

Norfolk Public Schools
CONTINUOUS SCHOOL IMPROVEMENT PLAN
Comprehensive Needs Assessment
Executive Summary
Azalea Gardens Middle School
7721 Azalea Garden Road, Norfolk, VA 23518
2022-2023

PRINCIPAL:

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SCHOOL SUMMARY:

Azalea Gardens Middle School is a standard instructional middle school serving grades 6, 7, and 8. The school offers a wide range of courses in the areas of English, math, science, and history, as well as physical education, health, career and technical education, music, and related arts. Students with disabilities are supported by inclusion classes with paired regular education and special education teachers. The school offers honors English, math, science, and history at all grade levels. High school credit bearing courses include Algebra, geometry, art, Spanish, world geography, Earth science, as well as career and technical education offerings. Full year music classes are also offered in band, orchestra, and chorus.

The Instructional Leadership Team is made up of instructional department chairs, the reading specialist, media specialist, instructional technology resource teacher, deans of students, and administration. Of the 8 content department chairs, 6 have served on the leadership team for 3 years or less. The reading specialist, media specialist, and ITRT have served AGMS for three years as well. The principal has been at AGMS for 5 years, and assistant principal is in their first year. This data supports instructional leadership coaching for the ILT and executive leadership coaching for the principal and assistant principal.

Student, parent, and community involvement remain a top priority for AGMS to support the overall instructional program at AGMS. With the lifting of COVID restrictions, AGMS looks forward to renewed parent nights to bring the community together to review progress, engage in the content, solicit stakeholder input, and create engagement and buy-in for the strategies reflected in the AGMS VCSIP.

STUDENT INFORMATION:

Grade Range:	6-8	Percentage Hispanic:	20%	Percentage of English Language Learner Students:	7%
Total Enrollment:	713	Percentage Black:	43%		
		Percentage White:	27%		
Percent of Students Identified as Economically Disadvantaged:	75%	Percentage Asian:	.1%	Percentage of Students with Disabilities:	17%
		Percentage Native American:	.1%		
Federal Accountability Status:	Additional Targeted	Attendance Rate:	24.14%	Dropout Rate:	NA
Accreditation Status:	Accredited With Conditions	Graduation & Completion Index:	NA		

STAFF INFORMATION:

Title I Model:	No
Staffing:	103
Number of Special Education Teaching Faculty:	11
Number and Type of Itinerant Faculty:	7
Number and Type of Coaches:	0
Number of Teacher Assistants:	5
Number and Type of Specialized Teaching Staff:	0
Number and Type of Resource Staff:	9
Other Faculty Support:	

INSTRUCTIONAL OVERVIEW FOR THE CURRENT YEAR

The instructional focus of Azalea Gardens Middle School as collectively developed by the staff and community reads as follows: The instructional focus of Azalea Gardens Middle School is for all students to show measurable growth in reading, writing, and learning for excellence through the implementation of a school wide focus on reading and writing across the content areas as measured by SOL scores, a common writing rubric, and STAR reading.

The three SMARTe Goals for AGMS for the 2022-2023 school year in the area of English and reading are as follows: By June of 2023, we will increase the pass rate from 70% (SY 2021-2022) to 75% of student passing the Standards of Learning in the area of Reading. By June of 2022, we will increase the pass rate from 35% (SY 2020-2021) to 50% of students with disabilities passing the Standards of Learning in the area of Reading. By June of 2022, we will increase the pass rate from 49% (SY 2020-2021) to 60% of black students passing the Standards of Learning in the area of Reading. Achieving these goals should result in Tier I (Green) accreditation in the area of English.

The three SMARTe Goals for AGMS for the 2022-2023 school year in the area of mathematics are as follows: By June of 2023, we will increase the pass rate from 66% (SY 2021-2022) to 75% of students passing the Standards of Learning in the area of Mathematics. By June of 2023, we will increase the pass rate from 39% (SY 2021-2022) to 60% of students with disabilities passing the Standards of Learning in the area of Mathematics. By June of 2023, we will increase the pass rate from 49% (SY 2021-2022) to 60% of black students passing the Standards of Learning in the area of Mathematics. Achieving these goals should result in Tier I (Green) accreditation in the area of mathematics.

The SMARTe Goal for AGMS for the 2022-2023 school year in the area of chronic absenteeism is as follows: By June 2023, we will use implementation of a multi-tiered framework with fidelity to increase student engagement as measured by attendance by decreasing chronic absenteeism from 35% (2021-22) to no more than 15% by June 2023. Achieving this goal should result in Tier I (Green) accreditation in the area of chronic absenteeism.

In order to achieve these SMARTe goals, the faculty has adopted research-based instructional best practices. In the area of literacy, the essential action for AGMS is Using Explicit Instruction focused on authentic literacy and numeracy. In addition, AGMS will develop, implement, and monitor a plan to ensure alignment of the written, tested, and taught curricula to the curriculum framework in content and cognition. In the area of chronic absenteeism, AGMS will use implementation of the school-wide matrix, while developing classroom matrix and acknowledging and showing appreciation to staff and students using positive calls home and AGMS High Fives.

Overall, the faculty and staff of AGMS have committed to an instructional approach that emphasizes viable, aligned curriculum, sound and effective instruction, and authentic literacy tasks that challenges each student to reach their full potential.

EXTENDED LEARNING OPPORTUNITIES (Look at SOA/SOQ about requirements in this area)

Provide a description of the opportunities for teachers, students, families, and community partners to engage in or provide extended learning opportunities (professional development, workshops, afterschool programs, etc.) Provide a simple description of the frequency, duration and primary use of collaborative time. List teachers who meet together, by type, during collaborative time (grade-level teams, departments, etc.).

Azlea Gardens Middle School offers a variety of academic and enrichment opportunities for students. The following are opportunities outside school hours: 18 sports, afterschool tutoring, Saturday school, a variety of teacher sponsored clubs (14 clubs during the 2022-2022 school year), mentoring programs, credit recovery program and suspension recovery. The Principal Student Advisory Council meets monthly to advise the administration of the needs of the student population. Parents are invited to serve on the Principal Parent Advisory Council to perform the same function. We hold quarterly awards ceremonies, and hold an Access, College and Career Fair each year. During the school day, enrichment and remediation supports are blended into daily lessons based on data. Pullouts, small group, and individual support is used as determined by teachers. AGMS partners, through Norfolk Public Schools, with University Instructors as well as in-house tutors, to provide enrichment and support as needed by students. Community partnerships such as embraced by the Aviation Institute of Maintenance as well as Heart and Soul (Girls on the Run) provide additional learning and enrichment opportunities.

Data is reviewed daily; data forms and meetings are held after each formative assessment. Teachers meet during grade level planning times to identify enrichment and remediation activities. Special education teachers are assigned to a content team for planning sessions. Azalea Gardens Middle School has incorporated Response to Intervention (RTI) strategies to address Tier II and Tier III students. Tier II and III efforts are implemented in reading and math support classes using iLit and Edmentum respectively. These classes meet every other day according to the E/O academic calendar. Tutors and University Instructors as well as team teachers provide additional pull out and push in support.

AREAS OF STRENGTH

Refer to your Data Summary Worksheet to develop the description of trends and patterns in student achievement.

If your school does not clearly show strength based upon the data reviewed by your team, explain why no observable strengths can be identified

The overall achievement of All Students in the area of English rose 2.47 points from 67.7% in 2019 to 70.17% in 2022. This growth included 66 students who failed their SOL the previous year and subsequently passed the following year as well as and 108 students who demonstrated *significant* growth of the course of the 2021-2022 school year. In addition to this overall growth for All Students, the academic achievement for Black students in the area of English rose 5.92%; economically disadvantaged students rose 3.95%; and students with disability achievement rose 12.59%. In addition, AGMS mathematics achievement for All Students remains Tier I (Green) as a result of our three average of 71.65%. English language learner performance rose 3.17 points to 92.06%.

AREAS OF CONCERN

Refer to your Data Summary Worksheet to develop the description of trends and patterns in student achievement.

If your school does not clearly show strength based upon the data reviewed by your team, explain why no observable strengths can be identified

Despite the significant growth as detailed above, areas of concern remain. For the 2022-2023 school, AGMS will be reflected as Tier III (red) in the areas of English, English Achievement Gap, and Science. Additional areas of concern are Math Achievement Gap and Chronic Absenteeism which are both Tier II (yellow). Overall math achievement declined 10.81%; science achievement declined 12.1%; and chronic absenteeism rose 15.04%. While this significant learning loss may be attributed in large part to the world-wide COVID-19 pandemic, the faculty and staff remain committed to recovering the academic achievement of all students.