

Pinellas County Schools

AZALEA MIDDLE SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 2
 - A. School Mission and Vision 2
 - B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2
 - C. Demographic Data..... 6
 - D. Early Warning Systems 7
- II. Needs Assessment/Data Review 10
 - A. ESSA School, District, State Comparison 11
 - B. ESSA School-Level Data Review 12
 - C. ESSA Subgroup Data Review 13
 - D. Accountability Components by Subgroup..... 14
 - E. Grade Level Data Review 17
- III. Planning for Improvement..... 18
- IV. Positive Learning Environment 36
- V. Title I Requirements (optional)..... 39
- VI. ATSI, TSI and CSI Resource Review 46
- VII. Budget to Support Areas of Focus 48

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

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

Provide the school's vision statement

100% Student Success

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

The principal serves as the instructional and operational leader of the school community and plays a critical role in advancing student achievement through the recruitment, development, support, supervision, and retention of highly effective instructional and support personnel. As the school's leader, the principal cultivates a culture of academic excellence, belonging, and engagement for students, staff, and families through collaboration, shared decision-making, and distributed leadership. Guided by the Florida Principal Standards, the principal promotes continuous school improvement and increased student success by prioritizing high-quality instruction while effectively overseeing operational functions, ensuring school safety, and maintaining compliance with district,

state, and federal policies and regulations.

Leadership Team Member #2

Employee's Name

Terry Roberts

Robertste@pcsb.org

Position Title

Assistant Principal of Curriculum

Job Duties and Responsibilities

Administration, Curriculum, Student Achievement and School Improvement

Leadership Team Member #3

Employee's Name

Ralph Lundi

Lundir@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Administration, Instruction, and School Improvement

Leadership Team Member #4

Employee's Name

Angela Heuman

Heumana@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Administration, Magnet Coordinator, 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

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

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.

All stakeholders have opportunities to participate in the development and implementation of the School Improvement Plan (SIP). As new data becomes available, it is shared and reviewed collaboratively to help identify priorities and shape improvement goals. At the start of each school year, staff members are introduced to the process and invited to provide feedback and recommendations. Because the SIP is intended to be an ongoing and evolving document, input from stakeholders is continually encouraged, and revisions are made throughout the year to reflect emerging needs and priorities.

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)).

The School Improvement Plan will be monitored and reviewed throughout the school year by administrators, teachers, parents, and community stakeholders. Progress toward identified goals and measurable outcomes will be evaluated through the analysis of PM1, PM2, district-developed common assessments, and other relevant student performance data. The school leadership team will use this information to monitor implementation fidelity and determine the effectiveness of strategies and action steps. Based on data analysis and stakeholder input, the School Advisory Council may recommend revisions to the plan to address emerging needs and ensure continuous improvement.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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) ASIAN STUDENTS (ASN) 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>	2025-26: C 2024-25: C 2023-24: C 2022-23: C 2021-22: C

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	0	0	0	0	0	0	250	192	189	631
Absent 10% or more school days	0	0	0	0	0	0	82	90	66	238
One or more suspensions	0	0	0	0	0	0	20	73	54	147
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	6	1	13	20
Course failure in Math	0	0	0	0	0	0	12	2	11	25
Level 1 on statewide ELA assessment	0	0	0	0	0	0	34	57	48	139
Level 1 on statewide Math assessment	0	0	0	0	0	0	53	75	48	176
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	0	0	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	0	0	0	0	0	0

Current Year 2026-27

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	0	0	0	0	0	43	72	51	166	

Current Year 2026-27

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	0	0	0	0	0	0	0	0	1	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2025-26) 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	
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
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 (2025-26) 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							54	68	93	215

Prior Year (2025-26) 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							3	4	1	8
Students retained two or more times							2	3		5

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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	42	63	62	44	60	58	32	55	53
Grade 3 ELA Achievement			19			27			21
ELA Learning Gains	52	60	61	51	59	59	42	58	56
ELA Lowest 25th Percentile	53	51	53	47	52	52	43	53	50
Math Achievement*	45	65	65	45	65	63	42	61	60
Math Learning Gains	51	57	62	50	60	62	53	61	62
Math Lowest 25th Percentile	44	52	57	55	59	57	52	59	60
Science Achievement	48	60	57	41	59	54	27	52	51
Social Studies Achievement*	53	81	77	55	79	73	53	75	70
Graduation Rate									
Middle School Acceleration	88	84	82	63	84	77	63	80	74
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					49	53		44	49

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	53%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	476
Total Components for the FPPI	9
Percent Tested	96%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
53%	50%	45%	44%	42%	34%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	32%	Yes	7	
English Language Learners	55%	No		
Asian Students	74%	No		
Black/African American Students	41%	No		
Hispanic Students	59%	No		
Multiracial Students	52%	No		
White Students	66%	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.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	42%		52%	53%	45%	51%	44%	48%	53%	88%			
Students With Disabilities	18%		44%	57%	21%	42%	39%	9%	25%				
English Language Learners	40%		60%	48%	49%	71%	90%	30%	52%				
Asian Students	82%		62%		82%	69%							
Black/African American Students	23%		45%	54%	27%	41%	38%	25%	38%	77%			
Hispanic Students	50%		56%	48%	58%	66%	65%	50%	57%	80%			
Multiracial Students	60%		53%		42%	33%		60%	63%				
White Students	64%		63%	53%	66%	59%	50%	73%	74%	94%			
Economically Disadvantaged Students	34%		46%	50%	37%	47%	41%	41%	46%	83%			
10/2026													

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%

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%

Page 16 of 49

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	39%	64%	-25%	62%	-23%
ELA	7	41%	63%	-22%	62%	-21%
ELA	8	49%	62%	-13%	60%	-11%
Math	6	34%	63%	-29%	60%	-26%
Math	7	5%	24%	-19%	53%	-48%
Math	8	46%	62%	-16%	61%	-15%
Science	8	50%	59%	-9%	52%	-2%
Civics	7	67%	89%	-22%	77%	-10%
Civics	8	49%	59%	-10%	75%	-26%
Algebra	8	88%	81%	7%	84%	4%
Algebra	7	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

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?

The Acceleration component showed the greatest improvement during the 2025-2026 school year. Algebra 1 Honors proficiency increased from 61% in 2024-2025 to 88% in 2025-2026, representing a 27 percentage point gain and significantly contributing to the school's overall acceleration performance. Several targeted actions contributed to this improvement. The school strengthened its focus on data-driven instruction through frequent analysis of formative and summative assessment data to identify student needs and adjust instruction accordingly. Algebra teachers participated in regular common planning and PLC meetings to review student performance, align instructional practices, and share effective strategies. Additional supports were provided to students through targeted intervention opportunities, progress monitoring, and the use of instructional technology resources, including Edia, to provide individualized practice and feedback. The school also prioritized maintaining high expectations for student achievement while ensuring students had access to the academic support necessary to be successful in rigorous coursework. Ongoing support from school leadership and instructional coaching helped ensure consistent implementation of effective instructional practices across Algebra 1 Honors classrooms. These combined efforts resulted in substantial gains in student proficiency and overall acceleration outcomes.

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 reflecting the lowest performance during the 2025-2026 school year was the Lowest 25% (L25) subgroup in Mathematics, with 11% of students in this subgroup achieving proficiency on the state assessment. While overall mathematics performance demonstrated growth, the results for the L25 subgroup indicate that accelerating achievement for the school's most academically at-risk students remains a significant area of focus. Several factors likely contributed to this performance. Students within the L25 subgroup often enter middle school with substantial skill gaps and unfinished learning that require intensive, differentiated instruction and sustained intervention to address foundational mathematics deficits. Additionally, these students frequently benefit from increased opportunities for targeted remediation, progress monitoring, and individualized academic support to successfully access grade-level content and demonstrate proficiency on state

assessments.

Trend data indicate that improving outcomes for the L25 subgroup in mathematics continues to be a priority for the school. In response, the school has strengthened its focus on data-driven instruction, targeted intervention, and frequent monitoring of student progress. Through collaborative planning, small group instruction, strategic use of instructional technology resources, and ongoing analysis of student performance data, the school will continue implementing strategies designed to accelerate learning and improve achievement outcomes for students in the Lowest 25% subgroup.

Greatest Decline

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

The Civics component showed the greatest decline from the previous school year, with proficiency decreasing from 55% in 2024-2025 to 52% in 2025-2026, a decline of three percentage points. A review of student performance data suggests that several factors may have contributed to this decrease, including variations in the specific benchmarks and item types assessed from year to year, differences in cohort performance and readiness, and opportunities to strengthen student mastery of benchmark-aligned content and higher-order thinking skills. Analysis of assessment results identified areas for growth related to document-based analysis, application of civic concepts, and the interpretation of charts, graphs, and other stimulus-based items commonly found on the Civics End-of-Course assessment. Although the decline was modest, the results highlight the importance of maintaining a continued focus on standards-aligned instruction, ongoing progress monitoring, and targeted instructional support in identified areas of need. The school leadership team and Civics teachers will continue to utilize assessment data to inform instructional decisions, refine instructional practices, and improve student outcomes on future administrations of the assessment.

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 Social Studies achievement. A review of contributing factors identified opportunities to strengthen instructional consistency, collaborative planning, and professional learning within the department. The transition and availability of highly qualified, full-time certified Social Studies teachers impacted continuity of instruction and opportunities for ongoing collaboration and instructional alignment. Moving forward, the school will continue to prioritize department collaboration, standards-based planning, and professional learning opportunities focused on increasing student mastery of Social Studies benchmarks. Through targeted support, data analysis, and consistent implementation of effective instructional practices, the Social Studies department will continue working to improve student achievement and close the gap with state performance levels.

EWS Areas of Concern

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

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.

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.

The identified Area of Focus is improving student achievement and learning gains in English Language Arts across all grade levels. During the 2025-2026 school year, ELA proficiency was 43%, with 52% of students demonstrating learning gains. While progress was made, the data indicate that additional focus is needed to increase the percentage of students achieving proficiency and ensure that all students make meaningful academic growth. We will increase our proficiency to 55%. This area was identified as a crucial need based on an analysis of prior year FAST ELA data, which revealed continued opportunities to improve student performance in reading comprehension, vocabulary development, and the application of grade-level literacy skills. Student performance data indicated a need for increased instructional focus on complex text analysis, evidence-based responses, and opportunities for students to engage in higher-order thinking. To address this need, the school will continue to strengthen standards-aligned instruction through collaborative planning, data-driven decision making, and targeted interventions. Teachers will utilize assessment data to identify student needs, monitor progress, and provide differentiated instruction designed to support both remediation and acceleration. Through ongoing professional learning, instructional coaching, and consistent implementation of effective literacy practices, the school will work to increase ELA proficiency and learning gains for all students.

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.

Based on an analysis of prior year FAST ELA data, Azalea Middle School demonstrated 43% proficiency in English Language Arts during the 2025-2026 school year. The data review identified ELA achievement and student learning gains as an area requiring continued focus to ensure more students demonstrate mastery of grade-level standards. The measurable outcome for this Area of Focus is to increase the percentage of students demonstrating proficiency in English Language Arts and improve the overall percentage of students making learning gains on the FAST ELA assessment

during the 2026-2027 school year. Progress toward this outcome will be monitored through multiple data points, including PM1, PM2, PM3, classroom assessments, intervention data, and standards-based progress monitoring. The school leadership team and ELA teachers will use ongoing data analysis to adjust instruction, provide targeted support, and implement strategies designed to increase student achievement and accelerate learning for all students.

Monitoring

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

The implementation and impact of this Area of Focus will be monitored through ongoing data analysis, instructional walkthroughs, collaborative planning meetings, and progress monitoring assessments. The administrative team, ELA teachers, and instructional support personnel will regularly review student performance data from PM1, PM2, PM3, FAST progress monitoring reports, classroom assessments, and intervention data to evaluate student growth and identify areas requiring additional support.

Implementation will be monitored through classroom walkthroughs, PLC discussions, lesson planning reviews, and evidence of standards-aligned instruction. Teachers will use collaborative planning time to analyze student data, identify trends, develop targeted instructional strategies, and adjust instruction based on student needs.

The impact of implemented strategies will be measured by monitoring student progress toward proficiency and learning gains throughout the school year. Students requiring additional support will be identified through data analysis and provided targeted interventions, while instructional adjustments will be made based on ongoing evidence of student performance. The school leadership team will continuously review progress toward the desired outcome and make adjustments to strategies as needed to ensure continuous improvement in ELA achievement.

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:

To address the identified need in English Language Arts achievement and student learning gains, Azalea Middle School will implement evidence-based instructional practices aligned to Florida's B.E.S.T. Standards and the requirements of the Every Student Succeeds Act (ESSA). The school's instructional approach will focus on explicit literacy instruction, standards-based planning, intentional vocabulary development, analysis of complex texts, evidence-based writing, and differentiated instruction based on student performance data. Teachers will utilize Professional Learning

Communities (PLCs) and collaborative planning structures to analyze student data, identify standards requiring additional focus, and develop targeted instructional responses. Instruction will be adjusted based on student needs through small-group instruction, targeted intervention, and opportunities for enrichment and acceleration. These practices are designed to address skill gaps, increase student engagement with grade-level content, and support students in demonstrating mastery of ELA standards. The implementation and effectiveness of these evidence-based practices will be monitored through a combination of instructional walkthroughs, collaborative planning reviews, student work analysis, intervention documentation, and ongoing review of student performance data. The administrative team, teachers, and instructional support personnel will monitor progress through PM1, PM2, PM3, FAST reports, classroom assessments, and other available data sources. Data trends will be reviewed regularly to determine the effectiveness of instructional strategies and to make timely adjustments to support continuous improvement and increased student achievement.

Rationale:

The implementation of evidence-based literacy practices was identified as a priority based on an analysis of prior year FAST ELA data. During the 2025-2026 school year, Azalea Middle School achieved 43% proficiency in ELA, with 52% of students demonstrating learning gains. While student growth was evident, the data indicate a continued need to increase the number of students reaching proficiency and to ensure consistent academic progress across all grade levels. The selected interventions are designed to address identified areas of need by strengthening students' ability to comprehend complex texts, apply grade-level literacy skills, analyze information, and communicate understanding through evidence-based responses. Research-based instructional practices, including explicit instruction, differentiated support, frequent progress monitoring, and data-driven instructional adjustments, provide students with targeted opportunities to address skill gaps and access grade-level standards. These strategies were selected because they provide a systematic approach for identifying student needs, delivering appropriate instructional support, and monitoring student response to intervention. Through consistent implementation of these practices, ongoing collaboration among teachers, and regular analysis of student performance data, the school will work to increase ELA proficiency and improve learning gains for all students.

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

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 administrative team will conduct ongoing instructional walkthroughs to monitor the implementation of school-wide instructional priorities and provide timely, actionable feedback to support continuous improvement. Walkthrough data will be analyzed to identify trends, celebrate areas of success, and determine opportunities for targeted professional support. Feedback gathered through this process will be used to inform coaching, professional learning opportunities, and

instructional adjustments designed to enhance student engagement and academic outcomes.

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.

Mathematics was identified as an area of focus for Azalea Middle School for the 2026-2027 school year following a review of schoolwide achievement data from the 2025-2026 FAST Mathematics assessment. During the 2025-2026 school year, 45% of students demonstrated proficiency in mathematics, indicating a need to continue efforts to improve both student achievement and learning gains across grade levels. Improving mathematics outcomes is essential to ensuring students develop the problem-solving and critical thinking skills necessary for success in future coursework and postsecondary opportunities. Increasing proficiency and growth in mathematics will support students in meeting grade-level expectations while also preparing them for more rigorous coursework, including accelerated mathematics pathways. A specific emphasis will be placed on improving outcomes for students in the Lowest 25% (L25) subgroup, as these students require accelerated growth to close achievement gaps and improve overall school performance. Instructional decisions will be informed through ongoing analysis of student performance data and progress monitoring to ensure students receive timely support and intervention aligned to their instructional needs. This area of focus was identified through the review of prior year achievement data, subgroup performance trends, and learning gain data. While the school has demonstrated areas of growth in mathematics achievement over time, continued improvement in proficiency and learning gains remains necessary to increase the number of students performing at or above grade level. During the 2026-2027 school year, Azalea Middle School will focus on increasing mathematics proficiency and learning gains for all students, with particular attention given to accelerating achievement for students in the Lowest 25% subgroup through strong Tier 1 instruction, targeted intervention, and ongoing monitoring of student progress.

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.

Based on 2025-2026 FAST Mathematics results, 45% of Azalea Middle School students achieved proficiency in mathematics. Additionally, 51% of students demonstrated learning gains, while 44% of students in the Lowest 25% (L25) subgroup demonstrated learning gains. During the 2026-2027

school year, Azalea Middle School will increase overall mathematics proficiency from 45% to 54% as measured by the FAST Mathematics assessment. The school will also increase mathematics learning gains for all students to 65% and increase mathematics learning gains for students in the Lowest 25% (L25) subgroup to 65%, as calculated through the state's accountability model.

Monitoring

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

Implementation and impact of the Mathematics Area of Focus will be monitored throughout the 2026-2027 school year through regular review of student achievement and learning gain data, classroom instructional practices, and intervention effectiveness. Student progress will be monitored using FAST PM1, PM2, and PM3 data, district and classroom common assessments, progress monitoring data, and ongoing formative assessment results. Data will be reviewed during PLC meetings, data chats, and leadership team meetings to identify trends, adjust instructional supports, and determine next steps for students requiring additional support or enrichment. The implementation of instructional strategies and interventions will be monitored through classroom walkthroughs, instructional rounds, lesson plan reviews, and collaborative planning sessions. Particular attention will be given to the effectiveness of Tier 1 instruction and the progress of students in the Lowest 25% (L25) subgroup to ensure interventions are resulting in increased student growth and achievement. School leaders and instructional staff will use data throughout the year to make timely adjustments to instructional practices, intervention supports, and resource allocation to ensure progress toward the school's mathematics proficiency and learning gain goals.

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:

Azalea Middle School will utilize instructional coaching and data-driven mathematics instruction as the primary evidence-based interventions to improve mathematics proficiency and learning gains during the 2026-2027 school year. The school's Mathematics Coach will work collaboratively with teachers to strengthen Tier 1 instruction through standards-based planning, modeling effective instructional strategies, analyzing student work, and supporting the implementation of differentiated instruction aligned to student needs. The Mathematics Coach will provide job-embedded professional learning and coaching cycles to support the implementation of high-yield instructional strategies across grade levels. Coaching support will include collaborative planning, classroom modeling, observation and feedback, and data analysis to improve instructional effectiveness and student outcomes. Additional evidence-based practices will include the use of collaborative Professional

Learning Communities (PLCs), frequent formative assessment, targeted small-group instruction, and progress monitoring to identify and address student misconceptions in a timely manner. Particular attention will be given to students in the Lowest 25% (L25) subgroup to ensure interventions and instructional supports are aligned to individual student needs and learning gaps. Implementation of these interventions will be monitored through regular PLC discussions, analysis of student achievement data, classroom walkthroughs, review of formative assessment results, and ongoing collaboration between teachers, school administrators, and the Mathematics Coach. The impact of the interventions will be evaluated through FAST Progress Monitoring data, district assessments, classroom assessment data, and learning gain measures to determine effectiveness and guide instructional adjustments throughout the school year.

Rationale:

Azalea Middle School identified mathematics proficiency and student learning gains as a critical area of need based on historical student achievement data. During the 2025-2026 school year, only 45% of students achieved proficiency on the FAST Mathematics assessment, indicating that a significant number of students require additional instructional support to master grade-level standards. Additionally, 115 more students would need to demonstrate proficiency to reach the school's identified mathematics performance goal, highlighting the need for targeted instructional improvements and intervention supports. To address this need, Azalea Middle School will implement instructional coaching and data-driven mathematics instruction as the primary evidence-based strategies to strengthen Tier 1 instruction and improve student outcomes. Research indicates that job-embedded coaching, collaborative planning, and ongoing analysis of student data increase teacher effectiveness and support improved student achievement. The Mathematics Coach will provide sustained support through coaching cycles, professional learning, classroom modeling, and feedback to ensure teachers have the instructional tools necessary to address student learning gaps. A focus will be placed on strengthening standards-based instruction, increasing opportunities for students to engage in mathematical thinking, and utilizing formative assessment data to provide timely intervention and differentiation. Collaborative PLCs will allow teachers to analyze student performance, identify misconceptions, and develop targeted instructional responses. Specific attention will be provided to students in the Lowest 25% (L25) subgroup, as these students require intentional support and accelerated learning opportunities to improve proficiency and demonstrate meaningful learning gains. The effectiveness of these strategies will be monitored through FAST Progress Monitoring data, district assessments, classroom assessments, PLC data reviews, and classroom walkthroughs. Continuous review of student progress will allow teachers and school leaders to make timely instructional adjustments and ensure that interventions are resulting in increased mathematics achievement for all 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

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.

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.

Science has been identified as an Area of Focus for 8th grade students based on analysis of the 2025-2026 Statewide Science Assessment (SSA) results. During the 2025-2026 school year, 46% of 8th grade students demonstrated proficiency on the SSA, indicating a need to continue improving student mastery of grade-level science standards. Improving science achievement will support students in developing critical thinking, problem-solving, scientific reasoning, and the ability to apply content knowledge through inquiry-based learning. Increasing science proficiency will ensure

students are better prepared for future coursework and STEM-related opportunities.

This Area of Focus was identified through a review of prior year SSA data, which demonstrated that while students have made progress in science achievement, additional growth is needed to increase the number of students meeting or exceeding grade-level expectations. Instruction will focus on strengthening content understanding, scientific practices, and opportunities for students to analyze, interpret, and apply scientific concepts.

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.

Based on the 2025-2026 Statewide Science Assessment (SSA) results, 46% of 8th grade students achieved proficiency in science. During the 2026-2027 school year, Azalea Middle School will increase 8th grade science proficiency from 46% to 55% as measured by the SSA.

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 implement standards-aligned, inquiry-based science instruction that provides students opportunities to engage in scientific thinking through analysis of content, investigation, discussion,

and written explanation using evidence. Instructional decisions will be informed by student performance data to identify areas of need and provide appropriate differentiation and scaffolding. Teachers will incorporate literacy, mathematical reasoning, and AVID instructional strategies, as appropriate, to support students in making connections, communicating scientific understanding, and improving achievement on grade-level science standards.

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 common planning Professional Learning Community (PLC) meetings, teachers will collaborate to review the district pacing guide, analyze student data, and plan instruction aligned to grade-level science standards and benchmarks. Teachers may utilize assessment review and item analysis to identify potential areas of student need and misconceptions. PLC discussions will focus on sharing instructional strategies, planning learning activities, and determining appropriate supports to address student needs. School administration will support this process through ongoing collaboration, monitoring, and feedback.

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:

The school will support collaboration between 8th grade ELA and Science teachers to review student performance data, identify areas of instructional need, and align learning experiences that support students' ability to access and communicate scientific content. Teachers will use available data to provide appropriate levels of support and rigor while incorporating literacy strategies that strengthen students' ability to analyze information, construct responses, and demonstrate understanding of grade-level science standards.

Action Step #3

Focus on Vocabulary and Use of Binders for Note-Taking

Person Monitoring:

Jason Helbling, Terry Roberts, Ralph Lundi, and
Angela Heuman

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 other content areas, including Mathematics, Social Studies, and ELA/Reading, to identify opportunities for reinforcing academic vocabulary, literacy practices, and connections across disciplines that support student understanding of science concepts. Science teachers will utilize organizational strategies, which may include student binders or other resources, to support students in maintaining learning materials, reviewing content, and accessing important information to support classroom learning.

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.

Civics has been identified as an Area of Focus for 7th grade students based on analysis of the 2025-2026 Civics End-of-Course (EOC) assessment results. During the 2025-2026 school year, 53% of students demonstrated proficiency on the Civics EOC, indicating a continued need to strengthen student understanding and application of civics concepts and standards. Strong civics achievement supports students in developing the knowledge and skills necessary to analyze primary sources, evaluate civic ideas, understand government structures, and apply concepts to real-world situations. Improving student performance in Civics will support students' ability to demonstrate content mastery and readiness for future coursework. This Area of Focus was identified through a review of prior year Civics EOC data, which indicated that continued growth is needed to increase the percentage of students meeting or exceeding grade-level expectations. Instructional efforts will focus on strengthening students' content knowledge, academic vocabulary, and ability to analyze and apply civics concepts through standards-aligned instruction and ongoing review of student performance data.

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.

Based on the 2025-2026 Civics End-of-Course (EOC) assessment results, 53% of eligible 7th and 8th grade students demonstrated proficiency in Civics. During the 2026-2027 school year, Azalea Middle School will increase Civics proficiency from 53% to 65% as measured by the Civics EOC

assessment.

Monitoring

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

The implementation and impact of the Civics Area of Focus will be monitored by the Principal and Assistant Principal through ongoing review of instructional practices, student performance data, and progress toward identified goals. Administration will monitor classroom instruction through walkthroughs, review of student work, and collaboration with Civics teachers to ensure instruction is aligned to grade-level standards and assessment expectations. Student progress will be monitored through Civics EOC data, classroom assessments, formative assessments, and other available performance data. Administration and teachers will use this information to identify areas of strength and opportunities for additional support, allowing instructional practices to be adjusted as needed throughout the school year to support increased student achievement.

Person responsible for monitoring outcome

Jason Helbling and 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:

Azalea Middle School will implement standards-aligned Civics instruction supported by data-driven planning, content literacy strategies, and ongoing progress monitoring to improve student achievement on the Civics EOC assessment. Teachers will provide students with opportunities to analyze primary sources, examine civic concepts, engage in academic discussion, and apply content knowledge through evidence-based responses. Teachers will use student performance data from formative assessments, classroom assessments, and EOC-related progress monitoring to identify areas of need and adjust instruction accordingly. Instructional strategies will focus on strengthening students' understanding of civics benchmarks, academic vocabulary, and application of content through rigorous learning activities. Implementation of these interventions will be monitored by administration through classroom walkthroughs, review of student work, analysis of assessment data, and collaboration with Civics teachers. The impact of the interventions will be evaluated through ongoing progress monitoring and Civics EOC results to determine effectiveness and guide instructional adjustments.

Rationale:

****Rationale for Intervention**** This intervention was selected to strengthen students' understanding and application of Civics standards through consistent, data-informed instruction. Providing opportunities for students to analyze sources, engage with content vocabulary, and apply civic concepts supports deeper content understanding and prepares students for success on the Civics EOC assessment.

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:

Jason Helbling 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:

During facilitated and common planning sessions, Civics teachers will collaborate to develop standards-aligned lessons informed by student performance data and focused on providing appropriate rigor and support for all learners. Teachers will utilize instructional strategies and organizational tools, including content resources such as student binders or digital resources, to support student engagement, content review, and access to important learning materials. Teachers, instructional support staff, and administration will monitor progress toward standards-aligned instruction through PLC collaboration, review of pacing, analysis of student data, and ongoing discussion of student needs. This process will support timely instructional adjustments, opportunities for remediation and review, and preparation for district and statewide assessments. Administration will conduct classroom walkthroughs and provide feedback aligned to schoolwide instructional priorities to support continuous improvement and strengthen classroom instruction.

Action Step #2

Walkthroughs and Timely Feedback

Person Monitoring:

Jason Helbling 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:

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.

The achievement of Black/African American students has been identified as an Area of Focus based

on a review of 2025-2026 student performance data and ESSA subgroup accountability indicators. Analysis of subgroup data identified a need to continue strengthening instructional supports and opportunities to accelerate academic growth for Black/African American students across grade levels. Improving outcomes for Black/African American students is essential to ensuring equitable access to rigorous instruction, academic supports, and opportunities for success across all content areas. The school will focus on strengthening student engagement, monitoring academic progress, and providing targeted instructional supports based on individual student needs to increase achievement and learning gains. This Area of Focus was identified through a review of prior year achievement data, subgroup performance trends, and ESSA accountability indicators. While students have demonstrated progress in multiple areas, continued attention is needed to identify and address achievement gaps through data-informed instruction, targeted interventions, and consistent monitoring of student progress.

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 Black/African American students earned 40% of the federal percent of points index. We will increase this percentage to 50%.

Monitoring

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

The progress of Black/African American students will be monitored through the ongoing review and analysis of available student performance data, including state assessments, district assessments, classroom assessments, and other measures of student progress. Administration and instructional teams will review subgroup data to identify trends, monitor student performance, and determine appropriate instructional supports.

School leadership will monitor implementation through classroom walkthroughs, PLC collaboration, review of student work, and discussions with teachers regarding student needs. The information gathered through these monitoring processes will be used to inform instructional decisions, adjust supports as needed, and provide opportunities for continued academic growth among Black/African American students.

Person responsible for monitoring outcome

Jason Helbling

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:

Azalea Middle School will implement data-informed instructional practices and targeted academic supports to improve outcomes for Black/African American students. Teachers will use student performance data to identify areas of need, provide appropriate instructional support, and ensure students have access to rigorous, standards-aligned learning opportunities across content areas. Instructional teams will utilize collaborative planning, progress monitoring, differentiated instruction, and targeted interventions to address individual student needs and support increased achievement and learning gains. Teachers and administrators will review available data to identify trends, monitor progress, and adjust instructional practices to better support student success.

Rationale:

This intervention was selected based on the review of ESSA subgroup data indicating the need to continue improving academic outcomes for Black/African American students. Providing targeted, data-informed supports allows the school to identify student needs, address opportunity gaps, and ensure students receive the instructional support necessary to demonstrate academic growth.

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 available student performance data, including FAST results, IXL data, and classroom assessment information, to identify instructional needs and provide appropriate academic supports for Black/African American students. Based on identified needs, students may receive targeted small-group instruction and additional support in ELA and mathematics to strengthen grade-level skills and address areas requiring further development. The instructional coach will support teachers through collaborative planning, analysis of student data, and the implementation of standards-aligned instructional strategies designed to provide appropriate scaffolding and support. The impact of these supports will be monitored through ongoing review of student performance data, formative assessments, progress monitoring information, student work, and instructional adjustments based on identified needs.

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).

Area of Focus #6

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)**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.

No Answer Entered

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.

No Answer Entered

Monitoring

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

No Answer Entered

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:**Rationale:****Tier of Evidence-based Intervention:****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

Person Monitoring:

By When/Frequency:

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

IV. Positive Learning Environment

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.

Multiple Early Warning Signs has been identified as an Area of Focus for Azalea Middle School based on a review of prior year student data, including academic performance, attendance, behavior indicators, and other factors that may impact student success. Students demonstrating multiple indicators of risk require timely identification and coordinated supports to increase their likelihood of academic success and on-time progression. Addressing early warning indicators is essential to improving student outcomes by providing targeted supports before challenges significantly impact academic achievement, engagement, and school success. Through ongoing monitoring and collaboration, the school will work to identify student needs, provide appropriate interventions, and connect students with resources that support academic progress and positive school experiences. This Area of Focus was identified through analysis of student data and the need to strengthen systems for early identification, monitoring, and support of students exhibiting multiple risk factors. The school will continue to utilize data-informed practices to ensure students receive timely academic, behavioral, and engagement supports aligned to their individual needs.

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 number of student referrals will decrease from 1474 to 1326 (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)

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.

Azalea Middle School will provide families with access to information regarding school programs, academic initiatives, assessments, and school improvement efforts through multiple communication methods. Communication may include in-person meetings, written correspondence, School Messenger, email, and the school website to provide families with timely access to relevant information. The school will provide opportunities for families to receive information, ask questions, provide feedback, and engage in discussions related to student learning and school initiatives. School Advisory Council (SAC) meetings will include updates regarding the implementation of the School Improvement Plan (SIP), Title I Schoolwide Plan, and other schoolwide initiatives. Meeting agendas, applicable plans, and related information will be made available through the school website and the Parent Station located in the front office. Azalea Middle School is committed to maintaining ongoing communication and opportunities for family engagement to support student achievement and strengthen partnerships between the school, students, and families. The School Improvement Plan (SIP) is available on the school 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)).

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:

1. 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.
2. Addresses the specific learning needs of students with disabilities through tailored instruction, accommodations, and related services.
3. 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:

1. Participating in district-provided professional learning opportunities aligned with schoolwide goals and student achievement data.
2. Engaging in instructional coaching, collaborative planning, and data-driven instructional practices.
3. 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:

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

4. 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:

1. Informed by data and monitored regularly by school and district leadership.
2. Integrated with Title I programming to ensure resources are effectively used to close achievement gaps.
3. 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:

1. 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.
2. 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)).

Azalea Middle School recognizes that student success is supported through both academic and non-academic factors. The school provides a variety of student support services designed to address academic, social-emotional, behavioral, and individual student needs. Students have access to school counseling services and other available support resources that promote student well-being, positive decision-making, and academic success. When appropriate, students may be connected with school-based mental health providers or additional community resources based on identified needs. Students requiring specialized support receive services aligned to applicable plans, programs, and individual needs, including supports provided through Exceptional Student Education (ESE), English Language Learner (ELL) services, accommodations, assistive technology, and targeted instructional supports. The school also provides opportunities for mentoring and positive adult connections to support student engagement, belonging, and academic progress. Student needs are monitored through collaboration among teachers, counselors, administrators, support staff, students, and families. Available data and individual student information are used to identify appropriate supports and adjust services as needed to promote student growth and success.

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)).

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)).

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)).

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)).

NA

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, 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.

As a Comprehensive Support and Improvement (CSI) identified school, Azalea Middle School engages in an ongoing collaborative process with Pinellas County Schools to review the allocation and effectiveness of resources designed to address identified student needs. This process includes analysis of student achievement data, school improvement priorities, resource utilization, and the impact of supports provided to increase student outcomes.

The school leadership team reviews multiple data sources, including FAST progress monitoring results, End-of-Course assessment data, common assessment results, i-Ready and intervention data, attendance trends, discipline data, and subgroup performance data to identify areas of need and determine whether current resources are producing the intended impact. Resource decisions are aligned to the school's identified needs, with priority given to improving literacy, mathematics achievement, acceleration opportunities, student engagement, and social-emotional supports. Azalea Middle School works collaboratively with district departments to ensure that Title I funds, instructional resources, intervention supports, professional learning opportunities, and personnel allocations are strategically utilized. The school reviews staffing allocations, instructional coaching support, intervention services, technology-based learning resources, and student support services to determine effectiveness and alignment with improvement goals. The school leadership team, including administrators, instructional coaches, teacher leaders, and support staff, regularly monitors the implementation and impact of these resources through Professional Learning Communities (PLCs), data analysis meetings, and progress monitoring cycles. Adjustments are made throughout the school year based on student performance data and evidence of effectiveness. Through this continuous improvement process, Azalea Middle School ensures that available resources are strategically deployed to address achievement gaps, support the needs of all learners, and accelerate progress toward improved academic 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).

Based on the review of student achievement data, Azalea Middle School has identified the need to increase proficiency in English Language Arts, Mathematics, Science, and acceleration opportunities while strengthening student engagement and academic support systems. The 2025-2026 FAST data indicates that 43% of students achieved proficiency in ELA, 45% achieved proficiency in

Mathematics, and 46% achieved proficiency in Science. Additional analysis identified the need for targeted support for students performing below grade level and students requiring additional opportunities to demonstrate mastery.

To address these identified needs, Azalea Middle School will utilize the following resources throughout the 2026-2027 school year:

1. Instructional Coaching and Professional Learning (August 2026–May 2027)

The school will utilize instructional coaching support in Mathematics and English Language Arts to strengthen standards-based instruction, data analysis, intervention planning, and the implementation of high-impact instructional strategies. Coaches will support teachers through PLCs, classroom modeling, collaborative planning, and progress monitoring cycles to increase instructional effectiveness.

2. Targeted Intervention and Supplemental Instruction (August 2026–May 2027)

Students identified through FAST progress monitoring, classroom assessments, i-Ready data, and teacher recommendations will receive targeted interventions during the school day. Intervention resources, including i-Ready, IXL, Performance Matters, and other district-supported instructional tools, will be used to provide individualized practice, monitor progress, and address specific skill deficiencies.

3. Professional Learning Communities and Data Cycles (Monthly, August 2026–May 2027)

Common planning PLCs will be used to analyze student data, identify learning gaps, develop targeted instructional responses, and monitor the effectiveness of interventions. Teachers will engage in ongoing data conversations using FAST progress monitoring results, common assessments, and student work analysis to adjust instruction.

4. Student Support Services and MTSS Implementation (August 2026–May 2027)

Azalea Middle School will continue to utilize MTSS structures to identify and support students requiring academic, behavioral, and social-emotional interventions. Resources including counselors, administration, intervention staff, and district support personnel will be coordinated to remove barriers to student success and increase student readiness for learning.

5. Acceleration and Advanced Coursework Support (August 2026–May 2027)

Students demonstrating readiness for advanced coursework will receive continued support through acceleration opportunities, including Algebra 1 Honors and other advanced course pathways. Targeted supports will be provided to increase access and success for students who have the potential to achieve at higher levels.

Progress toward identified goals will be monitored through FAST progress monitoring assessments, common assessments, PLC data reviews, classroom walkthroughs, and student performance data. Resource allocation and implementation decisions will be adjusted throughout the year based on evidence of impact and student needs.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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