

Pinellas County Schools

Azalea Middle School



2021-22 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: 7/22/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 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	2020-21	2019-20	2018-19	2017-18
Grade		D	D	C

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SIP Authority

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<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.

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

Name	Position Title	Job Duties and Responsibilities
Ware, Cameshia	Assistant Principal	The Assistant Principal is an instructional and operational leader within the school community and is critical to improving student outcomes through staff development and effectiveness. In collaboration with and aligned to the direction of the Principal, the Assistant Principal supports the creation of the culture of rigorous learning, belonging and engagement for staff, students and families throughout the school community. In alignment with the Florida Assistant Principal Standards, the Assistant Principal supports and leads assigned school teams to increased school and student outcomes through ongoing training, coaching, feedback and support by prioritizing instruction while effectively balancing operational, safety and policy responsibilities, as assigned.
Lengner, Kristy	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.
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.
Carnovale, Marina	Instructional Coach	Instructional Coaches will provide assistance and ongoing professional learning to instructional staff. They will regularly observe and provide feedback to teachers regarding instructional improvement, data analysis, and student achievement.
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

Thursday 7/22/2021, 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

43

Total number of students enrolled at the school

950

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

Identify the number of instructional staff who joined the school during the 2021-22 school year.

10

Demographic Data

Early Warning Systems

2021-22

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	0	0	0	0	0	0	0	
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	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 FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	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	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 6/22/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				26%	52%	54%	25%	50%	53%
ELA Learning Gains				38%	55%	54%	42%	50%	54%
ELA Lowest 25th Percentile				35%	47%	47%	44%	42%	47%
Math Achievement				29%	55%	58%	30%	54%	58%
Math Learning Gains				39%	52%	57%	48%	54%	57%
Math Lowest 25th Percentile				37%	46%	51%	46%	48%	51%
Science Achievement				27%	51%	51%	25%	52%	52%
Social Studies Achievement				57%	68%	72%	51%	65%	72%

Grade Level Data Review - State Assessments

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	2021					
	2019	23%	51%	-28%	54%	-31%
Cohort Comparison						
07	2021					
	2019	26%	51%	-25%	52%	-26%
Cohort Comparison		-23%				
08	2021					
	2019	30%	55%	-25%	56%	-26%
Cohort Comparison		-26%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	19%	44%	-25%	55%	-36%
Cohort Comparison						
07	2021					
	2019	36%	60%	-24%	54%	-18%
Cohort Comparison		-19%				
08	2021					
	2019	11%	31%	-20%	46%	-35%
Cohort Comparison		-36%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	27%	51%	-24%	48%	-21%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	63%	68%	-5%	71%	-8%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	69%	55%	14%	61%	8%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	56%	-56%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Performance Matters

Areas with two percentages are standard & accelerated classes

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	30	25	
	Economically Disadvantaged			
	Students With Disabilities	4	10	
	English Language Learners	26	11	
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	23 & 30	22 & 34	
	Economically Disadvantaged			
	Students With Disabilities	23 & 30	10 & 24	
	English Language Learners	30 & 13	30 & 33	

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	10	25	
	Economically Disadvantaged			
	Students With Disabilities	0	11	
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	39 & 72	37 & 51	
	Economically Disadvantaged			
	Students With Disabilities	27 & 33	26 & 33	
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	42	75	
	Economically Disadvantaged			
	Students With Disabilities	70	70	
	Number/% Proficiency	Fall	Winter	Spring
	English Language Learners	6	31	
	English Language Learners	50 & 100	50 & 50	
	English Language Learners	20	30	

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	20	35	
	Economically Disadvantaged			
	Students With Disabilities	7	14	
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	51 & 85	40 & 79	65
	Economically Disadvantaged			
	Students With Disabilities	40 & 100	40 & 100	50
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	28 & 50	26 & 60	
	Economically Disadvantaged			
	Students With Disabilities	12	4	
	Number/% Proficiency	Fall	Winter	Spring
	All Students	28 & 50	26 & 60	
	Economically Disadvantaged			
	Students With Disabilities	12	4	
	Number/% Proficiency	Fall	Winter	Spring
	All Students	28 & 50	26 & 60	
	Economically Disadvantaged			
	Students With Disabilities	12	4	

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	5	19	26	9	13	13	3	17			
ELL	19	42	44	26	41	33	17	38			
ASN	47	47		65	29						
BLK	16	27	30	13	19	20	7	28	54		
HSP	25	42	40	26	36	41	24	41	50		
MUL	43	46		40	38		33	38			
WHT	40	39	39	42	35	27	47	64	67		
FRL	22	30	31	21	26	26	20	38	64		
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						

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
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	34
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	43
Total Points Earned for the Federal Index	340
Total Components for the Federal Index	10
Percent Tested	94%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	13
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	34
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	47
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	24
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	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	40
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	44
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	32
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

From state assessment data, significant drops occurred in Math, Science and Civics. APM data indicated better scores than achieved on FSA.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Learning gains require significant improvement as well as Civics and Science.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Lack of rigorous instruction since leaving school in March of 2020. Increased rigor, standards instruction only, and improved monitoring of student understanding. Implementing equitable practices for all students to increase achievement.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

ELA achievement remained the same as 2018; no progress was lost.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Continued implementation of the Literacy Plan utilizing a writing processes that was used in all content areas.

What strategies will need to be implemented in order to accelerate learning?

Students will be given more opportunities to struggle with curriculum before teacher intervention, teachers will only utilize grade level materials that align to the standards, increased engagement in activities, student ownership of work, teachers will improve monitoring of student progress, and all teachers will implement equitable teaching/grading practices.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers attend a 12 hour Culturally Responsive Teaching conference, teachers will participate in a book study using the book CRT and the Brain, monthly professional development during PLCs and data discussions during weekly PLCs.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Continue to train new hires in Culturally Relevant Teaching, professional development embedded into monthly meetings, continued monitoring of individual students during content PLCs and utilization of Title 1 funds to support student learning.

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, 26% proficient in Math, 41% proficient in Civics and 24% in Science as evidenced by the Spring 2021 FSA. We expect our performance level to increase by at least 3% in all measured areas related to the school grade in Spring 2022. This substantial downward trend in proficiency and gains in Math and ELA has prompted a school-wide focus on improving rigorous core instruction and providing additional supports for our ESSA subgroups. This substantial downward trend in proficiency and gains in Math and ELA has prompted a school-wide focus on improving rigorous core instruction and providing additional supports for our ESSA subgroups and L25 learners. Walkthrough data collected from 2020-2021 showed that 85% of teachers were providing grade-appropriate standards-aligned tasks.
Measurable Outcome:	<p>ELA Achievement from 26% to 29% Math Achievement from 26% to 31%</p> <p>ELA Gains from 27%% to 41% Math Gains from 23% to 42%</p> <p>ELA L25 from 22% to 38% Math L25 from 19% to 40%</p> <p>Science from 24% to 30% Social Studies from 41% to 60%</p> <p>Acceleration from 68% to 72%</p>
Monitoring:	<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. Lesson plans to be developed during PLC with content coaches.</p> <p>2) All instructional staff trained to effectively use culturally responsive strategies, equitable practices and high quality instruction. Practices will be monitored by ILT during daily walk throughs.</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 academic processes, and utilize challenging curriculum based performance tasks to increase the depth of knowledge.</p> <p>5) Purpose for learning- Students take charge of their learning with the teacher as facilitator/monitor</p>
Person responsible for monitoring outcome:	Susan Alvaro (alvaros@pcsb.org)
Evidence-based Strategy:	<p>1) Explicit Instructional Strategies to support students mastering complex tasks</p> <p>2) Equitable Practices and Culturally Responsive Teaching</p> <p>3) Teaching Strategies</p> <p>4) Multiple Opportunities to Practice</p> <p>5) Nurture Metacognition</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 to increase proficiency.</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</p>

grade level, the development of school-wide culture and climate, and an overall decline in the achievement gap.

3) Literacy plan will create a focus on standards based instruction including strategies that create a common language and practice for learners to grow academically across content areas. Re-teaching opportunities in small groups.

4) Students need to understand the reason for the practice. They should understand that it offers them a chance to find out where they have gained mastery of essential steps and where they still need work with minimal negative impact on their grade

5) When students have the opportunity to struggle with informational texts, write about academic processes, and utilize challenging curriculum based performance tasks it increases the depth of knowledge.

Action Steps to Implement

1) Students will increase frequency with rigorous tasks and grade-level appropriate literature in every classroom. Students will use curriculum programs such as Newsela (all contents), Gizmos (science), Merge Edu (science), Legends of Learning (science) and Penda Learning (science). Increased use of technology will strengthen success of rigorous tasks.

2) The instructional leadership team (ILT) will plan a constructive walkthroughs to monitor student learning and provide feedback to support teacher growth.

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.

4) Goal setting and progress monitoring tools will be used bi-weekly to monitor student progress. Teachers will review goals with students monthly. Content teachers will discuss findings during PLCs.

5) 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.

6) 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	According to data from Early Warning Indicators, several areas have a negative impact on student progress. 36% of students are identified as having behavior issues. Total referrals = 1643, Total ISS assignments = 994
Description and Rationale:	Total OSS assignments = 313 50% of students earned failing grades. 27% of students are identified as having absence problems 100% of our students are enrolled in at least one advance class. In collaboration with the Equity Team, a root cause analysis was created to review current discipline data and strategies to improve interactions with students.
Measurable Outcome:	Decrease the amount of behavioral referrals processed by 15%. Decrease the amount of discipline referrals processed for African-American students. Decrease failing grades by 20%. Increase daily attendance to 96%.
Monitoring:	1) Provide AVID training to all staff on culturally relevant strategies (CRT), equity, and restorative practices to improve academic achievement and lower behavioral incidents. 100% staff to be trained. 2) Provide professional development on utilization of higher order thinking and increasing complexity of tasks. 3) Increase the number of school-based experts that are trained as equity champions, models of CRT, restorative practices, and PBIS. 50% of staff to become Equity Champions. 4) Monitor amount of instances students are being removed from class. Monthly report to be discussed at SBLT meetings, Discipline Meetings, and House Meetings. 5) Monitor amount of referrals for In/Out of School Suspension. Monthly report to be discussed at SBLT meetings, Discipline Meetings, and House Meetings.
Person responsible for monitoring outcome:	Kristy Lengner (lengnerk@pcsb.org)
Evidence-based Strategy:	1) In the 21-22 school year specific focus to increase the number students enrolled in classes resulting in industry certifications. 2) 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. 3) Ensure participation in ELP of black students through recruitment and targeted resources. 4) Provide feedback to students on how they have performed on a particular task along with ways that they can improve.
Rationale for Evidence-based Strategy:	1) 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. 2) When students have the opportunity to struggle with informational texts, write about academic processes, and utilize challenging curriculum based performance tasks it increases the depth of knowledge. 3) Feedback is a high impact teaching strategy. When done well, research shows that providing your students with feedback improves academic achievement.

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) Conduct professional development on problem solving, critical thinking, reasoning, and real-world application in order to prepare students for the workplace and college. expected to be embedded consistently in classroom practice and learning
- 3) Increase the number of school-based experts that are trained as equity champions, models of CRT, restorative practices, and PBIS.
- 4) Utilize and expand our current PBIS system to reinforce and influence appropriate behavior and positive outcomes.
- 5) Analyze MTSS and behavioral data to implement tiered systems of supports and interventions for students.
- 6) 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.
- 7) Utilization of Social/Emotional curriculum during our Refresh and Restart daily activity period.
- 8) Book Study using "Culturally Responsive Teaching and The Brain" by Z. Hammond

Person Responsible Kristy Lengner (lengnerk@pcsb.org)

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

Area of Focus Description and Rationale:	Increase teacher's use of equitable practices to improve upon the performance of students identified by the ESSA Federal Index
Measurable Outcome:	<p>Increase level of proficiency FSA in</p> <p>Black Students</p> <p>Math from 13 to 41%</p> <p>Sci, 7% to 41%</p> <p>Civics 28% to 41%</p> <p>ELA 16% to 41%</p> <p>ELL Students</p> <p>Math from 26 to 41%</p> <p>Sci, 17% to 41%</p> <p>Civics 38% to 41%</p> <p>ELA 19% to 41%</p> <p>ESE Students</p> <p>Math from 9 to 41%</p> <p>Sci, 3% to 41%</p> <p>Civics 17% to 41%</p> <p>ELA 5% to 41%</p>
Monitoring:	<p>1) Provide AVID training to all staff on culturally relevant strategies (CRT), equity, and restorative practices to improve academic achievement and lower behavioral incidents. 100% staff to be trained</p> <p>2) Increase the number of school-based experts that are trained as equity champions, models of CRT, restorative practices, and PBIS. 50% of staff to become Equity Champions.</p> <p>3) Monitor amount of instances students are being removed from class. Monthly report to be discussed at SBLT meetings, Discipline Meetings, and House Meetings.</p> <p>4) Monitor amount of referrals for In/Out of School Suspension. Monthly report to be discussed at SBLT meetings, Discipline Meetings, and House Meetings.</p> <p>5) Monitor data from assessments to measure achievement levels of students in subgroups.</p>
Person responsible for monitoring outcome:	Carrie Short (shortca@pcsb.org)
Evidence-based Strategy:	<p>1) 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>2) 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) 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>2) Creating a student-centered culture will provide all learners with the opportunity to be successful.</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) 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.
- 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 in ELP of subgroup students through recruitment and targeted resources.
- 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.

Person Responsible Carrie Short (shortca@pcsb.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

AZALEA MIDDLE SCHOOL

Reported 10.7 incidents per 100 students. When compared to all middle/junior schools statewide, it falls into the very high category.

- 1) Violent Incidents Statewide Rank: #480 / 553 County Rank: #18 / 19
Per 100 Students: 5.74**
- 2) Drug/Public Order Incidents Statewide Rank: #544 / 553 County Rank: #19 / 19
Per 100 Students: 4.55**
- 3) Create parent resource center to support families in need with these issues**

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.

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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Administration- Instructional leaders who can make innovations on the strategies and techniques to raise school performance.

Staff- Implementing information gained from professional development and innovations set forth by administration.

Students- Actively participate in the process include reviewing students' perceptions of the climate in their school. Understanding positive school climate affects learning and the overall school experience.

Families/Community- Family and community investment in activities to improve school climate can increase the chances for success. Family and community members with opportunities to become involved in the school as well as help create structures that will allow family and community member voice within the school.

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				\$325,910.32
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	0121 - Azalea Middle School	UniSIG	3.0	\$174,235.90
			<i>Notes: Salary for three instructional staff developers to provide assistance and professional growth to teachers, including training and mentoring in the use of materials, assessment strategies and best practices to improve student achievement. The Instructional Staff Developers will also provide small group services to students based on performance on state assessment and cycle assessment and before testing they work with small groups on specific standards.</i>			

	5100	210-Retirement	0121 - Azalea Middle School	UniSIG	3.0	\$18,852.33
			<i>Notes: Retirement for three instructional staff developers.</i>			
	5100	220-Social Security	0121 - Azalea Middle School	UniSIG	3.0	\$10,802.63
			<i>Notes: Social Security for three instructional staff developers.</i>			
	5100	220-Social Security	0121 - Azalea Middle School	UniSIG	3.0	\$2,526.42
			<i>Notes: Medicare for three instructional staff developers.</i>			
	5100	231-Health and Hospitalization	0121 - Azalea Middle School	UniSIG	3.0	\$34,650.00
			<i>Notes: Health for three instructional staff developers.</i>			
	5100	232-Life Insurance	0121 - Azalea Middle School	UniSIG	3.0	\$207.90
			<i>Notes: Group Life for three instructional staff developers.</i>			
	5100	120-Classroom Teachers	0121 - Azalea Middle School	UniSIG		\$14,848.00
			<i>Notes: Base salary for 16 Effective or Highly Effective Instructional Staff Tutors (5 per content: math, civics, science, ELA, reading) x \$29.00 per hour, for 1 hour after school per day x 1 day per week, for 32 weeks. The school will offer after-school tutoring in five content areas (ELA, Reading, Math, Science, and Civics) to retention scholars and scholars in the lowest 30%. The groups will be differentiated based on cycle and state data, and there will be five teachers per content area.</i>			
	5100	220-Social Security	0121 - Azalea Middle School	UniSIG		\$920.58
			<i>Notes: Social Security for Instructional Staff Tutors.</i>			
	5100	220-Social Security	0121 - Azalea Middle School	UniSIG		\$215.30
			<i>Notes: Medicare for Instructional Staff Tutors.</i>			
	5100	210-Retirement	0121 - Azalea Middle School	UniSIG		\$1,606.55
			<i>Notes: Retirement for Instructional Staff Tutors.</i>			
	5100	500-Materials and Supplies	0121 - Azalea Middle School	UniSIG		\$20,520.67
			<i>Notes: Instructional Material and Supplies for students during math, science, Civics, Reading, ELA blocks, small group intervention, and after-school tutoring (see quote).</i>			
	5100	369-Technology-Related Rentals	0121 - Azalea Middle School	UniSIG		\$6,575.00
			<i>Notes: Continue with the Legends of Learning, Gizmos, and Newsela subscriptions.</i>			
	5100	612-Library Books for Existing Libraries	0121 - Azalea Middle School	UniSIG		\$9,548.73
			<i>Notes: Novels (see quote) will be used during reading and ELA blocks and small intervention groups (all grade-levels). The activities will be aligned to the standards and incorporate reading across discipline areas.</i>			
	5100	369-Technology-Related Rentals	0121 - Azalea Middle School	UniSIG		\$2,495.00
			<i>Notes: Science Merge EDU Schoolwide licenses - supplement to the science curriculum. Merge EDU engages students in science and STEM with 3D objects and simulations they can touch, hold and interact with. MERGE EDU is a subscription-based AR/VR platform for STEM learning and digital creation designed to work with the award-winning MERGE Cube. The platform includes the Explorer app, a premium version of the Object Viewer app, lesson activities, and a teacher dashboard. The Explorer app provides standards-aligned AR and VR content to support 21st Century Learning 4C's. Students can visualize complex 3D models, perform a simulated frog dissection, experience scientific phenomenon, and place virtual objects in the real world. Students will master STEM subjects through teacher-assigned lesson activities or independently by progressing through learning modules. The new premium Object Viewer app converts 3D models and design projects into virtual objects you can hold on the MERGE Cube. This includes files from Paint 3D and Tinkercad.</i>			

			<i>Teachers can also import 3D models from object libraries like Google Poly or Remix 3D to help students visualize complex concepts</i>			
	5100	519-Technology-Related Supplies	0121 - Azalea Middle School	UniSIG		\$12,000.00
			<i>Notes: The science lab teacher requested to build their MAC lab to 30 computers. They currently have (20) 21.5 in iMacs with 2.3 GHz Dual-Core Intel. He would like to get 10 more to complete a lab of 30. Please see quote. This would cost approx. \$12,000 with Apple Care (3 years)</i>			
	5100	160-Other Support Personnel	0121 - Azalea Middle School	UniSIG	0.2	\$5,166.72
			<i>Notes: Salary for a Family & Community Liaison. Title 1 will cover 1.50 hours per day and the district will cover 4.00 hours per day. The principal is requesting for UniSIG to cover 2.00 hours per day. The principal will need to hire someone. The person will be responsible for bridging the communication between the family, community, and school. Some of the duties include: Assists in the development of specific objectives for volunteer/community involvement activities based on school needs assessment; Assists the area coordinator in organizing a publicity plan to keep schools and community informed; Provides the communication link between principal, teachers, parents, students, office staff, aides and volunteers; and Assists in the coordination of business and community partnerships. \$14.35 per hour, 2 hours per week, 5 days per week for 36 weeks</i>			
	5100	210-Retirement	0121 - Azalea Middle School	UniSIG	0.2	\$559.04
			<i>Notes: Retirement for a Family & Community Liaison.</i>			
	5100	220-Social Security	0121 - Azalea Middle School	UniSIG	0.2	\$320.34
			<i>Notes: Social Security for a Family & Community Liaison.</i>			
	5100	220-Social Security	0121 - Azalea Middle School	UniSIG	0.2	\$74.92
			<i>Notes: Medicare for a Family & Community Liaison.</i>			
	5100	231-Health and Hospitalization	0121 - Azalea Middle School	UniSIG	0.2	\$5,775.00
			<i>Notes: Health for a Family & Community Liaison.</i>			
	5100	232-Life Insurance	0121 - Azalea Middle School	UniSIG	0.2	\$69.29
			<i>Notes: Life Insurance for a Family & Community Liaison.</i>			
	5100	519-Technology-Related Supplies	0121 - Azalea Middle School	UniSIG		\$3,940.00
			<i>Notes: One pack 10 of iPad 128GB. The iPads will be used by the learning team and students during one-on-one intervention to support the Equity and Diversity second area of focus.</i>			
			0121 - Azalea Middle School			\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity				\$4,756.79
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	612-Library Books for Existing Libraries	0121 - Azalea Middle School	UniSIG		\$4,756.79
			<i>Notes: Behavior Management Instructional Staff Books & The Hate U Give (this will go along with the Equity and Diversity PD that all staff are required to attend). See quotes Building Character and Social-Emotional Learning Books for Instructional Staff. See overview and quote</i>			
3	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$67,992.41
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	120-Classroom Teachers	0121 - Azalea Middle School	UniSIG		\$29,040.00

			<i>Notes: Base salary for stipends for instructional professional development beyond the contracted day/year in ELA, math, science, and diversity (\$20 per hour, 2 hours a month for 10 months, 33 instructional staff = \$13,200) and Summer trainings (\$20 per hour, 6 hours per day, for 4 days total, 33 staff = \$15,840).</i>			
	6400	220-Social Security	0121 - Azalea Middle School	UniSIG		\$1,800.48
			<i>Notes: Social Security for stipends for instructional professional development.</i>			
	6400	220-Social Security	0121 - Azalea Middle School	UniSIG		\$421.08
			<i>Notes: Medicare for stipends for instructional professional development.</i>			
	5100	611-Library Books for New Libraries	0121 - Azalea Middle School	UniSIG		\$1,508.68
			<i>Notes: Creating Strong Kids through Writing (see quote) and supplies: 30-minute lessons that build empathy, self-awareness, and social-emotional understanding. This will be used in a morning block each day in all grade levels.</i>			
	5100	150-Aides	0121 - Azalea Middle School	UniSIG	1.0	\$19,923.08
			<i>Notes: Salaries for a paraprofessional at 100% . The principal has posted the position and will finalize the hiring process upon receipt award notice. This will help support the area for Equity and Diversity by implementing tiered systems of supports and interventions for students.</i>			
	5100	210-Retirement	0121 - Azalea Middle School	UniSIG	1.0	\$2,155.68
			<i>Notes: Retirement for a paraprofessional.</i>			
	5100	220-Social Security	0121 - Azalea Middle School	UniSIG	1.0	\$1,235.23
			<i>Notes: Social Security for a paraprofessional.</i>			
	5100	220-Social Security	0121 - Azalea Middle School	UniSIG	1.0	\$288.88
			<i>Notes: Medicare for a paraprofessional.</i>			
	5100	231-Health and Hospitalization	0121 - Azalea Middle School	UniSIG	1.0	\$11,550.00
			<i>Notes: Health for a paraprofessional.</i>			
	5100	232-Life Insurance	0121 - Azalea Middle School	UniSIG	1.0	\$69.30
			<i>Notes: Group Life Insurance for a paraprofessional.</i>			
Total:						\$418,760.00