Azalea Middle School

2018-19 School Improvement Plan

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Azalea Middle School

7855 22ND AVE N, St Petersburg, FL 33710

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

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 3)
Middle School 6-8	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2017-18 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	66%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	F	D	D*

School Board Approval

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

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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 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: School Information

School Mission and Vision

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.

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

School Leadership Team

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

Name	Title
Brittain, Thomas	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
Short, Carrie	Assistant Principal

Duties

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

Early Warning Systems

Current Year

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	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected
Monday 7/23/2018

Prior Year - As Reported

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

Prior Year - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Which data component showed the greatest decline from prior year?

Which data component had the biggest gap when compared to the state average?

Which data component showed the most improvement? Is this a trend?

Describe the actions or changes that led to the improvement in this area

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	25%	50%	53%	27%	51%	52%
ELA Learning Gains	42%	50%	54%	36%	51%	54%
ELA Lowest 25th Percentile	44%	42%	47%	26%	40%	44%
Math Achievement	30%	54%	58%	22%	54%	56%
Math Learning Gains	48%	54%	57%	26%	52%	57%
Math Lowest 25th Percentile	46%	48%	51%	26%	44%	50%
Science Achievement	25%	52%	52%	28%	51%	50%
Social Studies Achievement	51%	65%	72%	34%	65%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	**7**	**8**	
Attendance below 90 percent	0 (75)	0 (85)	0 (92)	0 (252)
One or more suspensions	0 (79)	0 (97)	0 (85)	0 (261)
Course failure in ELA or Math	0 (5)	0 (10)	0 (9)	0 (24)
Level 1 on statewide assessment	0 (115)	0 (94)	0 (107)	0 (316)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	39	46	54	47	56	56	41	67	72		
BLK	11	35	41	13	38	39	10	36	53		
HSP	28	51	48	37	56	73	28	58	70		
ASN	47	42		55	65		45				
MUL	36	50		40	49	30	26				
SWD	4	26	30	9	30	33		23			
FRL	20	41	45	26	45	46	18	49	62		
ELL	13	36	27	16	49		13				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	42	42	30	39	31	27	55	53	56		
BLK	13	27	25	7	20	24	7	16	35		
HSP	27	42	26	20	25	35	29	27	46		
ASN	55	64		50	45						
MUL	41	42		32	42		33	56			
SWD	7	21	19	6	13	14	6	12			
FRL	22	32	26	16	23	25	20	28	44		
ELL	13	30		13	27			25			

Part III: Planning for Improvement
Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

No activities were entered for this section.

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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

We will focus on increasing the number of parents assigned Parent Portal log in identification as well as the number of parent email addresses we have entered in Portal. Cross Content Teams will schedule regular meetings with student who EWS data is showing need additional supports.

PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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.

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.

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

Our School Based Leadership Team is the central hub for all problem solving and data analysis done in various groups around campus. SBLT, Grade Level Teams, Cross Content Teams, and Professional Learning Communities regularly engage in data-based problem solving. We use data from common, formative, and interim assessments to identify areas in need of supplemental supports. We have

implemented a locally normed Early Warning System to monitor students' level of engagement and identify students in need of additional support.

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

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

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

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

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

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

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

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

Race To The Top Funds
The RTTT funds, all administrative and instructional staff earn additional incentive bonuses for working at Azalea and more when the school grade increases. Teachers earn an additional $3,000, assistant principals an additional $4,000 and the principal an additional $5,000.

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

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

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

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)

Part V: Budget

Total:	$0.00