Azalea Middle School

2019-20 Schoolwide Improvement Plan

Table of Contents

Azalea Middle School

7855 22ND AVE N, St Petersburg, FL 33710

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

Demographics

Principal: Susan Alvaro   Start Date for this Principal: 6/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: D (39%) 2017-18: C (42%) 2016-17: F (31%) 2015-16: D (35%) 2014-15: D (35%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	CS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan was approved by the Pinellas County School Board on 9/10/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

Table of Contents

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)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	68%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	D	C	F	D

School Board Approval

This plan was approved by the Pinellas County School Board on 9/10/2019.

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.

Azalea Middle School creates a quality educational setting that prepares each learner for college, career, and life by promoting critical thinking skills, providing a relevant and rigorous curriculum, and building a positive climate and culture.

Provide the school's vision statement.

Azalea Middle School strives to be a school in harmony by creating an environment with an intense focus centered on the academic, social, and emotional well being of all of our learners.

School Motto: Azalea Middle School's got GAME!
Growth Mindset
Academic Achievement
Mindful Behavior
Equitable Attitude

Our Commitments
Azalea Middle School Staff will
Work as a community
Work with our community
Demonstrate integrity and respect for all
Maintain a united focus
Work to instill hope
Show students and parents we care
Be ambassadors for our school
Lead by example
Be consistent
Continue to develop our professional practice

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Brittain, Thomas	Principal	The principal is the instructional leader overseeing the full academic operations of the school. The assistant principals are assigned subject areas and grade levels to supervise and oversee the instructional staff, planning, and implementation of those areas. They serve as instructional leaders for their content areas and staff. 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 area of growth. The MTSS coach will coordinates and facilitates montly MTSS and CST meetings. School counselors responsible for monitoring the academic, emotional, and behavioral progression of every learner for progression in their grade level. 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.
Short, Carrie	Assistant Principal	
MacNeal, Julie	School Counselor	
Lengner, Kristy	Instructional Coach	
Lovett, Danielle	Teacher, K-12	
Carter, Brittany	Instructional Coach	
Conroy, Jackie	Instructional Coach	
Helbling, Brenda	Instructional Coach	
Penna, Allison	School Counselor	
Roberts, Terry	Instructional Coach	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	337	291	299	0	0	0	0	927
Attendance below 90 percent	0	0	0	0	0	0	18	36	21	0	0	0	0	75
One or more suspensions	0	0	0	0	0	0	1	5	6	0	0	0	0	12
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	143	145	122	0	0	0	0	410
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	202	206	166	0	0	0	0	574

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	3	5	2	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)
47

Date this data was collected or last updated
Friday 8/30/2019

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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	2	8	14	0	0	0	0	24
One or more suspensions	0	0	0	0	0	0	27	54	54	0	0	0	0	135
Course failure in ELA or Math	0	0	0	0	0	0	187	196	260	0	0	0	0	643
Level 1 on statewide assessment	0	0	0	0	0	0	146	125	90	0	0	0	0	361

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	207	211	209	0	0	0	0	627

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	26%	52%	54%	27%	51%	52%
ELA Learning Gains	38%	55%	54%	36%	51%	54%
ELA Lowest 25th Percentile	35%	47%	47%	26%	40%	44%
Math Achievement	29%	55%	58%	22%	54%	56%
Math Learning Gains	39%	52%	57%	26%	52%	57%
Math Lowest 25th Percentile	37%	46%	51%	26%	44%	50%
Science Achievement	27%	51%	51%	28%	51%	50%
Social Studies Achievement	57%	68%	72%	34%	65%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	337 (0)	291 (0)	299 (0)	927 (0)
Attendance below 90 percent	18 (0)	36 (0)	21 (0)	75 (0)
One or more suspensions	1 (0)	5 (0)	6 (0)	12 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	143 (0)	145 (0)	122 (0)	410 (0)
	0 (0)	0 (0)	0 (0)	0 (0)

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

NOTE: 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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	23%	51%	-28%	54%	-31%
	2018	23%	49%	-26%	52%	-29%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	26%	51%	-25%	52%	-26%
	2018	21%	48%	-27%	51%	-30%
Same Grade Comparison		5%				
Cohort Comparison		3%				
08	2019	30%	55%	-25%	56%	-26%
	2018	33%	55%	-22%	58%	-25%
Same Grade Comparison		-3%				
Cohort Comparison		9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	19%	44%	-25%	55%	-36%
	2018	16%	45%	-29%	52%	-36%
Same Grade Comparison		3%				
Cohort Comparison						
07	2019	36%	60%	-24%	54%	-18%
	2018	44%	59%	-15%	54%	-10%
Same Grade Comparison		-8%				
Cohort Comparison		20%				
08	2019	11%	31%	-20%	46%	-35%
	2018	21%	31%	-10%	45%	-24%
Same Grade Comparison		-10%				
Cohort Comparison		-33%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	27%	51%	-24%	48%	-21%
	2018	28%	53%	-25%	50%	-22%
Same Grade Comparison		-1%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	63%	68%	-5%	71%	-8%
2018	54%	66%	-12%	71%	-17%
Compare		9%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	69%	55%	14%	61%	8%
2018	81%	57%	24%	62%	19%
Compare		-12%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	56%	-56%	57%	-57%
2018	0%	56%	-56%	56%	-56%
Compare		0%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	7	26	31	8	36	41	14	24			
ELL	25	38	50	29	41						
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		
MUL	39	48		36	39		60		50		
WHT	44	47	38	48	50	44	58	77	72		
FRL	22	36	35	27	39	35	22	54	58		

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
SWD	4	26	30	9	30	33		23			
ELL	13	36	27	16	49		13				
ASN	47	42		55	65		45				
BLK	11	35	41	13	38	39	10	36	53		
HSP	28	51	48	37	56	73	28	58	70		
MUL	36	50		40	49	30	26				
WHT	39	46	54	47	56	56	41	67	72		
FRL	20	41	45	26	45	46	18	49	62		
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
SWD	7	21	19	6	13	14	6	12			
ELL	13	30		13	27			25			
ASN	55	64		50	45						
BLK	13	27	25	7	20	24	7	16	35		
HSP	27	42	26	20	25	35	29	27	46		
MUL	41	42		32	42		33	56			
WHT	42	42	30	39	31	27	55	53	56		
FRL	22	32	26	16	23	25	20	28	44		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	399
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	71
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	25
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	45
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Our lowest performing component is our science data. Our results have been stagnate for three years never reaching 30% proficiency and falling significantly below state and district averages. Several factors contributed to last year's low performance including the loss of our science coach, several long term instructional vacancies, and a large number of students who struggle with reading and ELA.

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

The performance of our L25% in both ELA and Math had significant drops. That subgroup also affects our overall proficiency and gains. Providing earlier and consecutive supports to those student did not happen in the 2018 school year. Student's progress was monitored but accurate and leading data was analyzed incorrectly. The MAP assessment and its data was underutilized as measure to identify struggling students provide them with targeted supports for academic improvement.

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 with the greatest gap was our math proficiency. The state average is 58% while Azalea seriously under performs at 29%. Several factors contributed to last year's low performance including the lack of a math coach. Teachers did not consistently ensure curriculum, instructions, and assessments are designed and delivered with a clear focus on continuous improvement of student engagement and academic achievement. While student progress was monitored but several data points were misinterpreted that did not allow for accurate implementation of student supports.

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 was our social studies achievement. Our proficiency has experienced a two year growth, increasing another 6% points last year. Several initiatives were launched last year for social studies including increased data analysis of district unit and cycle assessments, student goal setting based on standards, remediation pullouts based on the results of unit and cycle assessments, increased use of literacy strategies, and Saturday review bootcamps to remediate and review content.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Our largest area of concern the number of students who have scored a level one of the 2018-2019 state assessment. 42% of our students scored a level 1 on the FSA ELA assessment and 38% of our students scored level 1 on the FSA Math assessment.

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

1. Increased monitoring of teacher practice and feedback to support teacher growth.
2. The use of curriculum specialists and academic coaches to provide academic supports for L25 and Level 1 students.
3. Increased parent and community engagement as an effort to increase student success.
4. Significant increase of early interventions for our at-risk students
5. Increased opportunities for on-line course work for students falling behind grade level.
6. Intense focus on academic data and supports for ESSA subgroups, in particular our ESE and Black students who have been below 32% for two years.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	English/ Language Arts
Rationale	Our current level of performance is 26% of our learners scored at the proficient level or above in ELA, as evidenced in Spring 2018 Reading FSA. We expect our performance level to be increase to 36% of our students scoring at the proficient level or above in ELA by Spring 2019. Additionally our learning gains in ELA fell from 42% to 38%. This significant downward trend in ELA has prompted a schoolwide focus on core instruction and support for our ESSA subgroups and L25 learners.
State the measurable outcome the school plans to achieve	The percent of all students scoring at the proficient level or above in ELA will increase from 26% to 36%, as measured by the 2020 Reading FSA.
Person responsible for monitoring outcome	Brenda Helbling (helblingb@pcsb.org)
Evidence-based Strategy	1. Enhance staff ability to engage students in rigorous complex tasks. 2. Us bi-weekly data to continually assess learners monitor profess towards proficiency. 3. Enhance staff capacity to identify critical content from the standards in alignment with district resources 4. Use of iReady diagnostics testing to provide real time data to personalize instruction for students that best allows for academic growth
Rationale for Evidence-based Strategy	1.Assessments are written at a higher depth of knowledge than our students usually encounter. We need to increase their exposure to more rigorous course content in an effort to prepare them to struggle with academically challenging material. 2. The use of real time data will allow all stakeholders to adequately plan for the needs of all learners in an effort to differentiate, scaffold, and modify and adjust instruction. 3. The increase use of evidence based strategies will be used in all classrooms in an effort to increase standards based instruction that are focused on reading strategies and creating a common language for learners to reference. 4. Develop a collaborative partnership with the Achievement Network to improve teaching and learning utilizing best practices, improved coaching, and focused professional learning.
Action Step	
Description	1. Teachers increase the frequency of exposure to rigorous tasks daily by every classroom teacher. 2. Allow for the strategic practice of reading and writing strategies in every classroom. 3. Instructional coaches will ensure teachers have the proper support to administer bi-weekly assessments in a manner in which students have the opportunity to show their best efforts and accurate scores. 2. Instructional coaches and teachers will utilize data from bi-weekly assessments to create rigorous lesson plans that provide accommodations, differentiation, and scaffolded supports (PLCs). 3. The instructional leadership team will plan constructive walk throughs to provide feedback and support for teacher growth and to identify trends and makes plans to increase exposure to reading and writing. 4. Instructional coaches will plan to monitor ELA and reading classes to to provide feedback for teacher growth and model lessons and strategies.

4. Small group pull outs will be instituted based on bi-weekly assessment results that identify students who are not demonstrating proficiency with an intense focus on our ESSA subgroups and L25%.

5. ELA and Reading teachers will utilize district resources and strategies to plan to ensure high engagement, rigor and progress monitoring.

6. All instructional staff will provide opportunities for explicit vocabulary instruction as well as opportunities for students to determine the meanings of words using the context of the text.

7. All instructional staff will utilize the school wide reading and writing TREES strategy and will integrate them across contents.

8. Encourage productive struggle for students as they work through vocabulary and comprehension using evidenced based strategies.

Person Responsible   Brenda Helbling (helblingb@pcsb.org)

#2	
Title	Mathematics
Rationale	Our current level of performance is 29% proficiency, as evidenced in the spring 2019 FSA. We expect our performance level to be 40% proficiency by May 2020. Additionally, our learning gains decreased from 48% to 39%. The decrease in both proficiency and learning gains illustrate a significant deficiency in mathematics.
State the measurable outcome the school plans to achieve	The percentage of all students achieving math proficiency will increase from 29% to 40%, as measured by the 2020 Math FSA.
Person responsible for monitoring outcome	Jackie Conroy (conroyj@pcsb.org)
Evidence-based Strategy	1. Strengthen staff ability to engage students in complex tasks. 2. Enhance staff capacity to identify critical content from the Standards in alignment with district resources. 3. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. 4. Use of iReady diagnostics testing to provide real time data to personalize instruction for students that best allows for academic growth
Rationale for Evidence-based Strategy	1. Assessments are written at a higher depth of knowledge than our students usually encounter. We need to increase their exposure to more rigorous course content to prepare them to struggle with academically challenging material. 2. The increase use of evidence-based strategies will be used in all classrooms in an effort to increase standards based instruction that are focused on reading strategies and creating a common language for learners to reference 3. The use of real time data will allow all stakeholders to adequately plan for the needs of all learners to differentiate, scaffold, and modify and adjust instruction. 4. Develop a collaborative partnership with the Achievement Network to improve teaching and learning utilizing best practices, improved coaching, and focused professional learning.
Action Step	
Description	1. Math teachers will provide students with opportunities to struggle with informational texts, write about mathematical processes, and utilize longer more challenging mathematics based performance tasks to progressively increase the depth of knowledge within classroom lesson plans. 2. Teachers will utilize district resources to effectively plan units and performance based tasks that incorporate standards for mathematical practice. 3. Teachers will participate in regular, monthly professional learning communities to allow for common planning, data analyzation, rigor reviews, and task analysis. 4. Learners will participate in bi-weekly assessment are aligned to standards. Using the data from these assessments, teachers and other instructional staff will combine ideas to provide high quality interventions for all student needs. 5. Instructional Coaches will pull data from bi-weekly assessments and analyze the data for areas of growth, trends, and possible interventions. Together they will have data chats to discuss data and make a plan for standards based interventions. 6. The instructional leadership team will plan constructive walk throughs to provide feedback and support for teacher growth and to identify trends and makes plans to

increase exposure to complex curriculum.
7. Small group pull outs will be instituted based on bi-weekly assessment results that identify students who are not demonstrating proficiency with an intense focus on our ESSA subgroups and L25%.

Person Responsible   Jackie Conroy (conroyj@pcsb.org)

#3	
Title	Science
Rationale	Our current level of performance is 27% students achieving proficiency, as evidenced in NGSSS grade 8 Science assessment. This was a 1% decrease from the previous academic year. We expect our performance level to be 40% by May 2020. Our science scores have become stagnant and have not grown significantly over the past three years. Our results remain notably below that of district and state results. As a result we will focus on creating a more rigorous standards based instruction that continually monitors student progress and proficiency.

State the measurable outcome the school plans to achieve	The percent of 8th grade students demonstrating proficiency will increase from 28% to 40%, as measured by the 8th Grade NGSSS Science Assessment.
Person responsible for monitoring outcome	Carrie Short (shortca@pcsb.org)
Evidence-based Strategy	1. Enhance staff capacity to identify critical content from the standards in alignment with district resources. 2. Strengthen staff ability to engage students in complex tasks using scientific thinking skills. 3. Support staff to utilize data to organize students to interact with content in manners which differentiates and scaffolds instruction to meet the needs of each student. 4.Develop a collaborative partnership with the Achievement Network to improve teaching and learning utilizing best practices, improved coaching, and focused professional learning.
Rationale for Evidence-based Strategy	1. The increase use of evidence-based strategies will be used in all classrooms in an effort to increase standards based instruction that are focused on reading strategies and creating a common language for learners to reference 2. Assessments are written at a higher depth of knowledge than our students usually encounter. We need to increase their exposure to more rigorous course content to prepare them to struggle with academically challenging material. Specifically using performance based tasks and complex scientific thought processes. 3. The use of real time data will allow all stakeholders to adequately plan for the needs of all learners to differentiate, scaffold, and modify and adjust instruction.

Action Step	
Description	1. Teachers and coaches will collaboratively plan and implement rigorous and engaging, standards-based lessons including higher order questions. performance based tasks, and complex scientific analysis. 2. Participate in regular, monthly professional learning communities to allow for common planning, data analyzation, rigor reviews, and task analysis. 3. Instructional staff will utilize district resources to effectively plan for units that incorporate rigorous performance tasks aligned to the standards. 4. Implementation of school wide literacy strategies in content areas. Specifically including writing in response to text, focused note taking, TREES, and the utilization of grade appropriate texts. 5. Learners will participate in bi-weekly assessment are aligned to standards. Using the data from these assessments, teachers and other instructional staff will combine ideas to

provide high quality interventions for all student needs.

5. The instructional leadership team will pull data from bi-weekly and formative assessments to analyze for areas of growth, trends, and possible interventions. Teachers will adjust instruction, enrich and reteach, and provide evidence based interventions. .

6. The instructional leadership team will plan constructive walk throughs to provide feedback and support for teacher growth and to identify trends and makes plans to increase exposure to complex curriculum.

7. Small group pull outs will be instituted based on bi-weekly assessment results that identify students who are not demonstrating proficiency with an intense focus on our ESSA subgroups and L25%.

Person Responsible   Carrie Short (shortca@pcsb.org)

#4	
Title	Social Studies (Civics)
Rationale	Our current level of performance is 57% of our students achieving proficiency, as evidenced in Civics EOC. We expect our performance level to be 70% by May 2020.

State the measurable outcome the school plans to achieve	The percent of all students achieving proficiency will increase from 57% to 70%, as measured by the 2020 Civics EOC.
Person responsible for monitoring outcome	Carrie Short (shortca@pcsb.org)
Evidence-based Strategy	1. Strengthen staff ability to engage students in complex tasks. 2. Enhance staff capacity to identify critical content from the Standards in alignment with district resources. 3. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. 4.Develop a collaborative partnership with the Achievement Network to improve teaching and learning utilizing best practices, improved coaching, and focused professional learning.
Rationale for Evidence-based Strategy	1. The increase use of evidence-based strategies will be used in all classrooms in an effort to increase standards based instruction that are focused on reading strategies and creating a common language for learners to reference 2. Assessments are written at a higher depth of knowledge than our students usually encounter. We need to increase their exposure to more rigorous course content to prepare them to struggle with academically challenging material. Specifically using performance based tasks and complex scientific thought processes. 3. The use of real time data will allow all stakeholders to adequately plan for the needs of all learners to differentiate, scaffold, and modify and adjust instruction. 4. All unit and cycle assessments have been aligned to the standards and EOC test. Using data from these assessments, teachers and other instructional staff can combine ideas to provide high quality interventions for all students.

Action Step	
Description	1. Utilize district resources that include shorter, challenging and technical passages that elicit close and critical reading. 2. Teachers and staff developers will collaboratively plan and implement rigorous and engaging, standards-based lessons including higher order questions. performance based tasks, and complex text analysis. 2. Instructional staff will participate in regular, monthly professional learning communities to allow for common planning, data analysis, rigor reviews, and student work analysis. 3. Implementation of school wide literacy strategies in content areas. Specifically including writing in response to text, focused note taking, TREES, and the utilization of grade appropriate texts. 4. The instructional leadership team will plan constructive walk throughs to provide feedback and support for teacher growth and to identify trends and makes plans to increase exposure to complex curriculum. 5. Learners will participate in unit and cycle assessments that are aligned to standards. Using the data from these assessments, teachers and other instructional staff will

combine ideas to provide high quality interventions for all student needs.
5. The instructional leadership team will pull data from unit and cycle assessments to analyze for areas of growth, academic trends, and possible student interventions. Teachers will adjust their instruction, enrich and reteach standards as needed, and provide evidence based interventions. .
7. Small group pull outs will be instituted based on unit and cycle assessment results that identify students who are not demonstrating proficiency with an intense focus on our ESSA subgroups and L25%.

Person Responsible	Carrie Short (shortca@pcsb.org)

#5	
Title	College Career Readiness
Rationale	Our current level of performance is 63% of students showing proficiency in accelerated courses, as evidenced in the Algebra I EOC, Geometry EOC, and industry certifications. We expect our performance level to be 75% by May 2020
State the measurable outcome the school plans to achieve	The percent of all students enrolled in highly rigorous courses will increase by 10% in the 2019-2020 school year. As a result the percentage of learners achieving proficiency in accelerated courses will increase from 63% to 75%, as measured by the Algebra EOC, Geometry EOC, and industry certification exams.
Person responsible for monitoring outcome	Julie MacNeal (macnealj@pcsb.org)
Evidence-based Strategy	1. Strengthen teacher implementation of rigorous instructional practices. 2. Strengthen stakeholders' understanding of advanced course pathways. 3. Strengthen staff practice to communicate and engage students and families in planning when students are not on-track to be promoted with their cohort. 4. Utilize school wide AVID strategies that support governance, curriculum and instruction, data collection and analysis, professional learning, and student and parent outreach to ensure college readiness and improved academic performance for all students.
Rationale for Evidence-based Strategy	Increasing the opportunities for student access to rigorous courses will increase the success of students in all academic areas. Our team must develop a laser like focus to move students into accelerated courses to destroy the opportunity myth that they cannot advance comparable to others.

Action Step	
Description	1. Facilitate professional learning to ensure WICOR strategies school wide. 2. Infuse career and college readiness into all core curriculum classes. 3. Integrate career and college readiness into literacy strategies across contents. 4. Identify and assist students with incorporating an appropriate level of rigor in their schedules. 5. The instructional leadership team will implement, monitor, and adjust school wide systems for academic support for students in rigorous courses. 6. The instructional leadership team will plan constructive walk throughs to provide feedback and support for teacher growth and to identify trends and makes plans to increase exposure to complex curriculum.
Person Responsible	Carrie Short (shortca@pcsb.org)

#6	
Title	Bridging the Gap Plan
Rationale	Our current level of performance shows a consistent gap between Black and non-Black students. There is a 28% gap in ELA, a 22% gap in Math, a 31.8% gap in HS readiness, a 31.6% gap in accelerated courses and a 14.1% gap in advanced courses.

State the measurable outcome the school plans to achieve	The percent gap between of black students and non black students will decease by 8% in areas as measured by the 2020 state assessments and behavioral data.
Person responsible for monitoring outcome	Kristy Lengner (lengnerk@pcsb.org)
Evidence-based Strategy	1. Identify and support meeting the academic, social-emotional, and behavioral needs of each and every student. 2. Engage in equity problem solving processes to ensure the academic, social-emotional, and behavioral needs of each student. 3. Increase of school based experts that are trained as equity champions, culturally responsive instruction, restorative practices, and PBIS. 4. Create a school wide culture where all students feel they belong. 5. Develop a collaborative partnership with the Achievement Network to improve teaching and learning utilizing best practices, improved coaching, and focused professional learning.
Rationale for Evidence-based Strategy	1. An overall improvement in the engagement and achievement will for black students to content with them to create a place of belonging that will prepare students and close all areas of the achievement gap. 2. Create a student centered environment the will provide all learners with what they need to be successful.

Action Step	
Description	1.Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for black students. 2. Set up parent conferences with all black students who are not-on-track to graduate to review personalized learning plans. 3. Identify and provide additional culturally relevant books, resources and technology to supplement core instruction representing diverse perspectives as a way to increase student engagement. 4. Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. 5. Provide training for teachers of accelerated and advanced courses that is specific to culturally relevant instruction to ensure engagement of black learners 6. Provide training for culturally relevant disciplinary practices and ensure strong implementation. 7. Implement Restorative Practices throughout the school.
Person Responsible	Kristy Lengner (lengnerk@pcsb.org)

#7	
Title	School Climate/ Conditions for Learning
Rationale	At Azalea Middle School, we use climate, culture, and conditions for learning as the basis of how we engage students in content and ultimately achieve and progress academically.

State the measurable outcome the school plans to achieve	Decrease discipline referrals by 25% school-wide.
Person responsible for monitoring outcome	Kristy Lengner (lengnerk@pcsb.org)
Evidence-based Strategy	Positive Behavior Interventions and Supports, Multi-Tiered Systems of Support, Classroom Management and Crisis Prevention and Intervention, and Professional Development to teachers and staff. Develop a collaborative partnership with the Achievement Network to improve teaching and learning utilizing best practices, improved coaching, and focused professional learning.
Rationale for Evidence-based Strategy	PBIS aims to support to build effective environments in which positive behavior is more effective than problem behavior. PBIS emphasizes the use of preventative teaching and reinforcement based strategies to provide meaning and durable behavior and lifestyle outcomes. MTSS will use data to provide specific and individual supports to students in need. CPI and classroom management PD will provide teachers with strategies and support to maintain and increase positive classroom culture.

Action Step	
Description	1. PBIS, MTSS, CPI, and classroom management training will be provided during pre-school. 2. Teachers and staff will teach and explain PBIS to students and events will be calendared out for students during the first week of school. 3. MTSS will pull data and meet bi-weekly to plan and implement tiered interventions for specific students. 4. PBIS committee will meet bi-weekly to evaluate current rewards and events and problem-solve areas for improvement. 5. Instructional coaches will intervene on teachers most in need of classroom management support and assist teachers in working toward a more positive classroom culture.
Person Responsible	Carrie Short (shortca@pcsb.org)

#8	
Title	Attendance
Rationale	The daily attendance rate at Azalea Middle School increased by 3% to 92.1% for the 2018-2019 school year. However, 10% (81 students) of our population missed 10% or more of school days for the 2018-2019 school year.
State the measurable outcome the school plans to achieve	Azalea Middle School intends to continue to increase our daily attendance rate, as well as decrease the amount of students missing more than 10% of school days to 5% of our student population.
Person responsible for monitoring outcome	Carrie Short (shortca@pcsb.org)
Evidence-based Strategy	Our Child Study Team will meet bi-weekly to combat student attendance issues.
Rationale for Evidence-based Strategy	In order to efficiently and systemically help students who are chronically absent, forming a Child Study Team by grade-level is imperative. Each meeting will be structured in a way where we discuss data and implement interventions for every child that is missing 10% or more days of school.
Action Step	
Description	1. Phone calls home will be made and logged into FOCUS. 2. 3 and 5 attendance letters will be sent home and logged into FOCUS and SSWIMS. 3. Conferences will be held with students and their parents/guardians. 4. Home visits will be conducted for our students that do not make attendance improvements. 5. CST will petition the Truancy Court for our most severe cases.
Person Responsible	Carrie Short (shortca@pcsb.org)

#9	
Title	Family and Community Engagement
Rationale	Family and community engagement fosters partnerships among schools, family and community groups, and individuals. These partnerships result in sharing and maximizing resources in order to improve student academic achievement.
State the measurable outcome the school plans to achieve	Increase parent and community engagement events. Increase two-way communication using Class Dojo. Improve school-related behaviors and reduce discipline. Improve student academic outcomes.
Person responsible for monitoring outcome	Terry Roberts (robertste@pcsb.org)
Evidence-based Strategy	School will host family engagement events throughout the school year providing parent educational activities to help parents support their children's learning.
Rationale for Evidence-based Strategy	Research says that the most effective forms of parental engagement are those that directly relate to student learning. This includes programs promoting shared reading, interactive homework, and learning support workshops.
Action Step	
Description	1. Effectively communicate with families their students' progress and school processes/practices. 2. Provide academic tools in regard to their students' achievement at home. 3. Purposefully involve families with opportunities for them to advocate for their students. 4. intentionally build positive relationships with families and community partners. 5. Provide opportunities for parents and community members to volunteer for events on campus.
Person Responsible	Carrie Short (shortca@pcsb.org)

#10	
Title	Healthy Schools
Rationale	Our current level of performance is 5 out of 6 modules in bronze, as evidenced in Alliance for a Healthier Generations Healthy School Program Assessment Modules. We expect our performance level to be 6 out of 6 modules by May 2019. The problem/gap is occurring because a, lack of physical activity beyond recommended # of minutes and the food sold in the BKC store does not adhere to smart snack guidelines. If our healthy school team can monitor the implementation of administrative guidelines for wellness our school, then the problem would be reduced and all modules would be completed.
State the measurable outcome the school plans to achieve	Our school will be eligible in 6 out of 6 modules for /gold recognition by April 2019 as evidenced by the Alliance for a Healthier Generation's Healthy Schools Program Framework
Person responsible for monitoring outcome	Thomas Brittain (brittaint@pcsb.org)
Evidence-based Strategy	Create more opportunities for physical activity at school. Create professional development and learning opportunities to increase school wellness for all stakeholders.
Rationale for Evidence-based Strategy	Healthy schools adopt policies and practices that empower students to eat better, move more, and feel their best. They offer nutritious meals and snacks, get students and staff moving with physical activity, and engage the entire school community in promoting healthy habits. As a result, healthier schools experience higher attendance rates, greater academic success, increased family engagement, and reduced staff turnover.
Action Step	
Description	1. Assemble a Healthy School Team made up of a minimum of four (4) individuals including, but not limited to: PE Teacher/Health Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent, and Student. 2. Attend district-supported professional development. 3. Complete Healthy Schools Program Assessment 4. Complete the SMART Snacks in School Documentation 5. Implement Healthy School Program Action Plan 6. Update Healthy Schools Program Assessment and Apply for Recognition
Person Responsible	Thomas Brittain (brittaint@pcsb.org)

#11	
Title	ESSA Sub-groups
Rationale	Our current level of performance shows four subgroups (ELL, ESE, Black, Economically Disadvantaged) below 41% and two subgroups (ESE and Black) falling below 32% for two consecutive years. We expect our performance level to be increase to 41% proficiency in all subgroups by May 2020.

State the measurable outcome the school plans to achieve	The percent of all students in ESSA subgroups achieving proficiency will increase to 41%, as measured by 2020 state assessments.
Person responsible for monitoring outcome	Thomas Brittain (brittaint@pcsb.org)
Evidence-based Strategy	1. ESE students will have meaningful IEP goals that supplement foundational skills needed to engage in rigorous, grade level content in the least restrictive environment. 2. Ensure ESE students receive instruction designed to teach students to advocate for their academic, social, and emotional needs. 3. Ensure black students are provided with quality behavioral and academic strategies that are designed to increase academic exposure and reduce disproportionate discipline and placement issues. 4. Improved use of data to organize students to interact with content in ways which increase differentiation, scaffolds instructions, and meets the needs of each student. 5. Strengthen school processes for engaging all subgroups and families through meaningful communication and outreach. 6. Develop a collaborative partnership with the Achievement Network to improve teaching and learning utilizing best practices, improved coaching, and focused professional learning.
Rationale for Evidence-based Strategy	These strategies advocate for our lowest performing students who need the greatest supports. Individualized efforts to differentiate for every student will drive academic and behavior plans.
Action Step	
Description	1. ESE students placed within the master schedule to optimize support and effective instruction. 2. Increased opportunities for ESE and general education teachers to co-plan for differentiated instruction and support delivery. 3. Use evidence based practices for students with disabilities to improve foundational literacy and math skills to ensure grade level work. 4. Teach executive functioning and self determination skills to enhance organization and self advocacy. 5. Use extensive positive behavior supports to reinforce appropriate behavior and develop relationships. 6. Use de-escalation strategies to intervene safely and appropriately. 7. Plan for meaningful communication with community partners and families via class dojo, social media, the school website, and parent letters. 8. The instructional leadership team will plan constructive walk throughs to provide feedback and support for teacher growth and to identify trends and makes plans to increase exposure to complex curriculum.

Person Responsible	Thomas Brittain (brittaint@pcsb.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Recruitment, development, and retainment of highly effective teachers.
Improvement of communication with community partners and families.
Increased data analysis of all core subjects with all stakeholders to attain areas of growth and need.
Improved processes including school safety, readiness to learn, and PBIS

Part V: Budget

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

1	III.A.	Areas of Focus: English/ Language Arts				$124,336.16
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	130-Other Certified Instructional Personnel	0121 - Azalea Middle School	UniSIG	1.0	$45,011.53
			Notes: Salary for the ELA Coach			
	5100	120-Classroom Teachers	0121 - Azalea Middle School	UniSIG	1.0	$46,907.30
			Notes: Salary for the Intervention Teacher			
	5100	210-Retirement	0121 - Azalea Middle School	UniSIG	0.0	$3,973.05
			Notes: Retirement Benefits for the Intervention Teacher			
	5100	220-Social Security	0121 - Azalea Middle School	UniSIG	0.0	$2,908.26
			Notes: Social Security Benefits for the Intervention Teacher			
	5100	220-Social Security	0121 - Azalea Middle School	UniSIG	0.0	$680.14
			Notes: Medicare Benefits for the Intervention Teacher			
	5100	230-Group Insurance	0121 - Azalea Middle School	UniSIG	0.0	$8,800.00
			Notes: Health Benefits for the Intervention Teacher			
	6400	210-Retirement	0121 - Azalea Middle School	UniSIG	0.0	$3,812.48
			Notes: Retirement Benefits for the ELA Coach			
	6400	220-Social Security	0121 - Azalea Middle School	UniSIG	0.0	$2,790.72
			Notes: Social Security Benefits for the ELA Coach			
	6400	220-Social Security	0121 - Azalea Middle School	UniSIG	0.0	$652.68
			Notes: Medicare Benefits for th ELA Coach			
	6400	230-Group Insurance	0121 - Azalea Middle School	UniSIG	0.0	$8,800.00
			Notes: Health Benefits for the ELA Coach			
2	III.A.	Areas of Focus: Mathematics				$61,067.41

	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	130-Other Certified Instructional Personnel	0121 - Azalea Middle School	UniSIG	1.0	$45,011.53
		Notes: Salary for the Math Coach				
	6400	210-Retirement	0121 - Azalea Middle School	UniSIG	0.0	$3,812.48
		Notes: Retirement Benefits for the Math Coach				
	6400	220-Social Security	0121 - Azalea Middle School	UniSIG	0.0	$2,790.72
		Notes: Social Security Benefits for the Math Coach				
	6400	220-Social Security	0121 - Azalea Middle School	UniSIG	0.0	$652.68
		Notes: Medicare Benefits for the Math Coach				
	6400	230-Group Insurance	0121 - Azalea Middle School	UniSIG	0.0	$8,800.00
		Notes: Health Benefits for the Math Coach				
3	**III.A.**	**Areas of Focus: Science**				**$61,067.41**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	130-Other Certified Instructional Personnel	0121 - Azalea Middle School	UniSIG	1.0	$45,011.53
		Notes: Salary for the Science Coach				
	6400	210-Retirement	0121 - Azalea Middle School	UniSIG	0.0	$3,812.48
		Notes: Retirement Benefits for the Science Coach				
	6400	220-Social Security	0121 - Azalea Middle School	UniSIG	0.0	$2,790.72
		Notes: Social Security Benefits for the Science Coach				
	6400	220-Social Security	0121 - Azalea Middle School	UniSIG	0.0	$652.68
		Notes: Medicare Benefits for the Science Coach				
	6400	230-Group Insurance	0121 - Azalea Middle School	UniSIG	0.0	$8,800.00
		Notes: Health Benefits for the Science Coach				
4	**III.A.**	**Areas of Focus: Social Studies (Civics)**				**$0.00**
5	**III.A.**	**Areas of Focus: College Career Readiness**				**$0.00**
6	**III.A.**	**Areas of Focus: Bridging the Gap Plan**				**$0.00**
7	**III.A.**	**Areas of Focus: School Climate/ Conditions for Learning**				**$154,099.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	310-Professional and Technical Services	0121 - Azalea Middle School	UniSIG		$28,000.00
		Notes: ANet Consultant (Professional Development				
	6400	310-Professional and Technical Services	0121 - Azalea Middle School	UniSIG		$17,600.00
		Notes: ANet Standards Boot Camp				
	6400	330-Travel	0121 - Azalea Middle School	UniSIG		$4,400.00
		Notes: ANet Boot Camp Teacher Registrations				

	5100	369-Technology-Related Rentals	0121 - Azalea Middle School	UniSIG		$6,000.00
		Notes: MyANet platform site licenses				
	6400	310-Professional and Technical Services	0121 - Azalea Middle School	UniSIG		$13,500.00
		Notes: Cambio Group Professional Development				
	6400	310-Professional and Technical Services	0121 - Azalea Middle School	UniSIG		$25,000.00
		Notes: Center for Transformational Teacher Training (CT3)				
	6400	310-Professional and Technical Services	0121 - Azalea Middle School	UniSIG		$15,000.00
		Notes: UnBound's Standards Institute Professional Development				
	6400	310-Professional and Technical Services	0121 - Azalea Middle School	UniSIG		$15,000.00
		Notes: New Leaders (Inspiring Transformational Instructional Leaders) Program				
	6400	310-Professional and Technical Services	0121 - Azalea Middle School	UniSIG		$9,599.00
		Notes: Harvard School of Education Data Wise				
	6400	310-Professional and Technical Services	0121 - Azalea Middle School	UniSIG	1.0	$20,000.00
		Notes: External Evaluator / Research Advisor				
8	III.A.	**Areas of Focus: Attendance**				**$0.00**
9	III.A.	**Areas of Focus: Family and Community Engagement**				**$0.00**
10	III.A.	**Areas of Focus: Healthy Schools**				**$0.00**
11	III.A.	**Areas of Focus: ESSA Sub-groups**				**$0.00**
					Total:	**$417,947.81**