

Pinellas County Schools

Azalea Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Azalea Middle School

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

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)

A school can be identified as CSI in any of the following four ways:

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 parent), 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://www.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)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Alvaro, Susan	Principal	<p>The Principal is the instructional and operational leader within the school community and is critical to improving student outcomes, through the hiring, development, support, supervision and retention of high-quality instructional and support staff. As the school leader, the Principal creates a culture of rigorous learning, belonging and engagement for staff, students and families through collaboration and distributive leadership. In alignment with the Florida Principal Standards, the Principal leads the school team to increased school and student outcomes by prioritizing instruction while effectively balancing the operational, safety, and policy responsibilities of a school?building leade</p>
Diaz, Michele	Assistant Principal	<p>The Assistant Principal is an instructional and operational leader within the school community and is critical to improving student outcomes through staff development and effectiveness. In collaboration with and aligned to the direction of the Principal, the Assistant Principal supports the creation of the culture of rigorous learning, belonging and engagement for staff, students and families throughout the school community. In alignment with the Florida Assistant Principal Standards, the Assistant Principal supports and leads assigned school teams to increased school and student outcomes through ongoing training, coaching, feedback and support by prioritizing instruction while effectively balancing operational, safety and policy responsibilities, as assigned.</p>
Roberts, Terry	Assistant Principal	<p>The Assistant Principal is an instructional and operational leader within the school community and is critical to improving student outcomes through staff development and effectiveness. In collaboration with and aligned to the direction of the Principal, the Assistant Principal supports the creation of the culture of rigorous learning, belonging and engagement for staff, students and families throughout the school community. In alignment with the Florida Assistant Principal Standards, the Assistant Principal supports and leads assigned school teams to increased school and student outcomes through ongoing training, coaching, feedback and support by prioritizing</p>

Name	Position Title	Job Duties and Responsibilities
		instruction while effectively balancing operational, safety and policy responsibilities, as assigned.
Conroy, Jackie	Math Coach	Instructional Coaches will provide assistance and ongoing professional learning to instructional staff. They will regularly observe and provide feedback to teachers regarding instructional improvement, data analysis, and student achievement.
Carnovale, Marina	Instructional Coach	Instructional Coaches will provide assistance and ongoing professional learning to instructional staff. They will regularly observe and provide feedback to teachers regarding instructional improvement, data analysis, and student achievement.
Murray, Alicia	Assistant Principal	The Assistant Principal is an instructional and operational leader within the school community and is critical to improving student outcomes through staff development and effectiveness. In collaboration with and aligned to the direction of the Principal, the Assistant Principal supports the creation of the culture of rigorous learning, belonging and engagement for staff, students and families throughout the school community. In alignment with the Florida Assistant Principal Standards, the Assistant Principal supports and leads assigned school teams to increased school and student outcomes through ongoing training, coaching, feedback and support by prioritizing instruction while effectively balancing operational, safety and policy responsibilities, as assigned.
Lengner, Kristy	Other	The MTSS coach monitors data and provides support to instructional staff and improve overall student performance. Additionally, the MTSS coach oversees and facilitates the PBIS systems at AMS to monitor its effectiveness in behavioral changes and areas of growth. The MTSS coach will coordinates and facilitates monthly MTSS and CST meetings
Story, Shana	Instructional Coach	Instructional Coaches will provide assistance and ongoing professional learning to instructional staff. They will regularly observe and provide feedback to teachers regarding instructional improvement, data analysis, and student achievement.

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. (ESSA 1114(b)(2))

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

Providing information about the academic and behavioral progress of students/school through leadership meetings with staff, parent outreach meetings, student council and SAC meetings. During those events, participants are invited to provide feedback and submit decisions on programs/interventions. The SIP team works with the stakeholders to ensure aspirations and concerns are considered then surveying stakeholders to measure success.

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's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Improvement goals will be discussed at each leadership meeting, measured using a variety of assessments (PM assessments, Cycle assessments, Performance Matters assessments, teacher tests, etc. and adjusted after discussion on results.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Other School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	71%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
2021-22 ESSA Identification	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2021-22: C 2020-21: D 2019-20: D 2018-19: D 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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 days	0	0	0	0	0	0	185	123	141	449	
One or more suspensions	0	0	0	0	0	0	41	47	49	137	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	4	1	5	10	
Course failure in Math	0	0	0	0	0	0	2	0	10	12	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	133	89	109	331	
Level 1 on statewide Math assessment	0	0	0	0	0	0	97	61	74	232	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

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	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	17	3	0	20
Students retained two or more times	0	0	0	0	0	0	2	0	0	2

Prior Year (2022-23) As Initially 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 days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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 days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

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.

District and State data will be uploaded when available.

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	28			26			26		
ELA Learning Gains	35			34			38		
ELA Lowest 25th Percentile	24			33			35		
Math Achievement*	34			26			29		
Math Learning Gains	55			27			39		
Math Lowest 25th Percentile	61			25			37		
Science Achievement*	27			22			27		
Social Studies Achievement*	48			40			57		
Middle School Acceleration	74			64			63		
Graduation Rate									
College and Career Acceleration									
ELP Progress	35			43			48		

* 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.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	421
Total Components for the Federal Index	10
Percent Tested	96
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

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%
SWD	23	Yes	3	3
ELL	38	Yes	3	
AMI				
ASN	65			
BLK	35	Yes	3	
HSP	48			
MUL	48			
PAC				
WHT	50			
FRL	39	Yes	3	

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)

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	28	35	24	34	55	61	27	48	74			35
SWD	7	22	18	11	47	54	7	18				
ELL	29	42		36	64		22					35
AMI												
ASN	53	53		80	73							
BLK	18	30	24	20	51	58	15	30	65			
HSP	34	41	41	44	61	72	26	65	73			25
MUL	36	33		41	52		55	70				
PAC												
WHT	40	39	14	49	57	62	44	67	76			
FRL	21	30	23	28	52	61	25	42	72			31

2020-21 ACCOUNTABILITY 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 2019-20	C & C Accel 2019-20	ELP Progress
All Students	26	34	33	26	27	25	22	40	64			43
SWD	5	19	26	9	13	13	3	17				
ELL	19	42	44	26	41	33	17	38				43
AMI												
ASN	47	47		65	29							
BLK	16	27	30	13	19	20	7	28	54			
HSP	25	42	40	26	36	41	24	41	50			43
MUL	43	46		40	38		33	38				
PAC												
WHT	40	39	39	42	35	27	47	64	67			
FRL	22	30	31	21	26	26	20	38	64			38

2018-19 ACCOUNTABILITY 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 2017-18	C & C Accel 2017-18	ELP Progress
All Students	26	38	35	29	39	37	27	57	63			48
SWD	7	26	31	8	36	41	14	24				
ELL	25	38	50	29	41							48
AMI												
ASN	73	79		73	57							
BLK	10	29	33	13	31	33	6	39	32			
HSP	32	38	41	39	43	47	30	60	65			45
MUL	39	48		36	39		60		50			
PAC												
WHT	44	47	38	48	50	44	58	77	72			
FRL	22	36	35	27	39	35	22	54	58			47

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.

School, District and State data will be uploaded when available.

III. Planning for Improvement

Data Analysis/Reflection

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

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

Science scores indicated the lowest performance. One teacher had a 44% pass rate, close to the district average of 46%; the other teacher had an 11% pass rate. The teacher with the lower pass rate was hired later in the year and did not have a background in education. Many supports were provided for instruction, lesson planning, discipline, but support efforts were not evident in testing outcomes. The teacher will not be returning to Azalea Middle.

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

No areas of decline

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.

Civics had the largest gap in comparison to district data. Students in 7th grade were 9% behind the district average with 75% proficiency. One teacher had 65% proficiency and the other 32% in comparison to the district score of 45%.

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

Azalea had an increase of 12 points in Acceleration and 11 point gain math proficiency. In both areas, student data was monitored very closely and consistently discussing individual goals with students. We also implemented a large scale intervention program working with small groups of students during their elective classes.

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

Proficiency in Civics and science

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

Increase reading, science and Civics proficiency..

Area of Focus

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

:

#1. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to data from Early Warning Indicators, several areas have a negative impact on student progress. 36% of students are identified as having behavior issues.

Total referrals= 833, Total ISS assignments = 356 Total OSS assignments = 374

41% of students earned failing grades.

41% of students are identified as having high absences.

100% of our students are enrolled in at least one advance class

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Decrease the amount of behavioral referrals processed by 15%.

Decrease the amount of discipline referrals processed for African-American students by 15%.

Decrease failing grades by 10%.

Increase daily attendance to 96%

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

- 1) Professional Development on classroom management and discipline.
- 2) Utilize and expand our current PBIS system to reinforce and influence appropriate behavior and positive outcomes.
- 3) Analyze MTSS and behavioral data to implement tiered systems of supports and interventions for students lacking success on the school campus.
- 4) Implement the Readiness to Learn (RTL) program and increase the use of restorative practices during disciplinary issues
- 5) Utilization of Social/Emotional curriculum during our Refresh and Restart daily activity period.

Person responsible for monitoring outcome:

Kristy Lengner (lengnerk@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

- 1) Train teachers on the PBIS Rewards System
- 2) Monitor teacher use of the PBIS Rewards System
- 3) Monitor effectiveness of interventions provided to Tier 2 and 3 students

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Having a plan of action in place to provide students with supports, prompts, and reinforcement for engaging in appropriate behaviors will help to prevent negative behaviors before they occur.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

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 as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Track student behavior using discipline referral data and report those finding to Leadership team.

Person Responsible: Kristy Lengner (lengnerk@pcsb.org)

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our current level of performance is 30 percent proficiency in ELA, 27 percent proficiency in science and 49 percent proficiency in Civics and 45 percent proficiency in math on state assessments. Azalea scored below the state and District averages in all these areas. Our proficiency in Acceleration was 84; 90 percent of our students were proficient in Alg 1.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percent of proficient students in ELA will increase from 31% to 40%, proficiency in math from 45 percent to 50, proficiency in science from 27 percent to 35 percent and proficiency in Civics from 49 to 55 percent as measured by state assessments.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

- 1) Teachers use benchmark aligned assessments measuring progress towards individual and school goal(s).
- 2) Create targeted interventions based on student performance related to benchmark assessments.
- 3) In PLCs, identify critical content from B.E.S.T benchmarks to drive instruction.
- 4) Engage students in complex tasks aligned to benchmarks to improve proficiency.
- 5) Instructional Leadership Team conducts daily walk throughs to monitor student learning and provide feedback for teacher growth.

Person responsible for monitoring outcome:

Susan Alvaro (alvaros@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

- 1) Each content teacher will develop and track individual goals aligned to state assessment.
- 2) Each student will develop and track goal aligned to state assessment. Students' ownership of learning impacts performance and creates connections for improvement.
- 3) Clear lesson goals/targets displayed in classroom
- 4) Provide students with feedback on assignments and assessments
- 5) Teachers will understand the depth of each benchmark and base instruction on required understanding for mastery.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

If teachers use benchmark-based assessment data to guide their instructional planning, implementation, and differentiation, then alignment occurs to improve proficiency of learners.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

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 as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- 1) All teachers will consistently utilize a common assessment platform (FAST PM, performance matters, Iready, write score, and IXL) for collecting/assessing student performance to guide instructional lesson plans during PLCs.
- 2) Each student will utilize a data tracker in each core content area to measure progress towards individual goal.
- 3) Teachers will utilize curriculum roadmaps to plan, ensuring lessons are aligned to the specificity of the benchmark. Teachers will post learning targets aligned to benchmark daily.
- 4) Teachers monitor and provide feedback to students.
- 5) Provide instructional materials and classroom supplies required for student mastery of benchmarks.

Person Responsible: Susan Alvaro (alvaros@pcsb.org)

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our current levels of performance for students in the sub group African-American and Students with Disabilities subgroups have performed below state and district averages.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

SWD proficiency in ELA was 7% in 2022, African-American proficiency was 18%; the goal is to increase proficiency by 5%.

SWD proficiency in math was 11% in 2022, African-American proficiency was 20%; the goal is to increase proficiency by 5%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Instructional Leadership Team will conduct classroom visits and walkthroughs to monitor implementation of equitable instructional practices. Monitoring of teacher gradebooks to ensure equitable grading practices are evident.

Person responsible for monitoring outcome:

Susan Alvaro (alvaros@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

- 1) Provide professional learning and coaching to all staff on equitable and restorative practices to improve academic achievement and lower behavioral incidents.
- 2) Facilitation of AVID strategies coupled with professional learning to ensure WICOR strategies are utilized school wide.
- 3) Create a school-wide culture of belonging with focus on the academic, social-emotional, and behavioral needs of each student.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

- 1) The development and implementation of culturally responsive teaching and of equitable practices that engage students will result in increased time on task in the classroom, improving the culture and climate on campus, therefore reducing the achievement gap.
- 2) Creating a student-centered culture will provide all learners with the opportunity to be successful by using varied materials.
- 3) Checks for understanding and progress monitoring will allow teachers to gauge students' comprehension of content and make any necessary adaptations to the lessons.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

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 as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- 1) Provide targeted professional learning and coaching to all staff on equitable and restorative practices to improve academic achievement and lower behavioral incidents.
- 2) Teachers will work collaboratively in weekly Professional Learning Community (PLC) groups to incorporate AVID strategies, analyze appropriate data, and create instructional materials with rigorous complex tasks.
- 3) ESE SDI teachers meet weekly in content PLCs to provide update of student progress towards IEP goals.

Person Responsible: Susan Alvaro (alvaros@pcsb.org)

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The district allocates SIP funds to each school as prescribed by the legislature. Principals present to the School Advisory Council the amount of their SIP Funds, their SIP, and how the SIP funds will support the plan. The SAC reviews and votes on approval of the SIP and use of SIP funds. The SIP funds are spent in alignment with the SIP, and reviewed by the SAC throughout the year. Expenditures that deviate from the approved SIP are presented to the SAC, which votes to approve or deny the expense.

Title I Requirements**Schoolwide Program Plan (SWP) Requirements**

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 the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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. (ESSA 1114(b)(4))

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

<https://www.pcsb.org/Domain/83>

Providing information about the academic and behavioral progress of students/school through leadership meetings with staff, parent outreach meetings, student council and SAC meetings. During those events, participants are invited to provide feedback and submit decisions on programs/interventions. The SIP team works with the stakeholders to ensure aspirations and concerns are considered then surveying stakeholders to measure success.

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 Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

<https://www.pcsb.org/domain/14011>

*New Student/6th Grade Orientation- Assist parents/guardians and new students with school-wide and classroom expectations so that their child(ren) will be successful throughout the 2023-2024 school year. Back-to-School Knight! -

*AMS Conference Day – semester 1- Parents/guardians and students will have the opportunity to meet with teachers, administrators, and student services members to discuss academic and/or behavioral concerns regarding their child and come up with an intervention plan if necessary.

*Black Knight Info Session: "FOCUS" on what AMS has to offer! Parents/guardians will be aided with parent PORTAL/FOCUS and explanation of the PBIS and MTSS processes on campus! Additionally, we will have Boys & Girls Club present, as well as Ms. Fintak from Gulf Coast JFCS presenting about their agencies and what they offer to Azalea Middle's students.

*Black Knight Info Session: District Application Process - Parents/guardians will be informed of the district application process, deadlines, and programs offered throughout our district.

*Black Knight Info Session: Literacy at Home & FAST information! - Parents/guardians will be provided with guidance regarding strategies they can use at home to promote highest student achievement in literacy across all content areas to support 100% gains on FAST Reading.

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. (ESSA 1114(b)(7)ii)

- 1) The development and implementation of culturally responsive teaching and of equitable practices that engage students will result in increased time on task in the classroom, improving the culture and climate on campus, therefore reducing the achievement gap.
- 2) Creating a student-centered culture will provide all learners with the opportunity to be successful by using varied materials.
- 3) Checks for understanding and progress monitoring will allow teachers to gauge students' comprehension of content and make any necessary adaptations to the lessons.
- 4) Each content teacher will develop and track goal aligned to state assessment.
- 5) Each student will develop and track goal aligned to state assessment. Students ownership of learning impacts performance and creates connections for improvement.
- 6) Clear lesson goals/targets displayed in classroom
- 7) Provide students with feedback on assignments and assessments
- 9) Teachers will understand the depth of each benchmark and base instruction on required understanding for mastery.
- 10) Train teachers on the PBIS Rewards System
- 11) Monitor teacher use of the PBIS Rewards System
- 12) Monitor effectiveness of interventions provided to Tier 2 and 3 students

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). (ESSA 1114(b)(5))

Azalea Middle partners with the Juvenile Welfare Board to provide a school based Violence Prevention Counselor who provides weekly instruction on prevention in 6th grade history classes.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

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. (ESSA 1114(b)(7)(iii)(I))

Azalea Middle School's Child Study Team and MTSS Team, which both consist of the school social worker, school psychologist, MTSS specialist, school counselors and administrators meet bi-weekly to discuss students needing tier 1 and tier two interventions. Interventions are measured for success and students who are not improving receive additional supports. Information is uploaded into the CST database.

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. (ESSA 1114(b)(7)(iii)(II))

Azalea Middle offers industry certifications in digital programs as well as drone safety. Students receive workforce experience in our engineering program and also receive high school credits through this academy.

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 ESSA 1114(b)(7)(iii)(III).

Azalea Middle School's Child Study Team and MTSS Team, which both consist of the school social worker, school psychologist, MTSS specialist, school counselors and administrators meet bi-weekly to discuss students needing tier 1 and tier two interventions. Interventions are measured for success and students who are not improving receive additional supports. Information is uploaded into the CST database.

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. (ESSA 1114(b)(7)(iii)(IV))

During Pre- School meetings in the days before school beginning, staff receive training on classroom management, lesson plan creation, common board configuration, restorative conversations and practices, utilizing common assessments to drive instruction, goal setting to improve performance and positive behavioral schoolwide systems. Mentor/mentee meetings occur monthly to provide schedule opportunities for new staff to discuss accomplishments or barriers. Teachers in content areas meet weekly to plan lessons, discuss outcomes of previous lessons, monitor data and share information with coaches/ administration.

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

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System					\$1,875.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24	
			0121 - Azalea Middle School	School Improvement Funds		\$1,875.00	
			Notes: Funds to support positive culture and climate				
2	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction					\$1,875.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24	
			0121 - Azalea Middle School	School Improvement Funds		\$1,875.00	
			Notes: Funds to support student progress				
3	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups					\$0.00
Total:							\$3,750.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No