

Pinellas County Schools

AZALEA ELEMENTARY SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Attendance + Attitude + Academics = Excellence and Empowerment for College, Career, and Life

Provide the school's vision statement

100% Student Success

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Donita O. Moody

moodyd@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

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.

Leadership Team Member #2

Employee's Name

Brenda Butler

butlerbr@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

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.

Leadership Team Member #3

Employee's Name

Angela Pitts

pittan@pcsb.org

Position Title

Multi-tiered System of Supports (MTSS) Coach

Job Duties and Responsibilities

The MTSS Coach serves as a systems-level leader who builds infrastructure and strengthens leadership capacity to support sustainable school improvement. This role drives data-informed problem solving by guiding teams in using student data to identify needs and monitor progress. The coach delivers professional learning to build staff knowledge and skills, ensures fidelity in the implementation of tiered academic and behavioral interventions, and facilitates collaboration among teams and stakeholders to support shared goals. The MTSS Coach adapts practices to meet the specific needs and context of each school, ensuring that supports are relevant, responsive, and effective.

Leadership Team Member #4

Employee's Name

Erin Norris

Norrise@pcsb.org

Position Title

Behavior Specialist

Job Duties and Responsibilities

Establishes principles of behavior change procedures with basic understanding of applied behavior analysis. Conducts and facilitates Functional Behavior Assessments and implements Positive Behavior Intervention Plans. Establishes specific behavior management programs for students as needed. Consults with school personnel, parents, and others regarding behavior strategies. Functions in the areas of behavior management and crisis intervention and is responsible to the school principal.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

School Advisory Council includes Principal, MTSS specialist, 1st grade teacher, Gifted teacher, Family Community Liaison, PTA President, parents and a local business owner. The council met monthly to discuss budgets, staffing, parent and family involvement, current goals and data to develop the SIP for the 25-26 school year.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

SIP will be monitored and delivered monthly using multiple modalities. There are walkthroughs to monitor instruction and data reviews quarterly to measure student learning. Additionally, there are deliverables to ensure staff is trained and remains aware of SIP goals. Intentionality in monitoring and deliverables allows for continued progress and focus on meeting our goals.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	94.8%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: A 2022-23: B 2021-22: B 2020-21: B

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	42	47	56	69	63	53				330
Absent 10% or more school days	0	14	14	19	11	10				68
One or more suspensions	0	1	1	1	1	2				6
Course failure in English Language Arts (ELA)	0	0	0	0	0	0				0
Course failure in Math	0	0	0	0	0	0				0
Level 1 on statewide ELA assessment	0	1	11	27	9	0				48
Level 1 on statewide Math assessment	0	6	6	19	4	5				40
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	1	5	12	1	0				19
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	3	5	12	0	0				20

Current Year 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	1	9	4	6				22

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				3						3
Students retained two or more times										0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		19	15	24	9	15				82
One or more suspensions			3	1		1				5
Course failure in English Language Arts (ELA)				2		3				5
Course failure in Math				1		5				6
Level 1 on statewide ELA assessment				3	4	14				21
Level 1 on statewide Math assessment				2	4	16				22
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		2		3						5
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		2		3						5

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators			2	4	3	6				15

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		2		3		1				6
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	63	64	59	65	61	57	47	54	53
Grade 3 ELA Achievement	68	67	59	79	63	58	52	54	53
ELA Learning Gains	55	62	60	69	64	60			
ELA Lowest 25th Percentile	60	59	56	77	62	57			
Math Achievement*	72	69	64	67	66	62	63	61	59
Math Learning Gains	56	67	63	71	68	62			
Math Lowest 25th Percentile	58	56	51	73	58	52			
Science Achievement	69	70	58	70	69	57	62	62	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	69	67	63	76	65	61	35	64	59

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	63%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	570
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
63%	72%	52%	61%	58%		59%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	52%	No		
English Language Learners	49%	No		
Black/African American Students	39%	Yes	1	
Hispanic Students	58%	No		
Multiracial Students	60%	No		
White Students	67%	No		
Economically Disadvantaged Students	56%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	63%	68%	55%	60%	72%	56%	58%	69%					69%
Students With Disabilities	45%	60%	42%	50%	64%	53%	62%	38%					
English Language Learners	23%				54%								69%
Black/African American Students	35%		45%		38%								
Hispanic Students	51%	58%	50%		63%	48%		75%					64%
Multiracial Students	53%				67%								
White Students	72%	72%	60%	73%	81%	62%	45%	70%					
Economically Disadvantaged Students	53%	59%	52%	60%	64%	47%	50%	57%					64%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	65%	79%	69%	77%	67%	71%	73%	70%					76%
Students With Disabilities	49%	53%	70%	67%	49%	72%	69%	55%					
English Language Learners	50%		91%		45%	92%							76%
Black/African American Students	50%		67%		38%	64%							
Hispanic Students	62%	85%	66%		62%	72%	80%	73%					69%
Multiracial Students	91%				82%								
White Students	68%	79%	68%	79%	73%	69%		71%					
Economically Disadvantaged Students	59%	75%	72%	83%	59%	66%	67%	66%					77%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	47%	52%			63%			62%					35%
Students With Disabilities	24%	17%			35%			36%					
English Language Learners	28%				39%								38%
Black/African American Students	19%	18%			39%								
Hispanic Students	39%	33%			58%			79%					36%
Multiracial Students	50%				73%								
White Students	55%	67%			68%			63%					
Economically Disadvantaged Students	37%	38%			53%			63%					43%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	65%	65%	0%	57%	8%
ELA	4	58%	62%	-4%	56%	2%
ELA	5	60%	61%	-1%	56%	4%
Math	3	73%	68%	5%	63%	10%
Math	4	74%	68%	6%	62%	12%
Math	5	61%	65%	-4%	57%	4%
Science	5	67%	67%	0%	55%	12%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Math proficiency showed the most improvement, increasing from 67% to 72%. To support this growth, the school reviewed PM2 data to identify students who were not meeting proficiency benchmarks. Leadership met with 3rd, 4th, and 5th grade teachers to discuss individual student progress and worked collaboratively to create targeted support plans for each student. Additionally, spiral review lessons were implemented in math to reinforce key skills and help students retain previously taught concepts. These focused efforts contributed to the overall improvement in math proficiency.

Lowest Performance

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

The lowest performing category was ELA Learning Gains, with only 56% of students showing growth. A key contributing factor to this low performance was that many students were not making adequate progress at the start of the year, which led to a mid-year shift in intervention strategies. Unfortunately, this change resulted in a loss of instructional time as teachers adjusted to the new interventions. This disruption impacted students' overall progress, contributing to the lower learning gains in ELA.

Greatest Decline

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

The area that showed the greatest decline from the prior year was ELA Learning Gains for the Lowest 25% of students. A major factor contributing to this decline was that the curriculum in place did not adequately meet the specific needs of these students. As a result, targeted interventions and supports were not effectively aligned to help this group make sufficient progress throughout the year.

Greatest Gap

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.

We outperformed the state in all grade levels in ELA and Math based on spring FAST data: 3rd grade ELA was 65% proficient compared to 57% state average.

3rd grade Math was 73% proficient compared to 63% state average.

4th grade ELA was 58% proficient compared to 56% state average.

4th grade Math was 74% proficient compared to 62% state average.

5th grade ELA was 60% proficient compared to 56% state average.

5th grade Math was 61% proficient compared to 57% state average.

EWS Areas of Concern

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

Reflecting on the EWS data from Part I, two potential areas of concern are student attendance and the number of students performing at Level 1 on the state assessment. Consistent attendance is critical for student success, and ongoing challenges with absenteeism may be impacting academic performance. In addition, the number of students scoring at Level 1 indicates a need for more targeted support and interventions to address foundational skill gaps and help these students improve.

Highest Priorities

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

1st - Attendance

- Ensure that all students attendance rate is 80% or more.

2nd - ELA Instruction (Core and Intervention)

- Prioritize Reading: Ensure students have ample time to read, closely read, and annotate appropriate grade-level texts while applying foundational skills.
- Writing with Feedback: Encourage extensive writing with high-quality feedback and provide opportunities for students to use that feedback.
- Academic Discourse: Promote active academic discourse to deepen understanding and engagement.

3rd - Math Instruction (Core and Intervention)

- Academic Discourse: Promote active academic discourse to deepen understanding and engagement.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Azalea Elementary's 2024–2025 ELA data shows a need to focus on improving reading and writing instruction in both whole group and small group lessons. Teachers will use evidence-based strategies and help students build thinking skills by writing about what they read and applying these skills in other subjects. This focus was identified due to a downward trend in both proficiency and growth based on data from previous years.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percent of all proficient students on 2025 ELA FAST PM3 will increase from 63% to 70% as measured by 2026 ELA FAST PM3.

The percent of proficient students on 2025 ELA FAST PM3 in grade 3 will increase from 68% to 73% as measured by 2026 ELA FAST PM3.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The ELA Focus will be monitored via observations and walkthroughs with feedback, analysis of student data including authentic work samples, anecdotal records, student observations, and PLC action plans and results. Monitoring will occur via collaborative planning, identifying the expectation of the student by creating exemplars.

Person responsible for monitoring outcome

Donita O. Moody

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Intervention #1 Advance thinking through writing about reading and across the content areas and grade-levels.

Rationale:

Writing may be the most powerful teaching tool we have. Research tells us that writing, thinking, and reading are indelibly linked. Writing is the key to unlocking the other two. Studies have found that when students at any grade level write about texts they have read and content they have been taught – not just in English, but also in social studies, science, and math – their reading comprehension and learning is enhanced. Writing about reading (and other content) forces students to retrieve it in a way that lodges it in their long-term memories. Cognitive scientists call this retrieval practice. Teaching writing about reading (and other content) can be tantamount to teaching students how to think critically. Having students write about what they are learning can yield greater benefits than favored techniques such as discussion, projects, and group work.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Intervention #2 Ensure whole group and small group instruction in the ELA block in both reading and writing is designed and implemented according to evidence-based principles.

Rationale:

Explicit instructional practice for novices in learning new content, skill, or concept: 1) full, clear explanations, 2) teacher modeling, 3) Provide a "worked-out" sample with full teacher explanation, 3) Full guidance during student practice, 4) Teacher corrective feedback. Decades of research clearly demonstrate that for novices (comprising virtually all students), direct, explicit instruction is more effective and more efficient than partial guidance. Teachers are more effective when providing explicit guidance with practice and feedback rather than requiring student discovery while learning new skills/concepts. A review of 70 studies indicates that failure to provide strong instructional support produced measurable loss of learning: minimal guidance can increase the achievement gap. Differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction. Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile: (1) content—what the student needs to learn or how the student will get access to the information; (2) process—activities in which the student engages in order to make sense of or master the content; (3) products—culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and (4) learning environment—the way the classroom works and feels. The most important factor in differentiation that helps students achieve more and feel more engaged in school is being sure that what teachers differentiate is high-quality curriculum and instruction. For example, teachers can make sure that: (1) curriculum is clearly focused on the information and understandings that are most valued by an expert in a particular discipline; (2) lessons, activities, and products are designed to ensure that students grapple with, use, and come to understand those essentials; (3) materials and tasks are interesting to students and seem relevant to them; (4) learning is active; and

(5) there is joy and satisfaction in learning for each student.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Intervention #1 Explicit Instruction

Person Monitoring:

Donita O. Moody

By When/Frequency:

May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Provide clear, direct, and explicit instruction in writing.

Action Step #2

Intervention #1 Teach sentence-level activities

Person Monitoring:

Donita O. Moody

By When/Frequency:

May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teach writing through sentence-level activities to develop knowledge and analytical abilities while simultaneously enabling students to learn the mechanics of sentence construction.

Action Step #3

Intervention # 1 Use prompts/sentence stems

Person Monitoring:

Donita O. Moody

By When/Frequency:

May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Use prompts/sentence stems that encourage students to explain, analyze, compare, and reflect on texts

Action Step #4

Intervention #2 Instructional Supports

Person Monitoring:

Donita O. Moody

By When/Frequency:

May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions/more advanced texts for students above benchmark. These “pop-up” small group supports include access to grade-level text and beyond as well as small group instruction based on data.

Action Step #5

Intervention #2 Student Engagement

Person Monitoring:

Donita O. Moody

By When/Frequency:

May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Prioritize engaging students in immense amounts of reading, *academic discourse, and *writing with *feedback ensuring ample time is given to students to read, *closely read and annotate, and write appropriate grade-level text (while applying foundational skills) with high-quality *feedback and opportunities to use that feedback.

Action Step #6

Intervention #2 Identify Students

Person Monitoring:

Donita O. Moody

By When/Frequency:

May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Implement a plan for identifying students not meeting benchmark, including targeted instruction, and frequently monitoring progress to ameliorate gaps early.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our proficient students increased from 67% on the 2024 FAST PM3 assessment to 72% on the 2025 FAST PM3 assessment. We expect our performance level to be 77% by May 2026. A strategic focus on monitoring whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles increased our proficiency and it will continue the upward trend as it remains a focus in the 2025-2026 school year.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percent of all proficient students on 2025 Math FAST PM3 will increase from 72% to 77% as measured by 2026 Math FAST PM3.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach

the desired outcome.

Utilize the MTR Coaching tool to provide feedback to individual teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff
Calendar dates for all trainings focused on mathematics, including pre-school, monthly staff trainings, and weekly PLCs.

Utilize assessment schedules to incorporate formative and summative assessment analysis into the calendar.

Train a mathematics teacher leader through MAST at select grade level to facilitate planning and assessment protocols.

A Dreambox staff developer will provide support to the teachers and staff to include dashboard overview, long term assignment focus, PM data analysis with Lauren Hansell, action planning with K-5 teachers to address 1.3 - 2.2 students as a grade level, classroom and individual students, complete universal assessments, planning support for intervention groups, K-5 observational cycle focused on math intervention block best practices

Continue to build on our foundation of AVID Elementary by enhancing our WICOR vertical articulation to establish consistent expectations K-5. Develop and enhance teacher instructional practice of focused note taking, collaborative structures and Inquiry structures (level 1-3 questions) – Costas (Gathering, processing, applying).

Ongoing progress monitoring guides instructional decisions that are data driven and targeted on individual student learning needs.

Person responsible for monitoring outcome

Donita O. Moody

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles

Rationale:

Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving. Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and

arguments. Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships. Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems. Effective teaching of mathematics consistently provides students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships. Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principle

Person Monitoring:

Donita O. Moody

By When/Frequency:

May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Employ instructional practices and routines that promote student-centered learning (Higher-Order Questioning, Pinellas Problem Solving Routine, Play-Explore-Investigate (PEI) Routine, Number Sense Making Routines, Gamify the standards and skills, Collaborative structures, High-quality feedback and opportunities to use that feedback). Ensure instructional supports are in place for all students during core instruction and intervention, based on data, including supports for students with exceptional needs, English Language supports, as well as extensions/more advanced tasks for students above benchmark. Utilize the MTR Coaching tool to provide feedback to individual teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff. Implement a plan for identifying students not meeting benchmark in the early grades, including targeted instruction, and frequently monitoring progress to ameliorate gaps early. Utilize multiple forms of formative assessment and use the District Data PLC Protocol to game plan to utilize differentiated resources to inform future instruction.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as

a crucial need from the prior year data reviewed.

Our proficient students decreased from 70% on the 2024 FSSA to 69% on the 2025 FSSA. We expect our performance level to be 74% by May 2026. A strategic focus on monitoring whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles increased our proficiency and it will continue the upward trend as it remains a focus in the 2025-2026 school year.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percent of all proficient students on Science FSSA will increase from 69% to 74% as measured by Science FSSA.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Utilize administrator walkthrough tool to provide feedback to individual teachers as well as communicate and highlight evidence-based practices in science that are impacting student achievement with the entire staff.

Utilize the 3-I daily instructional routine (Ignite-Investigate-Inform instruction) to ensure daily science lessons are presented as a whole while monitoring student understanding through the use of informal data collection.

During collaborative planning that occurs within school hours or after-school planning sessions, provide regular structures for planning/PLCs where teachers regularly engage in data/student work analysis as well as intellectual prep & lesson rehearsal (previewing/engaging in hands-on tasks, previewing videos and other digital resources) for upcoming lessons, including scaffolds that address gaps in student learning.

Regularly collaborate as a leadership team to engage in meaningful discussions and collective goal setting around improving student outcomes including, but not limited to teacher support, community outreach, active student engagement and strengthening a culture of high expectations for all students. Ongoing progress monitoring guides instructional decisions that are data driven and targeted on individual student learning needs.

Person responsible for monitoring outcome

Donita O. Moody

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles.

Rationale:

Clarity around goals and making them transparent in the lesson. Goals also need to be appropriately challenging and provide many ways and opportunities to monitor progress from learner entry into the lesson towards the goals of the lesson. This strategy may be selected if there is evidence that lessons are often not aligned to the standard(s) and/or students are not clear as to the focus/purpose of the lesson. They may be unaware of the objective. Activating prior knowledge helps students see the connections between previous learning and new instruction, builds on what students already know, provides a framework for learners to better understand new information, and gives instructors formative assessment information to adapt instruction. It is important to slow down, ask our students what they already know about the matter, and make important connections to what is to come. This strategy may be selected if there is evidence of gaps in learning between grade levels. Classroom discussion is a method of teaching, that involves the entire class in a discussion. The teacher stops lecturing and students get together as a class to discuss an important issue. Classroom discussion allows students to improve communication skills by voicing their opinions and thoughts. Teachers also benefit from classroom discussion as it allows them to see if students have learnt the concepts that are being taught. Moreover, a classroom discussion creates an environment where everyone learns from each other. This strategy may be selected if there is a need to encourage/enhance student-centered rich conversations around the standard/learning target, providing students opportunities to analyze and apply their learning through discourse.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles.

Person Monitoring:

Donita O. Moody

By When/Frequency:

May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions/more advanced texts for students above benchmark. These supports include access to

grade-level text and beyond, small group instruction based on data, review of previously taught benchmarks as well as preview of upcoming benchmarks. Implement goal setting opportunities where students regularly and visibly participate in setting their own goals, monitoring their academic progress throughout the year, revising their goals based on data, and celebrating successes. Implement student-led conferences to allow students to engage in discourse to share their academic goals and their progress with family members. Utilize administrator walkthrough tool to provide weekly feedback to individual teachers as well as communicate and highlight evidence-based practices in science that are impacting student achievement with the entire staff. Utilize the 3-I daily instructional routine (Ignite-Investigate-Inform instruction) to ensure daily science lessons are presented as a whole while monitoring student understanding through the use of informal data collection. During collaborative planning that occurs within school hours or after-school planning sessions, provide regular structures for planning/PLCs where teachers regularly engage in data/student work analysis as well as intellectual prep & lesson rehearsal (previewing/engaging in hands-on tasks, previewing videos and other digital resources) for upcoming lessons, including scaffolds that address gaps in student learning.

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Increase the percentage of Black students achieving proficiency in English Language Arts (ELA) and Mathematics by implementing explicit, data-driven instructional strategies and differentiated supports tailored to individual student needs. These efforts are intended to close achievement gaps and improve overall academic outcomes in ELA and Math.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our ELA proficient students decreased from 51% on the 2024 State assessments (average of ESSA Cells) to 39% on the State assessments (average of ESSA Cells). We expect our performance level to be 44% by May 2026. Federal Points Index by Subgroup: ELA 35% ELA Gains 45% Math: 38% proficient

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Monitor black students specifically and their achievement on school assessments

Develop intervention plans and OPM protocols for students not meeting proficiency. Invite black students to ELP that are not meeting proficiency; monitor enrollment. Monitor student success in gifted/ talented and their access to advanced coursework. Observe classroom for using highly engaging strategies for a diverse group of learners.

Person responsible for monitoring outcome

Donita O. Moody

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Equity and Excellence for ALL (equity mindset and using highly engaging strategies for a diverse group of learners)

Rationale:

Goal is to eliminate or greatly narrow the achievement gap within and between black and non-black learners. Our plan focuses on two of the six goal areas: student achievement and access to advanced coursework.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Equity and Excellence for ALL (equity mindset and using highly engaging strategies for a diverse group of learners)

Person Monitoring:

Donita O. Moody

By When/Frequency:

May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Provide targeted professional development and coaching to entire staff on using highly engaging strategies for a diverse group of learners. Create a “talented” program to serve students that are not gifted but are high performing. Train staff on monitoring the early warning systems. Provide mentors and goal planning for black students with an enhanced focus on black students in grades 3-5. Invite all black students to ELP. Hold weekly PLCs in which grade level data is reviewed and compared to promote efficient and effective use of the multi-tiered system

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our 2024-2025 attendance rate for students with less than 10% absences was 79%. Our expected performance level is at least 80% annually. The problem/gap in attendance is occurring because Tier 2 and tier 3 intervention plans not occurring with fidelity targeting specific grade levels and students.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The average daily attendance is 92% and we would like to increase it to 97%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitor student attendance monthly and develop individual plans of support.

Person responsible for monitoring outcome

Donita O. Moody

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Ensure that all students maintain an attendance rate of 80% or more.

Rationale:

Regular school attendance during elementary years is not only required by law under Florida Statute 1003.24, but it is also critical to a child's academic, social, and emotional development. Elementary school lays the foundation for essential literacy, math, problem-solving, and critical thinking skills that students will build upon throughout their educational journey. Daily attendance ensures consistent access to high-quality instruction, intervention supports, and opportunities for peer collaboration, all of which contribute to long-term academic success.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Attendance Success Plan

Person Monitoring:

Donita O. Moody

By When/Frequency:

May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Attendance success plans will be created for students who experienced significant attendance challenges during the 2024–2025 school year. Each plan will outline specific strategies to help students meet their attendance goals, include a personal commitment from the student detailing what they will do to improve their attendance, and identify key individuals who can support the student in consistently getting to school.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

School webpage-<https://www.pcsb.org/Page/11>

New Family Orientation

Back to school staff presentation

School Advisory Council (SAC)

School Based Leadership Team (SBLT)

SIP one pager (parent, community flyers, website, etc.)

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

In addition to the Parent Family engagement Plan the following activities are used: School

Webpage School Advisory Council (SAC)

Parent Teacher Association (PTA)

Offer flexible parent meetings Provide multiple family events aligned to SIP goals and PFEP

Send regular communications to all families sharing action steps taken and progress towards SIP goals

Provide surveys for parent input

FOCUS is used for two way communication

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

School teams conducted a gap and root cause analysis, to complete the Comprehensive Action Plan (CAP) and create their goals. We will continue to universally assess our students on Math so proper interventions can be completed both in and outside the class. Help students develop conceptual understanding of operations and fact fluency. Building Fact Fluency invites students to think strategically through multiple, real-world contexts. Shop Addition & Subtraction and Multiplication & Division toolkits. Use of this kit will close learning gaps in Mathematics by building fact fluency for students and supporting effective student strategy use. We will continue assess our students using STAR. We continue to support teacher use of UFLI lessons, the Flamingo model and sound partners. Effective use of these resources will support students' development of sound foundational reading skills to best access grade level texts.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Azalea Elementary had the ability to partnered with YMCA this year. Wraparound services are a cornerstone for leveraging academic support at home, as they extend educational resources beyond the classroom. These partnerships create a support network encompassing various facets of a student's life, fostering an environment where learning can flourish both inside and outside of school walls. One of the key advantages of community partnerships in providing wraparound services is access to a diverse range of resources and expertise.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

- **Wellness and SEL Activities:** Morning meetings, mindfulness practices, and SEL-infused morning news segments promote emotional regulation and a positive classroom climate.
- **Behavioral Coaching and Check-In/Check-Out (CICO):** Our MTSS Coach and behavior team implement schoolwide Tier 2 and Tier 3 behavioral interventions, including CICO and individualized behavior support plans.
- **Restorative Practices:** Teachers are trained in restorative conversations, conflict resolution, and trauma-informed approaches to help students repair harm, build empathy, and solve problems collaboratively.
- **Mentoring Programs:** Our Girlfriends of Pinellas clubs provide leadership opportunities, mentorship, and character education for students, especially those in upper grades.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Both the Great American Teach-In and AVID College and Career Exposure programs play an important role in preparing students for post-secondary opportunities by broadening their understanding of career pathways and fostering college readiness skills.

- **Great American Teach-In:** This annual event exposes students to a variety of career fields by inviting community members and professionals to share their personal career journeys and experiences. By learning about diverse professions directly from industry experts, students gain real-world insights and expand their awareness of possible career options. This early exposure can spark interest in specific fields and help students begin setting future goals.
- **AVID College and Career Exposure:** The AVID (Advancement Via Individual Determination) program provides structured college and career readiness experiences, including campus

visits, guest speakers, and targeted lessons on academic skills. AVID focuses on equipping students with strategies such as goal setting, organization, note-taking, and critical thinking, all essential for post-secondary success. The program emphasizes a college-going culture and supports students in developing a clear understanding of both college and career pathways

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

The Multi-Tiered System of Supports (MTSS) model aligns resources in schools for providing high quality instruction and intervention matched to student needs. The MTSS model addresses both academic and behavior needs of students through instruction and interventions developed to meet those needs. The problem solving/response to intervention (PS/RtI) component of MTSS is required in Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Improvement Act (IDEA 2004).

In an effective Multi-Tiered System of Supports: learning is accelerated to close gaps and prevent new ones; fewer students are at risk over time; decisions about who needs additional support can be made rapidly; rates of intervention success are high; and goals are defined in terms of improved achievement.

The school based **MTSS coach** is used to support the framework by facilitating or modeling the components of MTSS: provide opportunities to practice problem-solving skills; provide collaborative / performance feedback to staff; develop coaching activities based on PD feedback, implementation fidelity; and student outcomes.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

ELA: Teachers attended AIMS Institute, teacher led PD sessions, K-2 observed each other deliver UFLI lessons, school-wide implementation of Praise Walk QR codes observing small group work

focused on lexile and cognitive complexity, PM 2 data analysis with Lauren Hansell and Dr. Anna Brown, action planning with K-5 teachers to address 1.3 - 2.2 students as a grade level, classroom and individual students. Math: Curriculum Associates provided a PD session with K-5 teachers on planning using diagnostic data and navigating the dashboard to best support students, Dreambox staff developer provided a dashboard overview and the long term assignment focus, PM 2 data analysis with Lauren Hansell, action planning with K-5 teachers to address 1.3 - 2.2 students as a grade level, classroom and individual students, completed universal assessment on fact fluency, planning support for intervention groups, Math department ISD provided support on building fact fluency, K-5 observational cycle focused on math intervention block best practices

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Title I funds continue to support the full day three-year old program at Azalea elementary school allowing the district to provide continuity of service for a full two years in early childhood prior to entering kindergarten. This seamless, two-year programming provides a strong foundation for school readiness and future educational success. This leads to a smooth transition between preschool and kindergarten for both scholars and parents. Families are familiar with the personnel, environment, rules, and safety procedures.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

We engage in a collaborative, data-driven process with the district to review resource allocation for our Black ESSA subgroup. This includes analyzing achievement, growth, and early warning indicators to identify specific needs. We meet regularly with district leadership to review data, assess current interventions, and determine if resources, such as instructional materials, intervention staff, or professional development are effectively supporting Black students. Adjustments are made as needed to ensure resources are strategically aligned to close achievement gaps and support equitable outcomes.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

We will utilize intervention teachers and an MTSS coach to address the needs of our Black ESSA subgroup, based on 2024–2025 data showing gaps in ELA proficiency and learning gains. Daily small-group reading support will be provided for identified students in grades K-5, focusing on foundational skills and comprehension strategies, while the MTSS coach will lead data chats and progress monitoring every six weeks to ensure interventions are aligned and effective. Additionally, professional development will be provided to all instructional staff throughout the year to strengthen Tier 1 instruction. These resources are prioritized to address both academic achievement and engagement, with implementation beginning in August 2025 and monitored continuously through May 2026.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00