

Pinellas County Schools

Azalea Middle School



2020-21 Schoolwide Improvement Plan

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Azalea Middle School

7855 22ND AVE N, St Petersburg, FL 33710

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

Demographics

Principal: Susan Alvaro

Start Date for this Principal: 7/1/2020

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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 is pending approval by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a 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.

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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)	2019-20 Title I School	2019-20 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	72%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	D	D	C	F

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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.

Provide the school's vision statement.

100% Student Success

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Alvaro, Susan	Principal	The principal is the instructional leader overseeing the full academic operations of the school.
Short, Carrie	Assistant Principal	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.
MacNeal, Julie	School Counselor	School counselors responsible for monitoring the academic, emotional, and behavioral progression of every learner for progression in their grade level.
Lengner, Kristy	Instructional Coach	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.
Lovett, Danielle	Teacher, K-12	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.
Carter, Brittany	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.
Conroy, Jackie	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.
Penna, Allison	School Counselor	School counselors responsible for monitoring the academic, emotional, and behavioral progression of every learner for progression in their grade level.
Roberts, Terry	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.

Demographic Information

Principal start date

Wednesday 7/1/2020, Susan Alvaro

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Total number of teacher positions allocated to the school

44

Demographic Data

2020-21 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
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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 .	

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	407	313	306	0	0	0	0	1026
Attendance below 90 percent	0	0	0	0	0	0	149	59	77	0	0	0	0	285
One or more suspensions	0	0	0	0	0	0	42	49	2	0	0	0	0	93
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	127	122	140	0	0	0	0	389
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	126	127	129	0	0	0	0	382

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	123	61	68	0	0	0	0	252

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	17	2	7	0	0	0	0	26
Students retained two or more times	0	0	0	0	0	0	0	0	4	0	0	0	0	4

Date this data was collected or last updated

Thursday 7/2/2020

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		
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	

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		

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		
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	

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		

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	
	(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.

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%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
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		

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
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%	2
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%	0
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%	0
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%	0

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%	2
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%	0
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%	0
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%	0
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%	0
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%	0

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.

According to the 2018-19 Florida Standards Assessment (FSA) the component that showed the lowest performance was ELA Achievement. The ELA decreased 3% from 29% to 26%. Specifically, our 8th-grade scholars had a 3% decrease in achievement between 2018 and 2019. Several factors

contributed to the lack of progress, including various attendance barriers and behaviors for students, and several long term instructional vacancies, a deficiency of understanding of critical content with some teachers, and the lack of continuous standards-based coaching support for instructional staff during the school year.

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 decreases (ELA- 44% - 35%, Math 46%-37%). Additionally, the performance level of these scholars greatly affected our overall proficiency and gains. Providing earlier and consecutive supports to these students did not occur on a consistent basis due to changes in staffing. Other factors that contributed to this decline were inadequate progress monitoring and various attendance barriers and behaviors for students.

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 most significant gap comparatively with the state average is our math proficiency. The state average is 58%, while Azalea severely underperforms at 29%. Specifically, our 8th-grade scholars had a 10% decrease in progress in 2019. Several factors contributed to this low performance, including the lack of a school-based instructional coach and instructional staff. They did not consistently ensure curriculum, instructions, and assessments were designed and delivered with a clear focus on continuous improvement of student engagement and academic achievement.

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 achievement in Civics. The prohas experienced a tow year growth, increasing another 6% points in 2019. Several initiatives were launched, including improved data analysis of district unit and cycle assessments, student goal setting specific to standards, remediation pullouts, and pushing based on the results of unit and cycle assessments, increased use of literacy strategies and rotations, and Saturday remediation sessions for all scholars.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Gap in achievement of ESE and black students.

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

1. Schoolwide focus on ELA proficiency and gains.
2. Strengthen core instruction utilizing researched-based best practices and professional learning.
3. Develop a schoolwide equity mindset that closes the achievement gap, creates academic opportunities, and uses culturally responsive teaching.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	Our current level of performance shows 26% of our learners scored at the proficient level or above in ELA, 29% proficient in Math, 57% proficient in Civics and 27% in Science as evidenced by the Spring 2019 FSA. We expect our performance level to increase by 3% in all measured areas related to the school grade. Spring 2022. This substantial downward trend in proficiency and gains in ELA has prompted a school-wide focus on improving rigorous core instruction and providing additional supports for our ESSA subgroups and L25 learners.
Measurable Outcome:	<p>ELA Achievement from 26% to 29%</p> <p>ELA Gains from 38% to 41%</p> <p>ELA L25 from 35% to 38%</p> <p>Math Achievement from 29% to 32%</p> <p>Math Gains from 39% to 42%</p> <p>Math L25 from 37% to 40%</p> <p>Science from 27% to 30%</p> <p>Social Studies from 57% to 60%</p> <p>Acceleration from 63% to 69%</p>
Person responsible for monitoring outcome:	Susan Alvaro (alvaros@pcsb.org)
Evidence-based Strategy:	<p>1) Engage students in rigorous complex tasks and improve core instruction by increasing the amount of time students are engaged in reading, writing, speaking, and listening.</p> <p>2) Strengthen the ability of all stakeholders to effectively use culturally responsive strategies and equitable practices for communicating high expectations, develop positive and compassionate relationships, and offer differentiated and culturally diversified curriculum.</p> <p>3) Students to utilize a school wide literacy and writing plan that incorporates instructional rotations across contents, cross-curricular reading supports for level 1 and 2 scholars, the use of researched-based instructional strategies, and the utilization of writing portfolios with intense supports for our L25% learners.</p> <p>4) Students will have the opportunity to struggle with informational texts, write about mathematical processes, and utilize challenging mathematics-based performance tasks to increase the depth of knowledge within lesson plans progressively.</p>
Rationale for Evidence-based Strategy:	<p>1) If a teacher's ability to engage students in complex tasks is strengthened, then students will apply the content at a higher level of rigor and autonomy to increase proficiency by 3% as measured by the FSA.</p> <p>2) The development and implementation of culturally responsive teaching and of equitable practices that engage students will result in increased exposure to rigorous and relevant tasks in the classroom at an appropriate grade level, the development of school-wide culture and climate, and an overall decline in the achievement gap.</p> <p>3) Our school-based literacy plan will create a laser-like focus on standards-based instruction in strategies that create a common language and references for learners to grow academically across content areas.</p> <p>4) When students have the opportunity to struggle with informational texts, write about mathematical processes, and utilize challenging mathematics-based performance tasks it increases the depth of knowledge.</p>

Action Steps to Implement

- 1) Students will increase frequency with rigorous tasks and grade-level appropriate literature in every classroom.
- 2) The instructional leadership team (ILT) will plan a constructive walkthroughs to monitor student learning and provide feedback and support for teacher growth. We will utilize the tools and strategies developed by ANET.
- 3) Students utilization of individualized writing portfolios and small group reading instruction focusing on ESSA subgroups. Writing supplies to include binders, pencil pouches, and other non-reusable materials will be purchased to support this success of this action. Progress monitoring tools will be used bi-weekly/ monthly to monitor student progress.
- 4) Teachers will work collaboratively in weekly PLC groups to incorporate literacy strategies and analyze data that incorporate teacher-student data chats and create instructional materials with rigorous complex tasks.
- 5) Increase student use of an Extended Learning Program for tutoring in all content areas to ensure extra support outside of the classroom.

Person Responsible Susan Alvaro (alvaros@pcsb.org)

#2. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and Rationale:	According to data from Early Warning Indicators, several areas coded in red, have a negative impact on student progress. 32% of students are identified as having behavior issues. 38% of students earned failing grades in 2019-20. 93.4% of students attended school daily. 63% of our students are enrolled in at least one advance class.
Measurable Outcome:	Decrease the amount of behavioral referrals processed by 20% Decrease failing grades by 20%. Increase daily attendance to 96%. Increase the amount of students enrolled in advanced classes by 15%.
Person responsible for monitoring outcome:	Kristy Lengner (lengnerk@pcsb.org)
Evidence-based Strategy:	Provide targeted professional learning and coaching to all staff on culturally relevant strategies (CRT), equity, and restorative practices to improve academic achievement and lower behavioral incidents. Increase the number of school-based experts that are trained as equity champions, models of CRT, restorative practices, and PBIS.
Rationale for Evidence-based Strategy:	<p>Increase the percentage of students enrolled in advanced classes to 80% and in advanced course pathways to 25% in the 2020-2021 school year with a specific focus to increase the number students enrolled in classes resulting in industry certifications.</p> <p>Expand the utilization of an Extended Learning Program and PCS Personalized Learning Pathway for tutoring in all content areas to ensure extra support outside of the classroom is provided on a regular basis for all students. Ensure participation of black students through recruitment and targeted resources.</p> <p>1) Students engaged in strengthened complex tasks will apply the content at a higher level of rigor and autonomy to increase proficiency by 3% as measured by the FSA.</p> <p>2) Students will engage in culturally responsive tactics and of equitable practices that will result in increased exposure to rigorous and relevant tasks in the classroom at an appropriate grade level, the development of school-wide culture and climate, and an overall decline in the achievement gap.</p> <p>3) Our school-based literacy plan will create a laser-like focus student mastery of standards through the use of strategies that create a common language and references for learners to grow academically across content areas.</p> <p>4) When students have the opportunity to struggle with informational texts, write about mathematical processes, and utilize challenging mathematics-based performance tasks it increases the depth of knowledge.</p>

Action Steps to Implement

- 1) Provide targeted professional learning and coaching to all staff on culturally relevant strategies (CRT), equity, and restorative practices to improve academic achievement and lower behavioral incidents.
- 2) Increase the number of school-based experts that are trained as equity champions, models of CRT, restorative practices, and PBIS.
- 3) Utilize and expand our current PBIS system to reinforce and influence durable behavior and outcomes.
- 4) Analyze MTSS and behavioral data to implement tiered systems of supports and interventions for students.
- 5) Implement the Readiness to Learn (RTL) program and increase the use of restorative practices during disciplinary issues to encourage and the Ready to Learn behavior intervention program to improve a

positive school climate and culture. Provide students with tangible rewards to increase adherence to behavior plan.

6) One to One Laptop initiative, each student with an assigned computer. Supplies for this initiative to be purchased.

Person Responsible Kristy Lengner (lengnerk@pcsb.org)

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus	Increase teacher's use of equitable practices to improve upon the performance of last year's ESSA Federal Index which was 25% for black students, 39% for ELL students, and 23% for ESE.
Description and Rationale:	
Measurable Outcome:	Increase level of proficiency on FSA in Math, Sci, Civics and ELA of black students to 33%, 42% for ELL students and 32% for ESE students.
Person responsible for monitoring outcome:	Carrie Short (shortca@pcsb.org)
Evidence-based Strategy:	<p>1) Enhance our staff's ability to engage students in rigorous complex tasks and improve core instruction by increasing the amount of time students are engaged in reading, writing, speaking, and listening.</p> <p>2) Strengthen the ability of all staff to effectively use culturally responsive strategies and equitable practices for communicating high expectations, develop positive and compassionate relationships, and offer differentiated and culturally diversified curriculum.</p> <p>3) Create a school-wide culture where all students feel they belong and focus on the academic, social-emotional, and behavioral needs of each student.</p>
Rationale for Evidence-based Strategy:	<p>1) If a teacher's ability to engage students in complex tasks is strengthened, then students will apply the content at higher levels of rigor and autonomy resulting in increased proficiency for black, ESE and ELL students.</p> <p>2) The development and implementation of culturally responsive teaching and of equitable practices that engage students will result in increased exposure to rigorous and relevant tasks in the classroom at an appropriate grade level, the development of school-wide culture and climate, and an overall decline in the achievement gap.</p> <p>3) Creating a student-centered culture will provide all learners with the opportunity to be successful.</p>
Action Steps to Implement	
<p>1) Provide targeted professional learning and coaching to all staff on culturally relevant strategies (CRT), equity, and restorative practices to improve academic achievement and lower behavioral incidents.</p> <p>2) Increase the number of school-based experts that are trained as equity champions, models of CRT, restorative practices, and PBIS.</p> <p>3) Teachers will work collaboratively in weekly Professional Learning Community (PLC) groups to incorporate researched-based literacy strategies, analyze appropriate data, and create instructional materials with rigorous complex tasks.</p> <p>4) Expand the utilization of an Extended Learning Program and PCS Personalized Learning Pathway for tutoring in all content areas to ensure extra support outside of the classroom is provided on a regular basis for all students. Ensure participation of black students through recruitment and targeted resources.</p> <p>5) Facilitation of AVID strategies coupled with professional learning to ensure WICOR strategies are utilized school-wide, including the implementation of school-wide binders for all students.</p>	
Person Responsible	[no one identified]

#4. Other specifically relating to Spring 2021 Intervention Plan

Area of Focus Description and Rationale:	Azalea Middle has continually worked to welcome students back to in-person instruction, improve the delivery of instruction and provide strategic interventions and supports for students since summer 2020. In alignment with the district Spring Education Plan based on winter 2020 formative assessments and first semester grades, students demonstrating a decline in progress will receive additional interventions both during their school day and through additional instructional time and targeted interventions after-school through ELP and/or Saturdays. Parents of student not making adequate progress within MyPCS Online will be notified of their student's course progress and progress monitoring assessment performance, the associated educational risks and the desire to have the student return to face-to-face instruction.
Measurable Outcome:	By June 2020, all students not demonstrating academic progress during the first semester of the 2020-21 school year, will be engaged in ongoing, targeted academic interventions and demonstrate growth as measured by intervention attendance and progress monitoring data.
Person responsible for monitoring outcome:	Susan Alvaro (alvaros@pcsb.org)
Evidence-based Strategy:	Extended Learning Program (ELP) with individualized student interventions and supports will be matched to student identified need to ensure additional instructional time and targeted supports are in place for each student not demonstrating progress.
Rationale for Evidence-based Strategy:	ELP program will include specific, matched interventions for student need that include: <ul style="list-style-type: none"> •ELA Interventions: Push in services provided by Literacy Coach and Intervention Teach (students targeted by Write Score data), additional time on IReady to increase readiness proficiency, goal setting after reviewing data from assessments •Mathematics Interventions: Push in services provided by Math Coach and Intervention Teach (students targeted by Write Score data), additional time on IXL to increase readiness proficiency, goal setting after reviewing data from assessments

Action Steps to Implement

ELP information is emailed to parents each Sunday and students are given reminder slips by teachers in which classes they are not meeting expectations. Each week teachers and counselors are provided a list of students not meeting academic success, those students are targeted to participate in ELP. This process is monitored by all administrators and discussed during weekly Instructional Leadership team meetings.

Person Responsible Susan Alvaro (alvaros@pcsb.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The team will monitor the implementation of the school-wide literacy plan to include the use of binders, daily writing portfolios, TREES writing strategy, Culturally Relevant Teaching, and Standards based instruction. The team will collect data from walk throughs, formative assessments, meetings with teachers during collaborative planning and lesson plans.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

A positive school climate exists when all stakeholders feel valued and respected. It can significantly increase and contribute to an effective teaching and learning environment by improving communication with ALL stakeholders, supporting ALL students academically, and encouraging respectful and caring relationships throughout the school. A significant focus of our school improvement plan is to strengthen the ability of all staff to effectively use culturally responsive strategies and equitable practices for communicating high expectations, develop positive and compassionate relationships, and offer differentiated and culturally diversified curriculum for all students. The development and implementation of culturally responsive teaching and of equitable practices that engage students will result in increased exposure to rigorous and relevant tasks in the classroom at an appropriate grade level, the development of school-wide culture and climate, and an overall decline in the achievement gap. The intended outcome is to increase the number of school-based equity champions, models of CRT, restorative practices, and PBIS. Additionally, a secondary focus will be to intentionally build positive relationships with families by providing effective communication and access to academic tools. We will work to increase the amount of family and community engagement opportunities, increased PTA and SAC participation, and the addition of business and community partners. Extracurricular and grade level instructional leaders will work to create opportunities for student voice on school-wide culture and climate to be increased and valued. We will expand the utilization of restorative practices and the use of our current successful PBIS structure to improve student recognition and the reinforcement of positive behavior.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$390,441.12
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	0121 - Azalea Middle School	UniSIG	1.0	\$50,394.81
			Notes: Continuing Base salary for Classroom Intervention Teacher - Terry Roberts.			
	5100	210-Retirement	0121 - Azalea Middle School	UniSIG	0.0	\$5,039.48
			Notes: Continuing Retirement Benefits for Classroom Intervention Teacher			

	5100	220-Social Security	0121 - Azalea Middle School	UniSIG	0.0	\$3,124.48
			<i>Notes: Continuing Social Security Benefits for Classroom Intervention Teacher</i>			
	5100	220-Social Security	0121 - Azalea Middle School	UniSIG	0.0	\$730.72
			<i>Notes: Continuing Medicare Benefits for Classroom Intervention Teacher</i>			
	5100	230-Group Insurance	0121 - Azalea Middle School	UniSIG	0.0	\$8,800.00
			<i>Notes: Continue Health and Life group insurance Benefits for Classroom Intervention Teacher</i>			
	5100	120-Classroom Teachers	0121 - Azalea Middle School	UniSIG	0.0	\$22,727.64
			<i>Notes: School will provide after tutoring in ELA, Math, and civics to retention students, and the lowest 30% of students. The groups will be differentiated based on 2019 - 2020 iReady and Map data. Data from 2018-2019 FSA will also be utilized to determine the grouping. 11 Effective or Highly Effective Instructional Staff x \$20.00 per hours, for 1 hour after school per day x 4 days per week, Students: ELA - 2, 6th grade groups; Math 2, 6th grade groups; ELA 2, 7th grade groups; Math 2, 8th grade groups; 3, 7th grade Civic groups (depending on enrollment in traditional/online the groups may vary</i>			
	5100	210-Retirement	0121 - Azalea Middle School	UniSIG	0.0	\$2,193.97
			<i>Notes: Retirement Benefits - School will provide after tutoring in ELA, Math, and civics to retention students, and the lowest 30% of students. The groups will be differentiated based on 2019 - 2020 iReady and Map data. Data from 2018-2019 FSA will also be utilized to determine the grouping.</i>			
	5100	220-Social Security	0121 - Azalea Middle School	UniSIG	0.0	\$1,360.26
			<i>Notes: Social Security Benefits - School will provide after tutoring in ELA, Math, and civics to retention students, and the lowest 30% of students. The groups will be differentiated based on 2019 - 2020 iReady and Map data. Data from 2018-2019 FSA will also be utilized to determine the grouping.</i>			
	5100	220-Social Security	0121 - Azalea Middle School	UniSIG	0.0	\$318.13
			<i>Notes: Medicare Benefits - School will provide after tutoring in ELA, Math, and civics to retention students, and the lowest 30% of students. The groups will be differentiated based on 2019 - 2020 iReady and Map data. Data from 2018-2019 FSA will also be utilized to determine the grouping.</i>			
	5100	500-Materials and Supplies	0121 - Azalea Middle School	UniSIG	0.0	\$20,389.00
			<i>Notes: Parent/community meetings as well as in-school classroom and professional development meeting materials: paper, markers, pens, file folders, dry erase markers, sticky notes, binder clips. Index Dividers, 3 ring binders, Clear Tab, 5 tab set Sets - \$700 Power Strips - \$2,450 Headphones - 8/13: Principal received a quote from a different vendor. New amount is \$5,731.24. Student calculators - \$3,762.45 (see quote) Chart paper, folders, card stock, pens, colored pencils, sheet protectors, sticky notes, dry erase markers/erasers - \$4,090. Data binders - \$1,000 ELA and Math Portfolios - \$1,077 School-wide character education, restorative practices, and social/emotional learning supplies - \$1,578.31</i>			
	6400	120-Classroom Teachers	0121 - Azalea Middle School	UniSIG	0.0	\$31,056.81
			<i>Notes: Continue with Base Salary for Stipends for Classroom Teachers in Professional Development for ELA and Math beyond the day/year. The PD will be offered 1 hour each week after school or on Saturday for 32 weeks. District Transformation Coaches in ELA/Math together with site-based coaches. ELA/MATH Planning Training offered to 53 instructional staff ,</i>			
	6400	210-Retirement	0121 - Azalea Middle School	UniSIG	0.0	\$2,814.91
			<i>Notes: Continue with Retirement Benefits for Stipends for Classroom Teachers in Professional Development for ELA and Math beyond the contractual day/year. 45 hours x \$20 = \$900 per week x 32 weeks = \$28,800</i>			
	6400	220-Social Security	0121 - Azalea Middle School	UniSIG	0.0	\$1,745.25
			<i>Notes: Continue with Social Security Benefits for Stipends for Classroom Teachers in Professional Development for ELA and Math beyond the contractual day/year. 45 hours x \$20 = \$900 per week x 32 weeks = \$28,800</i>			
	6400	220-Social Security	0121 - Azalea Middle School	UniSIG	0.0	\$408.16

			<i>Notes: Continue with Medicare Benefits for Stipends for Classroom Teachers in Professional Development for ELA and Math beyond the contractual day/year. 45 hours x \$20 = \$900 per week x 32 weeks = \$28,800</i>			
	6400	130-Other Certified Instructional Personnel	0121 - Azalea Middle School	UniSIG	1.0	\$50,000.00
			<i>Notes: Continuing Base Salary for Instructional Staff Developer (Math Coach) - Jacqueline Conroy</i>			
	6400	210-Retirement	0121 - Azalea Middle School	UniSIG	0.0	\$5,000.00
			<i>Notes: Continuing Retirement Benefits for Instructional Staff Developer (Math Coach)</i>			
	6400	220-Social Security	0121 - Azalea Middle School	UniSIG	0.0	\$3,100.00
			<i>Notes: Continuing Social Security Benefits for Instructional Staff Developer (Math Coach)</i>			
	6400	220-Social Security	0121 - Azalea Middle School	UniSIG	0.0	\$725.00
			<i>Notes: Continuing Medicare Benefits for Instructional Staff Developer (Math Coach)</i>			
	6400	230-Group Insurance	0121 - Azalea Middle School	UniSIG	0.0	\$8,800.00
			<i>Notes: Continuing Health and Life Group Insurance for Instructional Staff Developer (Math Coach)</i>			
	5100	120-Classroom Teachers	0121 - Azalea Middle School	UniSIG	1.0	\$48,536.43
			<i>Notes: Base salary for a second Classroom Intervention Teacher - TBA</i>			
	5100	210-Retirement	0121 - Azalea Middle School	UniSIG	0.0	\$4,853.64
			<i>Notes: Retirement Benefits for second Classroom Intervention Teacher - TBA</i>			
	5100	220-Social Security	0121 - Azalea Middle School	UniSIG	0.0	\$3,009.26
			<i>Notes: Social Security Benefits for second Classroom Intervention Teacher - TBA</i>			
	5100	220-Social Security	0121 - Azalea Middle School	UniSIG	0.0	\$703.78
			<i>Notes: Medicare Benefits for second Classroom Intervention Teacher - TBA</i>			
	5100	230-Group Insurance	0121 - Azalea Middle School	UniSIG	0.0	\$8,800.00
			<i>Notes: Health and Life group insurance Benefits for second Classroom Intervention Teacher - TBA</i>			
	6130	130-Other Certified Instructional Personnel	0121 - Azalea Middle School	UniSIG	0.5	\$27,104.45
			<i>Notes: Continuing Base Salary for .5 Instructional Staff Developer (Science Coach) - Karen Bulino</i>			
	6400	210-Retirement	0121 - Azalea Middle School	UniSIG	0.0	\$2,710.45
			<i>Notes: Continuing Retirement Benefits for .5 Instructional Staff Developer (Science Coach)</i>			
	6400	220-Social Security	0121 - Azalea Middle School	UniSIG	0.0	\$1,680.48
			<i>Notes: Continuing Social Security Benefits for .5 Instructional Staff Developer (Science Coach)</i>			
	6400	220-Social Security	0121 - Azalea Middle School	UniSIG	0.0	\$393.01
			<i>Notes: Continuing Medicare Benefits for .5 Instructional Staff Developer (Science Coach)</i>			
	6400	230-Group Insurance	0121 - Azalea Middle School	UniSIG	0.0	\$4,400.00
			<i>Notes: Continuing Health and Life Group Insurance for .5 Instructional Staff Developer (Science Coach)</i>			
	6400	310-Professional and Technical Services	0121 - Azalea Middle School	UniSIG	0.0	\$34,000.00

			Notes: Continuing with ANet Consultant (Professional Development \$28,000.00) (MyANET Platform site Licenses \$6,000)			
	6400	330-Travel	0121 - Azalea Middle School	UniSIG	0.0	\$22,000.00
			Notes: "Harvard Turnaround School Leaders (Harvard Data Wise date has Passed) estimated cost per person (4 people - principal & 3 AP's). The principals use the learning to develop a roll out plan for Pre-planning. Registration Per Person: \$3,675.00 Airline Fee Round Trip per person :\$500.00 Hotel Per Person: \$1,200.00 Food Allotment Per Person:\$125.00"			
	6400	140-Substitute Teachers	0121 - Azalea Middle School	UniSIG	0.0	\$6,460.00
			Notes: Continue with Base Salary for Substitute Teachers for classroom instruction during school hours / The school based substitutes are used to support the classroom teachers, also, if a teachers is out they are familiar with the curriculum and scholars. This is only a portion of the funds, the other funds are supported by the district / The school based subs are year round, this is only a portion of the whole budget / Substitutes are not unplanned they go into the classrooms to assist teachers and work with small student groups / A total of 34 teachers, 7.5 hours per day for two days, and it's \$95 per day. BSI will allow up to 2 days of subs per teacher for data chats and planning for the entire school year.			
	6400	220-Social Security	0121 - Azalea Middle School	UniSIG		\$142.00
			Notes: Continue with Medicare Benefits for Substitute Teachers for classroom instruction during school hours.			
	5100	610-Library Books	0121 - Azalea Middle School	UniSIG		\$6,919.00
			Notes: Need for phonics building. Therefore, students in 6th grade will use SpiralUp Kits that aims to improve word-solving strategies.			
2	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity				\$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$0.00
4	III.A.	Areas of Focus: Other: Spring 2021 Intervention Plan				\$0.00
					Total:	\$407,930.00