, implementation, and remediation, then the instruction will be aligned to the depth and rigor of the standard and differentiated to specific scholar needs.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Collaboratively Plan for Instruction

Person Monitoring:

Terry Roberts

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During our common planning Professional Learning Community (PLC) meetings, we will use the district's pacing guide to create lesson plans and classroom activities, which will ensure that all Science benchmarks are taught on schedule. Before each PLC meeting, teachers will need to complete pre-work. They will take the upcoming assessment to identify student misconceptions or areas of struggle. Following this, teachers and the administrator will work together to identify strategies that can be taught to students to help them overcome these challenges.

Action Step #2

Collaboration to Identify Strategies to Address Reading Deficiencies

Person Monitoring:

Donquan Ware

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will establish informed, data-driven collaboration between grade 8 ELA teachers and grade 8 Science teachers to align individual student needs in reading deficiencies with appropriate instruction and rigor. This will help increase standard mastery and build endurance for SSA.

Action Step #3

Focus on Vocabulary and Use of Binders for Note-Taking

Person Monitoring:

Terry Roberts

By When/Frequency:

on-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Science team will work together with the Math, AVID, and Reading departments to identify common terms, strategies, and other related areas that will help improve students' understanding of science. The Science teachers will introduce binders to promote organizational skills, note-taking, and referencing for our students.

Action Step #4

Focus on the Nature of Science

Person Monitoring:

Terry Roberts

By When/Frequency:

on-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Focus on the Nature of Science will be emphasized in student writing, note-taking, and analysis throughout the school year to enable students to summarize effectively.

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current performance level is 56 percent based on the Spring 2023-2024 Civics End of Course (EOC) assessment. Our focus is to increase student proficiency levels and improve overall assessment performance compared to previous years. We plan to improve Civics EOC scores by using cross-content vocabulary development to enhance reading, increasing student agency, and expanding the timeframe for our strategically offered Extended Learning program.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

We aim to increase the percentage of students demonstrating proficiency from 56% to 65% as measured by the Civics EOC assessment for the 2024-2025 academic year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

We will collect student data from the following sources: district cycle assessments, IXL, student binders, and in-class assessments (formal or informal). Our administration will oversee and monitor lesson plans during our weekly PLC meetings. They will also conduct walkthroughs to make sure that data-driven instruction is being used in the classrooms and provide immediate feedback to teachers after the walkthroughs.

Person responsible for monitoring outcome

Alicia Murray

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Our Extended Learning Program (ELP) will be offered to provide students with academic enrichment that aligns with state standards and assesses student outcomes. The administration will use coaching

cycles and shadowing opportunities to improve instruction when necessary.

Rationale:

Student academic performance can improve when teachers use data to plan, encourage student responsibility with content binders, and implement research-based strategies.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Facilitated and Common Planning

Person Monitoring:

Alicia Murray

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will convene weekly to collaboratively develop standards-based lessons driven by data for rigorous instruction.

Action Step #2

Walkthroughs and Timely Feedback

Person Monitoring:

Alicia Murray

By When/Frequency:

on-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The administration will conduct weekly walkthroughs to provide teachers with immediate and purposeful feedback aligned with school-wide expectations. Teacher feedback data will be used to support coaching and enhance classroom instruction.

Action Step #3

Monitoring Learning

Person Monitoring:

Alicia Murray

By When/Frequency:

on-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The administration will continue to monitor student data through state and district assessments, classroom work, and the usage of academic enrichment programs (ELP).

IV. Positive Culture and Environment

Area of Focus #1

Multiple Early Warning Signs

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current level of performance in school-wide behavior shows 698 discipline referrals for 2023-2024. We aim to reduce this to 628 or less by May 2024, which represents a 10% reduction. The issue in behavior and positive culture performance is attributed to the lack of positive behavior management strategies and positive teacher-student relationships. Implementing more positive behavior management strategies and fostering positive teacher-student relationships could result in at least a 10% reduction in disciplinary issues, as demonstrated by quarterly discipline reports from Focus.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The number of student referrals will decrease from 698 to 628 (a reduction of 10%), as indicated by FOCUS reports.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring will occur during weekly Administration PLCs and bi-monthly MTSS PLCs. Data will be shared with teachers after MTSS PLCs. Administrators will also conduct walkthroughs to oversee teachers' implementation of Tier 1 MTSS interventions, as well as any necessary Tier 2 and 3 interventions

Person responsible for monitoring outcome

Donquan Ware

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

We will enhance the capacity of all staff to develop and maintain positive connections with all students through the implementation of the school-wide Positive Behavior Interventions and Support program (PBIS).

Rationale:

Actions are based on research and evidence-based PBIS programs. Discipline data indicates an increasing number of referrals, suggesting that teachers require more support in maintaining positive relationships with students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Positive Behavior Monday

Person Monitoring:

Kristy Lengner

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Every Monday, we will focus on positive behavior during the enrichment period. We will use lessons to teach students school-wide expectations, procedures, and behaviors every week. Our school-based leadership team will plan and establish monthly lessons based on current data trends for use in routine morning restorative circles, celebrating growth, and updating systems.

Action Step #2

PBIS Rewards

Person Monitoring:

Kristy Lengner

By When/Frequency:

on-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will continue to use PBIS Rewards points to reward students for demonstrating positive and appropriate behaviors. By the end of the first semester, at least 90% of school members (students and staff) will participate. The rewards will be varied and will reflect students' interests, based on their input.

Action Step #3

Discipline Team Meetings

Person Monitoring:

Donquan Ware

By When/Frequency:

on-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will use our discipline team meetings to discuss students in need of behavior support. Teams will create appropriate interventions and deploy strategies. If continued student issues occur, the team will refer the student to the MTSS team.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

Parents and guardians will be kept informed about program updates, meetings, and academic assessments. To ensure timely communication, we will use various methods such as meetings, letters home, School Messenger, email, and the school website. These methods will keep parents up-to-date with program changes and updates as they happen. General meetings will also be held to provide parents with information about the curriculum and academic assessments. During these meetings, parents can ask questions, provide feedback, and offer suggestions. Encouraging parent input will help us better serve the needs of the students and their families. The program aims to provide necessary support for student success by using various communication methods and encouraging parent involvement. Our School Improvement Plan (SIP) is publicly available by accessing our school's website: <https://www.pcsb.org/azalea-ms>

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Azalea Middle School is committed to actively supporting the academic and social-emotional growth of our students. We will provide monthly meetings and materials for parents to help improve their children's academic performance and social-emotional well-being. These meetings will offer parents the opportunity to learn about different strategies and techniques that they can use to support their child's learning and development. For example, parents may gain insight into effective study habits,

time management skills, and ways to promote positive mental health. In addition to these meetings, we will provide materials such as handouts and online resources to keep parents informed and up-to-date with the latest research and best practices in education. These efforts aim to build a strong partnership between schools and parents, which can ultimately benefit the academic and social-emotional growth of our students.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)(ii))

Azalea Middle School is dedicated to providing continuous professional development, recognizing that investing in teachers is an investment in the success of our students. Our meeting schedule and professional development plan are designed to offer opportunities for teachers to learn, grow, and collaborate. We hold faculty meetings regularly as a platform for all teachers to come together and share best practices in teaching and learning. These meetings are also used for discussing school-wide initiatives, policies, and procedures. Department meetings allow teachers to meet with colleagues in their specific subject area, facilitating in-depth discussions on curriculum, instruction, and assessment. This allows for the exchange of ideas, resources, and strategies that can be implemented in classrooms across the school. Grade-level meetings provide an opportunity for teachers to collaborate on lesson plans, assessments, and instruction, leading to the development of consistent and meaningful learning experiences for students across a particular grade level. Committee meetings focus on specific areas of interest or need, such as school culture, technology, or student engagement. These meetings allow teachers to work together to develop new initiatives, review current programs, or explore new ideas. Overall, the meeting schedule and professional development plan at Azalea Middle School reflect our commitment to creating a collaborative and supportive learning environment for our teachers, which positively impacts our students.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

The School Improvement Plan is intentionally designed to align with our Title 1 Family Engagement Plan and other funding resources.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

In recent years, there has been a growing recognition that students' success in school depends on more than just their academic abilities. To address this, Azalea Middle School has begun implementing a variety of support services aimed at improving students' mental health, social-emotional skills, and overall well-being. Counseling is one of the most common support services, providing students with a safe and confidential space to talk about their thoughts and feelings. The school also offers school-based mental health services, which go a step further by granting students access to mental health professionals who can provide therapy and other mental health services. Specialized support services are available for students with specific needs or challenges, such as those with disabilities or who are English language learners. These services can include individualized education plans, assistive technology, and specialized instruction. Additionally, mentoring services provide students with a positive adult role model who can offer guidance and support, especially for students who lack positive adult relationships outside of school. In summary, these strategies aim to improve students' skills and abilities outside of traditional academic subject areas. By providing students with the support, they need to thrive both academically and personally, schools can help ensure that all students have the opportunity to succeed.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

Preparing for a successful career involves obtaining the necessary education and training. This can be achieved through postsecondary education, career and technical education programs, and earning high school credit while in middle school. Career and technical education (CTE) programs provide hands-on experience in specific trades or industries, partnering with local businesses to ensure students receive up-to-date training for the job market. Providing middle school students with access to college credit coursework and initiatives, such as sitting for the SAT, can help save time and money on college education. These opportunities allow students to graduate with valuable experience and credentials to stand out in the job market. It's important to ensure students have diverse

opportunities for postsecondary and workforce training programs to succeed in their chosen careers.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

A comprehensive approach to promoting positive behavior and academic success for all students includes a schoolwide tiered model to prevent and address problem behavior, as well as early intervening services. The tiered model aims to provide a range of support to students based on their individual needs. The first tier includes universal interventions, such as school-wide positive behavior interventions and supports (PBIS), which are provided to all students. The second tier offers targeted interventions to students at risk for problem behavior, such as social-emotional learning programs or small group interventions. The third tier provides intensive interventions to students who require individualized support, such as functional behavior assessments and individual behavior plans. Early intervention services are crucial as they offer support to students before issues become more significant. These services may include academic interventions like tutoring or mentoring, as well as behavioral interventions such as counseling or social skills training. When combined, a schoolwide tiered model and early intervening services help ensure that all students have the opportunity to succeed academically and behaviorally. Schools can create a positive and inclusive learning environment where all students can thrive by providing a continuum of support tailored to each student's needs.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

Azalea Middle School is dedicated to continuous professional development, recognizing that investing in teachers is crucial for the success of our students. Our meeting schedule and professional development plan are designed to provide opportunities for teachers to learn, grow, and collaborate. We hold regular faculty meetings, providing a platform for all teachers to share best practices in teaching and learning, as well as discuss school-wide initiatives, policies, and procedures.

Department meetings allow teachers within specific subject areas to have in-depth discussions on curriculum, instruction, and assessment, facilitating the sharing of ideas, resources, and strategies. Grade-level meetings enable teachers to collaborate on lesson plans, assessments, and instruction, ensuring consistent and meaningful learning experiences for students across a particular grade level. Committee meetings focus on specific areas such as school culture, technology, or student engagement, allowing teachers to work together to develop new initiatives, review current programs, or explore new ideas. Overall, the meeting schedule and professional development plan at Azalea

Middle School reflects our commitment to creating a collaborative and supportive learning environment for our teachers, which positively impacts our students.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

N/A

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00