

School:

Azalea Middle School

School Culture for Learning

District Strategic Plan
Marzano Leadership

Goals 2, 3
Domain 5

School-wide Behavior Plan

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

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 toward refocusing on researched based practices school wide and monitoring student progress to assess the culture of the school. Affective lessons will be delivered weekly by teachers rotating through various subjects. These lesson will focus on life, communication, and problem solving skills.

Cross Content Teams: CCT's will 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 to make staff and student feel safe and secure on campus.

All teachers will be taking CHAMPS training to help with student disturbances and classroom management. All teachers are implementing the PBS expectations on a daily basis through our BKC system.

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

All student equitability will be handled by Dr. Lowery and the Administration team. All school-wide expectations are given to teachers through our faculty meetings, PLC's, house meetings, department meetings, and our PD trainings throughout the year. It is the job of administration to ensure these transfer to the classroom with fidelity.

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

The 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

Data-Based Problem Solving

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

MTSSS, intensive classes, ESE support facilitators, Instructional Coaches for math, science, literacy, Student Achievement and MTSS, Common planning periods, Two Full Time Social Workers, Full Time Violence prevention specialist, School and Student Achievement Specialist, Therapeutic support groups with school psychologist, Full time Behavior Specialist.

Processes- MTSSS, Child Study, Restorative Practices, etc...

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

Data is shared through content PLC's led by instructional coaches who meet for a total of 80 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, cycle 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 Khan Academy, 10 Marks, Compass Learning for supplemental instruction. Cycle and classroom assessments determine needed remediation in small group, individual or whole class instruction.

Science- At the beginning of the year we do 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 SRI and specific data (R180, A3000) 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 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 SRI testing to differentiate their lessons and create small groups for focused remediation. Short standards based quizzes for the focus standards each quarters. ELA teachers will also use focused formative assessments to determine depth of knowledge of the focus standard being taught. In PLC teachers will group kids for remediation based ticket answers.

Social Studies-Social Studies teachers will use cycle assessment data to determine which standards need to be remediated 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.

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

Our School 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.

School Culture/SWBP/Key Strategies

<p>Goal 1: What is your primary goal and strategy to improve the overall culture, climate at your school?</p> <p>Goal: Develop and sustain a healthy, respectful, caring, safe learning environment for students, faculty, staff, and community resulting in individual employee learning, student achievement and overall school improvement.</p>	
<p>What is the key strategy that you will implement to accomplish this goal?</p> <p>School Climate Survey – 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.</p> <p>Staff, Resources Available to Support the Goal- Instructional Coaches for math, science, literacy, Student Achievement and MTSS</p> <ul style="list-style-type: none"> • Common planning periods • Azalea Learns Summer PD • Proactive Wellness Champion • Volunteer/Family & Community Liaison (additional hours) 	<p>Name of person(s) responsible</p> <p>Solomon Lowery</p>
<p>Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.</p> <p>Goal: Eliminate the gap between Azalea Middle School's accelerated participation and performance rates for black and non-black students as measured by the percent within ethnicity.</p>	
<p>What is the key strategy that you will implement to accomplish this goal?</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Name of person(s) responsible</p> <p>Solomon Lowery</p>

Early Warning System – School Goal(s)

<p>SMART Discipline Goal, based on Early Warning System Data (Specific, Measurable, Achievable, Realistic, Time-bound)</p>	
<p>Actions/Activities in Support of Discipline Goal</p> <p>Restorative Practice- Student led conferenced aimed at identifying alternative consequences for students who received their first disciplinary referral.</p>	<p>Evidence to Measure Success</p> <p>All restorative practices are uploaded to Office 365. Student participant data and referral data to determine a positive or negative response to intervention.</p>

	Goal- 80% of students who received their 1 st referral and were referred to the restorative practice committee, did not receive a 2 nd referral.
Bi-Weekly MTSS Meeting- The team analyzes student academic/behavior data to determine the necessary tiered interventions.	All student behavior data is uploaded to Office 365. Goal-Decrease the number of F's in core classes per quarter by 10% from 1 st quarter data.
Bi-Weekly Child Study Meetings-- The team analyzes student behavior data to determine the necessary tiered interventions.	All student behavior data is uploaded to Office 365. Goal- Average daily attendance rate will be 95%
As needed: SMART Discipline Goal, based on Early Warning System Data (Specific, Measurable, Achievable, Realistic, Time-bound)	
Actions/Activities in Support of Discipline Goal	Evidence to Measure Success