

Pinellas County Schools

# AZALEA MIDDLE 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

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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)

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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

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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

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## A. School Mission and Vision

### Provide the school's mission statement

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Azalea Middle School creates a quality educational setting that prepares each learner for college, career, and life.

### Provide the school's vision statement

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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

Jason Helbling

helblingj@pcsb.org

##### Position Title

Principal

##### Job Duties and Responsibilities

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The principal serves as the instructional and operational leader of the school community, playing a vital role in improving student outcomes by recruiting, developing, supporting, supervising, and retaining high-quality instructional and support staff. As the school leader, the principal fosters a culture of rigorous learning, belonging, and engagement for staff, students, and families through collaboration and distributive leadership. Aligned with the Florida Principal Standards, the principal drives increased school and student success by prioritizing instruction while managing operational, safety, and policy responsibilities.

##### Key Responsibilities include:

- Recruiting, developing, evaluating, and retaining a diverse and effective faculty focused on student achievement.
- Modeling leadership to build collaborative teams that ensure curriculum and instruction are student-centered, research-based, and aligned with policies and improvement plans.
- Establishing a culture of high expectations, equity, and continuous improvement with accountability for self and staff.
- Maintaining high visibility and fostering stakeholder engagement within the school and community.
- Implementing and monitoring strategies to achieve goals outlined in the School Improvement Plan and District Strategic Plan.
- Prioritizing student learning and success through leadership actions.
- Creating a safe and inclusive learning environment that supports a diverse student body, utilizing equity, restorative practices, PBIS, and culturally relevant teaching.
- Overseeing student discipline aligned with the Student Code of Conduct.
- Leading professional development using research-based adult learning strategies to enhance staff effectiveness.
- Maintaining open communication channels to address stakeholder needs and foster collaboration.
- Building consensus among diverse groups to resolve school issues.
- Using data to inform decision-making, drive change, and assess progress on improvement initiatives.
- Developing leadership capacity among assistant principals and emerging leaders.
- Participating in ongoing professional development for self-growth and improved school leadership.
- Preparing reports and analyses on school performance for district leaders and the community.
- Managing resources and school operations effectively, including discipline, attendance, food service, transportation, scheduling, extracurriculars, finance, asset management, and facility maintenance in compliance with policies.
- Making recommendations for hiring and termination of school staff.
- Representing the school and district in community and agency meetings.
- Ensuring compliance with equal employment and non-discrimination policies.

## **Leadership Team Member #2**

### **Employee's Name**

Alicia Murray

[murrayal@pcsb.org](mailto:murrayal@pcsb.org)

### **Position Title**

Assistant Principal of Curriculum

### **Job Duties and Responsibilities**

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Administration, Curriculum, Student Achievement and School Improvement

### **Leadership Team Member #3**

#### **Employee's Name**

Terry Roberts

robertste@pcsb.org

#### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

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Administration, Testing, Student Achievement, facilities, and School Improvement

### **Leadership Team Member #4**

#### **Employee's Name**

Ralph Lundi

lundir@pcsb.org

#### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

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Administration, Instruction, and School Improvement

### **Leadership Team Member #5**

#### **Employee's Name**

Kristy Lengner

lengnerk@pcsb.org

#### **Position Title**

MTSS Staff Developer

### **Job Duties and Responsibilities**

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MTSS, PBIS, and Child Study Facilitator

### **Leadership Team Member #6**

#### **Employee's Name**

Jacqueline Conroy

conroyj@pcsb.org

**Position Title**

Math Coach

**Job Duties and Responsibilities**

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Staff Developer in the math department

**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.*

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All stakeholders are invited to contribute to the creation and implementation of the School Improvement Plan (SIP). As data becomes available, we share, review, and analyze it collaboratively to guide the development of our improvement goals. At the beginning of the school year, teachers are introduced to the process and encouraged to provide their input. Because the SIP is a living document, we continuously seek feedback and suggestions from stakeholders, incorporating updates and revisions as needed.

**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)).

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The School Improvement Plan will be monitored throughout the year by the administrative team, teachers, parents, and community members. School leadership teams will assess progress using PM1, PM2, and district-developed common assessments. Based on stakeholder feedback, the School Advisory Council may also recommend revisions to the plan as needed.

## C. Demographic Data

<b>2025-26 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>MIDDLE/JR. HIGH</b> <b>6-8</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2024-25 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>100.0%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2024-25 ESSA IDENTIFICATION</b> *UPDATED AS OF 1	<b>CSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2024-25 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)*</b> <b>ENGLISH LANGUAGE LEARNERS (ELL)</b> <b>ASIAN STUDENTS (ASN)</b> <b>BLACK/AFRICAN AMERICAN STUDENTS (BLK)*</b> <b>HISPANIC STUDENTS (HSP)</b> <b>MULTIRACIAL STUDENTS (MUL)</b> <b>WHITE STUDENTS (WHT)</b> <b>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2024-25: C</b> <b>2023-24: C</b> <b>2022-23: C</b> <b>2021-22: C</b> <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							244	195	238	677
Absent 10% or more school days							83	63	79	225
One or more suspensions							35	68	61	164
Course failure in English Language Arts (ELA)							3	14	5	22
Course failure in Math							8	10	11	29
Level 1 on statewide ELA assessment							66	48	76	190
Level 1 on statewide Math assessment							73	42	74	189
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	0	0	0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)							0	0	0	0

#### 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							54	68	93	215

#### 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	4	1	8
Students retained two or more times							2	3	0	5

**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							75	93	96	264
One or more suspensions							27	71	55	153
Course failure in English Language Arts (ELA)							15	23	12	50
Course failure in Math							13	19	18	50
Level 1 on statewide ELA assessment							59	88	88	235
Level 1 on statewide Math assessment							60	75	61	196
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
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

**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							49	82	87	218

**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							1		4	5
Students retained two or more times							9	2	4	15

## 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*	44	60	58	32	55	53	33	49	49
Grade 3 ELA Achievement			27			21			
ELA Learning Gains	51	59	59	42	58	56			
ELA Lowest 25th Percentile	47	52	52	43	53	50			
Math Achievement*	45	65	63	42	61	60	41	58	56
Math Learning Gains	50	60	62	53	61	62			
Math Lowest 25th Percentile	55	59	57	52	59	60			
Science Achievement	41	59	54	27	52	51	28	48	49
Social Studies Achievement*	55	79	73	53	75	70	47	69	68
Graduation Rate									
Middle School Acceleration	63	84	77	63	80	74	79	77	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	44	49	53	42	44	49	41	38	40

\*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)	CSI
OVERALL FPPI – All Students	50%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	495
Total Components for the FPPI	10
Percent Tested	96%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
50%	45%	44%	42%	34%		40%

\* 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	33%	Yes	6	
English Language Learners	47%	No		
Asian Students	65%	No		
Black/African American Students	37%	Yes	6	
Hispanic Students	58%	No		
Multiracial Students	54%	No		
White Students	60%	No		
Economically Disadvantaged Students	47%	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	44%		51%	47%	45%	50%	55%	41%	55%	63%			44%
Students With Disabilities	18%		39%	41%	25%	43%	56%	17%	22%				
English Language Learners	41%		58%	59%	43%	46%	54%	31%	47%				44%
Asian Students	75%		50%		83%	50%							
Black/African American Students	24%		41%	44%	29%	46%	50%	21%	38%	42%			
Hispanic Students	61%		65%	61%	54%	50%	60%	51%	69%	70%			43%
Multiracial Students	67%		57%		45%	47%							
White Students	62%		57%	43%	63%	58%	65%	53%	70%	66%			
Economically Disadvantaged Students	39%		48%	45%	40%	50%	54%	34%	49%	62%			48%
07/2025													



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	32%		42%	43%	42%	53%	52%	27%	53%	63%			42%
Students With Disabilities	10%		33%	35%	16%	43%	44%	12%	25%				
English Language Learners	32%		46%	35%	45%	57%	56%	13%	47%				42%
Asian Students	77%		86%		77%	71%							
Black/African American Students	19%		37%	47%	26%	45%	51%	11%	44%	61%			
Hispanic Students	41%		48%	36%	52%	55%	53%	38%	62%	69%			32%
Multiracial Students	29%		29%		43%	68%							
White Students	48%		47%	36%	61%	61%	52%	48%	61%	66%			
Economically Disadvantaged Students	27%		40%	43%	36%	51%	53%	22%	45%	59%			16%

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	33%				41%			28%	47%	79%			41%
Students With Disabilities	12%				18%			5%	24%				
English Language Learners	24%				39%			36%	69%				38%
Asian Students	67%				73%								
Black/African American Students	22%				28%			13%	27%	72%			
Hispanic Students	40%				51%			59%	68%	88%			33%
Multiracial Students	38%				46%			36%					
White Students	45%				55%			34%	65%	83%			
Economically Disadvantaged Students	27%				35%			18%	41%	73%			47%

## 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	6	47%	61%	-14%	60%	-13%
ELA	7	46%	59%	-13%	57%	-11%
ELA	8	39%	59%	-20%	55%	-16%
Math	6	43%	63%	-20%	60%	-17%
Math	7	22%	33%	-11%	50%	-28%
Math	8	53%	64%	-11%	57%	-4%
Science	8	42%	58%	-16%	49%	-7%
Civics		58%	78%	-20%	71%	-13%
Algebra		62%	59%	3%	54%	8%

### III. Planning for Improvement

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#### 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?

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The data component that showed the most improvement was student achievement in English Language Arts, as reflected in assessment results. To support this growth, our school took several targeted actions. We placed a strong emphasis on developing high-quality lesson plans and engaging activities during common planning professional learning communities (PLCs). Additionally, we strategically placed students based on their previous year's assessment data to better meet their individual learning needs. Finally, we focused on delivering rigorous classroom instruction, ensuring that students were consistently provided with opportunities to think critically and deeply engage with the content.

##### **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 data component that showed the lowest performance was Science, with a 41% proficiency rate on the SSA test. While this represents a significant improvement from last year's proficiency rate of 27%, there is still room for growth. One of the main contributing factors to last year's lower performance was the need for stronger, more consistent science instruction. Although progress has been made, trends suggest that continued emphasis on high-quality science teaching and providing students with more hands-on, inquiry-based learning opportunities will be essential for further improvement.

##### **Greatest Decline**

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

---

The data component that showed the greatest decline from the prior year was Algebra 1 Honors. One major factor contributing to this decline was the large number of students who earned a passing score on the 2023–2024 7th grade PM3 test. As a result, these students advanced directly from 7th grade math into Algebra without having exposure to the full set of 8th grade standards, leaving gaps in their foundational knowledge. Additionally, a lack of consistency in expectations and instructional practices across 8th grade classes further impacted student performance. These factors combined to create

challenges in adequately preparing students for the rigor of Algebra 1 Honors.

### **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.

---

The data component with the largest gap compared to the state average was our social studies data. Contributing factors to this gap included a shortage of highly qualified, full-time certified teachers within the department, as well as limited opportunities for collaborative professional learning and growth.

### **EWS Areas of Concern**

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

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Azalea Middle School has identified attendance and suspension rates as two areas of improvement.

### **Highest Priorities**

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

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1. ELA
2. Math
3. Social Studies
4. Science
5. Learning Gains

## 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.

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Currently, our proficiency level stands at 44%, based on the Spring 2024–2025 Progress Monitoring (PM) Statewide Assessment. Our goal is to increase student proficiency and improve overall assessment performance compared to previous years. According to the 2023–2024 PM Statewide Assessment, nearly 17% of our students scored at level 2.2. To address this, all level 2.2 students have been strategically placed in Advanced English Language Arts courses, where they receive rigorous instruction designed to strengthen vocabulary, enhance writing skills using textual evidence, support critical thinking, and build overall academic capacity. Students at levels 1.3 and 2.1 are enrolled in targeted reading classes to improve literacy through strategies focused on reading comprehension, using district-provided resources. Our aim is to move these students to the next achievement level by the end of 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.

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We aim to increase the percentage of students demonstrating proficiency from 44% to 53%, as measured by the 2024–2025 Progress Monitoring Statewide Assessment. Additionally, we are committed to ensuring that at least 50% of students in the bottom quartile, as well as the overall student population, achieve learning gains in English Language Arts.

#### Monitoring

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

---

We will monitor student data through Progress Monitoring Statewide Assessments, Performance Matters Assessments, IXL, and both formal and informal in-class assessments. The administrative team and ELA/Reading Coach will guide and review lesson plans during weekly PLC meetings. Additionally, the administration will collaborate closely with the ELA/Reading Coach to conduct

classroom walkthroughs, ensuring that instruction is consistently data driven. Teachers will receive immediate feedback following these walkthroughs to support ongoing instructional improvement.

**Person responsible for monitoring outcome**

Ralph Lundi

**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:**

Our ELA/Reading Coach will support students with Tier 2 small group reading instruction (see rationale below). The Extended Learning Program (Tutoring) will be offered to provide students with academic enrichment that aligns with state benchmarks and assesses student outcomes. Coaching cycles will be provided to teachers to improve instruction when needed.

**Rationale:**

The ELA/Reading Coach will provide daily foundational support to Tier 2 students to enhance their literacy levels. The coach will demonstrate effective reading strategies in the classroom and collaborate with teachers to ensure high-quality instruction. The coach will analyze data to create personalized instructional plans based on individual needs. Student progress will be monitored through diagnostic results and state progress assessments.

**Tier of Evidence-based Intervention:**

Tier 2 – Moderate 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**

Facilitated and Common Planning Expectations

**Person Monitoring:**

Ralph Lundi

**By When/Frequency:**

on-going

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

In Facilitated and Common Planning, teachers meet weekly to create standards-based lessons driven by data to support rigorous instruction

**Action Step #2**

Walkthroughs with Timely Feedback

**Person Monitoring:**

Ralph Lundi

**By When/Frequency:**

on-going

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

**step:**

The administration will conduct weekly walkthroughs to provide teachers with immediate and purposeful feedback aligned with school-wide expectations. Teacher feedback data will be used to support coaching and enhance classroom instruction.

**Action Step #3**

Monitoring Student Data

**Person Monitoring:**

Ralph Lundi

**By When/Frequency:**

on-going

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

The administration will continue to monitor student data through state and district assessments, classroom work, and the use of academic enrichment programs.

**Action Step #4**

Lesson Planning Protocols

**Person Monitoring:**

Ralph Lundi

**By When/Frequency:**

on-going

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

The administration will oversee and aid in instructional planning to ensure that protocols are being implemented and followed. They will also oversee and assist in coaching collaboration to ensure that strategies to improve literacy across content areas are used in facilitated lesson plan meetings.

**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.

Based on the 2024–2025 FAST Mathematics assessment results, 45% of our scholars demonstrated proficiency school-wide. After reviewing enrollment data for the 2025–2026 school year, we identified that 22% of our current scholars are performing at level 2. Our goal is to move these students to proficiency by the end of 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.

Currently, 45% of our students are proficient on the 2024–2025 FAST Mathematics assessment. We expect this proficiency rate to increase to 54% by the Spring 2026 Progress Monitoring Assessment (FAST).



**Monitoring**

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

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The administration will actively monitor and support instructional planning, as well as oversee and strengthen coaching collaborations. This will ensure that strategies to accelerate literacy across all content areas are effectively implemented during Facilitated Lesson Plan Meetings.

**Person responsible for monitoring outcome**

Terry Roberts

**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:**

The Math Coach will provide tier 2 interventions to enhance student achievement (Please refer to the reasons listed below). Extended Learning Opportunities (ELP) will be offered to students to improve their math fluency in readiness for the FAST PM3 assessment. Online tutoring and small group instruction will be available to help with remedial math strategies.

**Rationale:**

The Math Coach will help monitor student achievement and use that information to guide instructional practices by creating remediation or enrichment plans. The coach will teach small group lessons that align with state benchmarks and collaborate with teachers to ensure the curriculum is being followed. Additionally, the coach will take part in weekly tier 2 community sessions and support the school's goals outlined in the School Improvement Plan

**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**

Use of Benchmark-based Weekly and Bi-Weekly Assessments to Drive Instruction

**Person Monitoring:**

Terry Roberts/Jacqueline Conroy

**By When/Frequency:**

on-going

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

All math teachers will administer weekly or bi-weekly assessments aligned to benchmarks, analyze student achievement data in depth, and use this information to deliver timely, targeted feedback to students while planning differentiated classroom instruction. Prior to each assessment, teachers will

identify potential misconceptions and anticipate areas where students may struggle. They will then design targeted interventions to support the instruction of essential content.

### **Action Step #2**

Use of Systematic Documents to Effectively Plan Mathematics Units

#### **Person Monitoring:**

Terry Roberts/Jacqueline Conroy

#### **By When/Frequency:**

on-going

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

Math teachers, in collaboration with the math coach, will use structured planning documents to design mathematics units that integrate the standards for mathematical practice and include rigorous performance tasks aligned with Florida's math benchmarks.

### **Action Step #3**

Weekly Common Planning Professional Learning Communities (PLC's)

#### **Person Monitoring:**

Terry Roberts

#### **By When/Frequency:**

weekly

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

All math teachers will meet weekly in common professional learning communities (PLCs) to collaboratively develop and implement benchmark-based lesson plans. These plans will include cognitively complex tasks (Level 3 and above) and activities aligned to learning targets, utilizing AVID WICOR strategies. Teachers will collaborate with colleagues in their grade level and subject area, with meetings facilitated by the Assistant Principal and Math Coach.

### **Action Step #4**

Professional Growth

#### **Person Monitoring:**

Terry Roberts

#### **By When/Frequency:**

on-going

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

Administrators will monitor teachers' practices and provide comments to support their professional development and growth.

## **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.

Based on the results of the 2024–2025 SSA Science Assessment, 41% of 8th-grade students demonstrated proficiency in science. A review of data for the incoming 8th-grade class shows that 46% are proficient in reading, 49% are proficient in math, and 13% are currently performing at a level

2.2 in reading. Our goal is to support these students in reaching proficiency by the end of 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.

---

In the 2024–2025 SSA Science Assessment, 41% of our 8th-grade students achieved proficiency. We aim to increase this by 12%, reaching 53% proficiency on the 2025–2026 SSA Science Assessment.

### **Monitoring**

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

---

The Area of Focus for Science will be monitored through regular analysis of both formative and summative assessment data, including benchmark assessments, classroom performance tasks, and progress monitoring tools. Teachers will participate in weekly common planning learning community meetings to review student progress, identify trends, and adjust instruction as needed. Walkthroughs and lesson observations conducted by administrators and instructional coaches will provide additional insights into instructional practices and student engagement. Ongoing monitoring allows for timely identification of learning gaps and misconceptions, enabling teachers to implement targeted interventions and differentiated support. Frequent feedback to students based on data empowers them to take ownership of their learning and make continuous improvements. This systematic, data-driven approach ensures that instructional strategies remain aligned with standards and student needs, ultimately leading to improved student achievement outcomes in science.

### **Person responsible for monitoring outcome**

Terry Roberts

### **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:**

Teachers will deliver comprehensive, inquiry-based instruction that engages students in scientific thinking through research, content exploration, and writing focused on claims and evidence. They will use data to differentiate and scaffold instruction, targeting areas for improvement to enhance student performance. Additionally, teachers will incorporate cross-curricular strategies—including math, reading, and AVID approaches—to reinforce science learning through related content connections.

#### **Rationale:**

When teachers use formative, standards-based assessment data to inform their instructional planning, delivery, and remediation, instruction will be aligned to the depth and rigor of the standards

and differentiated to meet the specific needs of 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**

Collaboratively Plan for Instruction

**Person Monitoring:**

Terry Roberts

**By When/Frequency:**

weekly

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

During our common planning Professional Learning Community (PLC) meetings, we will use the district pacing guide to develop lesson plans and classroom activities, ensuring all Science benchmarks are covered on schedule. Prior to each PLC meeting, teachers will complete pre-work by taking the upcoming assessment to identify student misconceptions and areas of difficulty. Following this, teachers and the administrator will collaborate to determine instructional strategies that address these challenges and support student learning.

**Action Step #2**

Collaboration to Identify Strategies to Address Reading Deficiencies

**Person Monitoring:**

Jason Helbling

**By When/Frequency:**

on-going

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

We will foster informed, data-driven collaboration between 8th-grade ELA and Science teachers to align instruction with individual students' reading needs and ensure appropriate rigor. This approach will support increased standards mastery and build student stamina for the SSA.

**Action Step #3**

Focus on Vocabulary and Use of Binders for Note-Taking

**Person Monitoring:**

Jason Helbling, Terry Roberts, Alicia Murray, and  
Ralph Lundi

**By When/Frequency:**

on-going

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

The Science team will collaborate with the Math, Social Studies, and Reading departments to identify shared terminology, strategies, and related concepts that enhance students' understanding of science. Additionally, Science teachers will implement the use of binders to support students' organizational skills, note-taking, and easy reference.

**Area of Focus #4**

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

## Instructional Practice specifically relating to Social Studies

### 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.

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Our current performance level is 55% based on the Spring 2024–2025 Progress Monitoring (PM) Statewide Assessment. We aim to increase student proficiency and improve overall assessment outcomes compared to previous years. To achieve this, we will implement cross-content vocabulary development to strengthen reading skills, incorporate writing strategies across subjects, promote greater student agency, and extend the duration of our strategically offered Extended Learning (Tutoring) program. Additionally, we will utilize PowerPoint's subtitle feature to support differentiated instruction for our ELL students, chunk Civics lessons for our 504 and SWD subgroups, and provide scaffolded reading support within the content area.

### 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.

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Our goal is to raise student proficiency on the Civics EOC assessment from 55% to 65% during the 2024–2025 academic year.

### Monitoring

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

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This area of focus will be monitored through intentional tracking of student data from PM Statewide Cycles, Performance Matters assessments, IXL, student binders, and both formal and informal in-class assessments. Administration and the Reading Coach will lead and oversee lesson planning during weekly PLC meetings. They will also collaborate to conduct classroom walkthroughs to ensure the consistent use of data-driven instruction, providing teachers with immediate feedback following each observation.

### Person responsible for monitoring outcome

Alicia Murray

### 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:

Our ELA/Reading Coach will support students with Tier 2 small group reading instruction (see rationale below). The Extended Learning Program (Tutoring) will be offered to provide students with academic enrichment that aligns with state benchmarks and assesses student outcomes. Coaching cycles will be provided to teachers to improve instruction when needed.

**Rationale:**

The ELA/Reading Coach will provide daily foundational support to Tier 2 students to enhance their literacy levels. Enhancing the students' literacy levels will enable students to learn the Social Studies content with higher proficiency. The coach will demonstrate effective reading strategies in the classroom and collaborate with teachers to ensure high-quality instruction. The coach will analyze data to create personalized instructional plans based on individual needs. Student progress will be monitored through diagnostic results and state progress assessments.

**Tier of Evidence-based Intervention:**

Tier 2 – Moderate 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**

Facilitated and Common Planning Outcomes

**Person Monitoring:**

Alicia Murray

**By When/Frequency:**

on-going

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

During facilitated and common planning sessions, teachers meet weekly to develop standards-based lessons informed by data to ensure rigorous instruction. Teachers will intentionally incorporate daily opportunities for students to use content binders, fostering greater student agency. Together, teachers, the coach, and administration will monitor the pacing of standards-based instruction in Civics to ensure timely completion of units, allowing for remediation and review before district and statewide assessments. Administration will also conduct weekly walkthroughs, providing immediate and targeted feedback aligned with school-wide focus areas. This feedback will be used to guide coaching efforts and further strengthen classroom instruction.

**Action Step #2**

Walkthroughs and Timely Feedback

**Person Monitoring:**

Alicia Murray

**By When/Frequency:**

on-going

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

Administration will conduct weekly walkthroughs to provide teachers with immediate, targeted feedback aligned to school-wide expectations. This feedback will inform coaching efforts and help strengthen classroom instruction.

**Area of Focus #5**

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.

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We will improve English Language Arts (ELA) and Mathematics proficiency among Black/African American students in grades 6–8 through targeted instructional strategies, data-driven interventions, and culturally responsive teaching practices. An analysis of 2024–2025 FAST assessment data revealed that Black/African American students at all three grade levels performed below both the school and district averages in ELA and Mathematics. Additionally, discipline and attendance data indicated that students in this subgroup were more likely to miss instruction due to behavioral referrals or chronic absenteeism, further impacting their achievement.

Root cause analysis and stakeholder input (including student focus groups and family surveys) revealed that gaps in culturally relevant pedagogy, inconsistent small-group intervention, and lack of access to differentiated instruction contributed to underperformance. This area of focus was selected to ensure equity, promote academic recovery, and accelerate learning for Black/African American students, in alignment with ESSA subgroup accountability requirements and the school's equity goals.

### 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.

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Our Black/African American students earned 37% of the federal percent of points index.

### Monitoring

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

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### FAST Progress Monitoring Assessments (PM1, PM2, PM3):

- Track subgroup proficiency growth from baseline (PM1) to end-of-year (PM3).
- Specific goal: Increase proficiency for Black/African American students by at least 7 percentage points in ELA and Math.

### Common Formative Assessments (CFAs):

- Biweekly or monthly assessments in ELA and Math will measure mastery of priority standards.
- Teachers will use data to adjust instruction and re-teach as needed.

### Intervention Data Logs:

- Track student participation and growth in small-group interventions.
- Monitor progress of students receiving Tier 2 and Tier 3 supports.

### Attendance and Behavior Monitoring:



- Reduction in chronic absenteeism and discipline incidents among Black/African American students as measured by monthly behavior and attendance reports.

#### **Student Work Samples and Writing Benchmarks:**

- Evidence of growth in writing performance and depth of understanding through portfolio reviews.

#### **Teacher Observations and Instructional Walkthroughs:**

- Evidence of culturally responsive teaching practices, differentiation, and engagement strategies targeted toward subgroup needs.

#### **Person responsible for monitoring outcome**

#### **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:**

1. IXL Math and Reading Diagnostics (Grades 6–8) – Tiered Instructional Support Evidence Base: Meets ESSA Level 2 (Moderate Evidence) Description: IXL Diagnostics and personalized learning paths provide real-time, adaptive assessment data to tailor instruction. Used for both Math and ELA, this platform supports targeted skill gaps through small-group instruction and personalized practice. Monitoring: Progress monitoring after each diagnostic window (3 times per year) Monthly growth reports and intervention logs Data chats held quarterly with students and teachers 3. Culturally Responsive Teaching (CRT) Framework – Schoolwide Pedagogical Practice Evidence Base: Meets ESSA Level 4 (Demonstrates a Rationale) Description: Implementation of culturally responsive instructional strategies to increase engagement and academic achievement among Black/African American students. Teachers will receive ongoing professional development focused on CRT, relationship-building, and bias awareness. Monitoring: Instructional walkthroughs using a CRT look-for tool Teacher reflection logs and PD participation Student engagement surveys administered twice per year 4. Standards-Aligned Small Group Intervention (Grades 6–8) – Tier 2 & 3 Intervention Evidence Base: Meets ESSA Level 1 (Strong Evidence) when implemented with fidelity Description: Dedicated intervention blocks will support small-group, standards-based instruction in both ELA and Math using scaffolded materials and direct, explicit instruction. Students will be identified based on assessment data and progress tracked using formative assessments. Monitoring: Student placement determined through FAST, i-Ready, and classroom data Biweekly formative assessments and progress logs Regular MTSS/Problem-Solving Team reviews of intervention effectiveness By layering these high-impact, evidence-based practices and monitoring them through robust data cycles, Azalea Middle School aims to significantly improve academic outcomes for Black/African American students across all grade levels.

#### **Rationale:**

This items provide strong evidence of student 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**

Implement Small-Group ELA & Math Interventions

**Person Monitoring:**

Ralph Lundi

**By When/Frequency:**

On-going

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

Teachers will use IXL and FAST data to identify Black/African American students performing below grade level and place them in targeted small-group ELA and math interventions. The instructional coach will support teachers in planning and delivering standards-based, scaffolded instruction during intervention blocks. Impact will be monitored by: Biweekly formative assessments Progress tracking logs Monthly data chats with students Adjustments to groupings based on performance data

**Action Step #2**

Provide Professional Development on Culturally Responsive Teaching (CRT)

**Person Monitoring:**

Jason Helbling

**By When/Frequency:**

On-going

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

Teachers will participate in ongoing CRT professional development to increase cultural relevance in instruction, strengthen student-teacher relationships, and improve student engagement. Sessions will include practical strategies, reflective practice, and classroom application. Impact will be monitored by: Instructional walkthroughs using a CRT "look-for" tool Teacher self-reflections and feedback forms Student perception surveys (administered mid-year and end-of-year)

## IV. Positive Learning Environment

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**Area of Focus #1**

Multiple Early Warning Signs

**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.

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Our current school-wide behavior data shows 800 discipline referrals for the 2024–2025 school year. We aim to reduce this number to 720 or fewer by May 2026, representing a 10% decrease. The primary factors contributing to behavior and school culture challenges include limited use of positive behavior management strategies and a lack of strong teacher-student relationships. By implementing more proactive behavior management approaches and fostering positive teacher-student connections, we anticipate achieving at least a 10% reduction in disciplinary incidents, as reflected in

quarterly discipline reports from Focus.

### **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.

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The number of student referrals will decrease from 800 to 720 (a reduction of 10%), as indicated by FOCUS reports.

### **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.

---

Monitoring will take place during weekly administrative PLCs and bi-monthly MTSS PLCs. Data will be shared with teachers following each MTSS PLC meeting. Additionally, administrators will conduct walkthroughs to observe the implementation of Tier 1 MTSS interventions, as well as any necessary Tier 2 and Tier 3 supports.

### **Person responsible for monitoring outcome**

Ralph Lundi and Kristy Lengner

### **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:**

We will enhance the capacity of all staff to develop and maintain positive connections with all students through the implementation of the school-wide Positive Behavior Interventions and Support program (PBIS).

#### **Rationale:**

Actions are based on research and evidence-based PBIS programs. Discipline data indicates an increasing number of referrals, suggesting that teachers require more support in maintaining positive relationships with students.

#### **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**

PBIS Rewards

**Person Monitoring:**

Kristy Lengner

**By When/Frequency:**

on-going

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

We will continue using PBIS Rewards points to recognize and encourage positive, appropriate student behaviors. By the end of the first semester, at least 90% of the school community (students and staff) will actively participate. Rewards will be diverse and tailored to reflect students' interests, based on their feedback.

**Action Step #2**

Discipline Team Meeting

**Person Monitoring:**

Ralph Lundi

**By When/Frequency:**

weekly

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

We will utilize discipline team meetings to identify and discuss students who need additional behavior support. During these meetings, teams will develop and implement appropriate interventions and strategies. If behavioral concerns persist, students will be referred to the MTSS team for further support.

## V. Title I Requirements (optional)

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### 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.

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Parents and guardians will be kept informed about program updates, meetings, and academic assessments through a variety of communication methods, including in-person meetings, letters home, School Messenger, email, and the school website. These tools will ensure families receive timely information about program changes and important updates. General meetings will also be held to share details about the curriculum and academic assessments, providing opportunities for parents to ask questions, offer feedback, and share suggestions. Encouraging parent input helps us better support the needs of our students and their families. During School Advisory Council meetings, we provide highlights of the SIP, Title 1 Schoolwide Plan and provide updates of implementation throughout the year. We also post a copy of the plans and School Advisory meeting agendas on the school website and front office's "Parent Station." Our program is dedicated to fostering student success through clear communication and strong family engagement. The School Improvement Plan (SIP) is available on our website at: <https://www.pcsb.org/azalea-ms>.

#### 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)).

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Azalea Middle School is dedicated to supporting both the academic and social-emotional growth of our students. We will host monthly meetings and provide resources to help parents enhance their

children's academic performance and overall well-being. These meetings will offer parents practical strategies on topics such as effective study habits, time management, and promoting positive mental health. In addition, we will share materials, including handouts and online resources, to keep families informed about the latest research and best practices in education. Through these efforts, we aim to strengthen the partnership between school and home, ultimately fostering greater academic and social-emotional success for our students. Partnerships have been built both within the school community and the surrounding businesses and neighborhood. Business partnerships have been established with Office Depot and the Radiant Church. Community partnerships have been established continue to expand with the Jungle Terrace Community. These partnerships have provided financial assistance to our school and services to support our most at risk students and families.

### **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)).

Azalea Middle School is committed to providing ongoing professional development, recognizing that investing in our teachers directly supports student success. Our meeting schedule and professional development plan are thoughtfully designed to foster continuous learning, growth, and collaboration among staff. Regular faculty meetings bring all teachers together to share best practices, discuss school-wide initiatives, and review policies and procedures. Department meetings allow subject-area teams to engage in focused discussions on curriculum, instruction, and assessment, encouraging the exchange of ideas and strategies that can be applied across classrooms. Grade-level meetings provide opportunities for teachers to collaborate on lesson plans, assessments, and instructional approaches, ensuring consistent and meaningful learning experiences for all students. Committee meetings focus on specific priorities such as school culture, technology integration, and student engagement, allowing teachers to develop new initiatives, evaluate existing programs, and explore innovative ideas. Overall, Azalea Middle School's meeting structure and professional development plan reflect our commitment to cultivating a collaborative and supportive environment for teachers, ultimately benefiting our students' academic and personal growth.

### **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 Middle School ensures that its comprehensive plan is developed in coordination and integration with other federal, state, and local services to maximize impact and promote student success. The school collaborates with various programs and initiatives to support the academic, behavioral, and socio-emotional needs of all students, including those who are most vulnerable.

**ESOL (English for Speakers of Other Languages):**

Azalea Middle School is committed to meeting the unique needs of ESOL students by:

1. Ensuring access to high-quality, standards-based, and culturally responsive instructional programs tailored to the linguistic and academic needs of English learners.
2. Providing ongoing professional development for all educators who serve ESOL students to build capacity in strategies that promote language acquisition and content understanding.
3. Communicating with ESOL families in their native language to the extent possible, including through translated materials and interpreters for school meetings and events.

**IDEA (Individuals with Disabilities Education Act):**

In accordance with IDEA, Azalea Middle School:

- Conducts regular meetings involving parents/guardians and ESE (Exceptional Student Education) staff to review and revise Individualized Education Plans (IEPs) and ensure alignment with district policies.
- Addresses the specific learning needs of students with disabilities through tailored instruction, accommodations, and related services.
- Promotes inclusive practices and differentiated instruction to support ESE students in both general and specialized settings.

**Title II (Professional Learning):**

Azalea Middle School utilizes the support of the district's Professional Learning Department by:

- Participating in district-provided professional learning opportunities aligned with schoolwide goals and student achievement data.
- Engaging in instructional coaching, collaborative planning, and data-driven instructional practices.
- Empowering educators to implement research-based strategies that improve instructional quality and support all learners.

**Community Partnerships:**

The school actively collaborates with local community organizations to extend learning and wraparound services beyond the classroom. These partnerships include:

- Mental health and violence prevention services to support student well-being and a safe school environment.
- Nutrition programs, such as free/reduced meal plans and weekend backpack food programs, to address food insecurity.
- Connections with housing support services and social workers for families experiencing instability or homelessness.

- Coordination with local high schools, career and technical education (CTE) programs, and postsecondary institutions to ensure a smooth transition for students pursuing college or careers.

**Support for CSI and TSI Activities:**

As part of school improvement efforts, Azalea Middle School implements targeted supports aligned with the Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) designations. These supports are:

- Informed by data and monitored regularly by school and district leadership.
- Integrated with Title I programming to ensure resources are effectively used to close achievement gaps.
- Aligned with state accountability frameworks and evidence-based strategies to accelerate student outcomes.

Through these intentional collaborations and integrated supports, Azalea Middle School ensures the effective use of federal, state, and local resources to address the diverse needs of its student population and promote continuous school improvement.

**Community Partners:**

- Partnerships have been built both within the school community and the surrounding businesses and neighborhood. Business partnerships have been established with Office Depot and the Radiant Church.
- Community partnerships have been established and continue to expand with the Jungle Terrace Community. These partnerships have provided financial assistance to our school and services to support our most at risk students and families



## 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)).

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In recent years, there has been growing recognition that student success depends on more than academic achievement alone. To address this, Azalea Middle School has implemented a range of support services designed to enhance students' mental health, social-emotional skills, and overall well-being. Counseling services provide students with a safe, confidential space to express their thoughts and feelings. In addition, school-based mental health services connect students with professionals who can offer therapy and other specialized support. Students with specific needs, such as those with disabilities or English language learners, receive targeted services including individualized education plans, assistive technology, and specialized instruction. Mentoring programs also pair students with positive adult role models who offer guidance and support, especially valuable for those lacking strong connections outside of school. Together, these services aim to build skills beyond academics, helping students thrive both personally and academically. By providing comprehensive support, Azalea Middle School ensures all students have the opportunity to succeed.

#### 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)).

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Preparing for a successful career requires the right education and training, which can be achieved through postsecondary education, career and technical education (CTE) programs, and earning high school credits while in middle school. CTE programs offer hands-on experience in specific trades or industries and partner with local businesses to provide students with up-to-date, market-relevant training. By giving middle school students access to college credit courses and encouraging participation in initiatives like the SAT, we help them save time and money on their college education. These opportunities enable students to graduate with valuable experience and credentials that enhance their competitiveness in the job market. It is essential to provide students with diverse pathways to postsecondary and workforce training programs to support their success in their chosen careers.



### **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)).

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A comprehensive approach to promoting positive behavior and academic success for all students includes a schoolwide tiered model to prevent and address problem behavior, as well as early intervening services. The tiered model aims to provide a range of support to students based on their individual needs. The first tier includes universal interventions, such as school-wide positive behavior interventions and supports (PBIS), which are provided to all students. The second tier offers targeted interventions to students at risk for problem behavior, such as social-emotional learning programs or small group interventions. The third tier provides intensive interventions to students who require individualized support, such as functional behavior assessments and individual behavior plans. Early intervention services are crucial as they offer support to students before issues become more significant. These services may include academic interventions like tutoring or mentoring, as well as behavioral interventions such as counseling or social skills training. When combined, a schoolwide tiered model and early intervening services help ensure that all students have the opportunity to succeed academically and behaviorally. Schools can create a positive and inclusive learning environment where all students can thrive by providing a continuum of support tailored to each student's needs.

### **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)).

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Azalea Middle School is committed to continuous professional development, understanding that investing in teachers is essential for student success. Our meeting schedule and professional development plan offer regular opportunities for teachers to learn, grow, and collaborate. Faculty meetings provide a platform for sharing best practices and discussing school-wide initiatives, policies, and procedures. Department meetings facilitate focused discussions on curriculum, instruction, and assessment within specific subject areas, encouraging the exchange of ideas and resources. Grade-level meetings enable collaboration on lesson planning, assessments, and instruction to ensure consistent and meaningful learning experiences across grade levels. Committee meetings address key areas such as school culture, technology, and student engagement, allowing teachers to develop new initiatives and evaluate existing programs. Overall, our structured meetings and professional development efforts foster a collaborative and supportive environment that positively impacts both teachers and students.

**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)).

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NA

## VI. ATSI, TSI and CSI Resource Review

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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.

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No Answer Entered

### 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).

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No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	Yes
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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00