

Orange County Public Schools
Avalon Middle



2018-19 School Improvement Plan

Table of Contents -

Purpose and Outline of the SIP	3 -
School Information	5 -
Needs Assessment	7
Planning for Improvement	11 -
Title I Requirements	14 -
Budget to Support Goals	16 -

Avalon Middle

13914 MAILER BLVD, Orlando, FL 32828

<https://avalonms.ocps.net/>

School Demographics -

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	27%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2) -
K-12 General Education	No	54% -

School Grades History -

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

School Board Approval -

This plan is pending approval by the Orange County School Board. -

SIP Authority -

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

Purpose and Outline of the SIP -

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

using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision -

Provide the school's mission statement

Avalon Middle School embraces Orange County Public Schools' mission statement which is "to lead our students to success with the support and involvement of families and the community."

Provide the school's vision statement

Our vision statement also aligns with the Orange County Public Schools' vision statement which is "to be the top producer of successful students in the nation."

School Leadership Team -

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title -
Furno, Karen	Principal -
Anderson, Michelle	Assistant Principal -
Pacheco, Suzanna	Assistant Principal -
King, Leann	Dean -
Perkins, Marsee	Instructional Coach -
Brett, Amy	Instructional Coach -
Stewart, Amanda	Instructional Media -
Santos, German	Dean -
Penny, Kelly	Instructional Coach -
Pearson, Erin	Other -
Alexander, Latoya	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Our leadership team consists of administrators and resource personnel. The administrative team includes our principal, our two assistant principals, and our deans. The resource personnel include our Media Specialist, our Instructional Coach, our Literacy Coach, our Math Coach, our MTSS coordinator, our lead counselor and our Placement Specialist. The administrative team members are responsible for the overall organization and management of our school and its programs as well as the evaluation of our personnel and programs. The resource team members provide support to the instructional staff through coaching and professional development.

The entire team meets once a week at a minimum before school to monitor and discuss student achievement and teacher observation data. The data is used to evaluate our programs and make changes as need. Each member of the leadership team is assigned a

department / Professional Learning Community (PLC) group. The resource team also meets weekly with the principal to discuss curriculum and teacher support. Once a week the leadership team members meet with their PLC groups to provide support. During these weekly meetings they monitor student achievement on the Florida standards especially the mastery of standards by our ESE, ELL and lowest 25% students. In addition, the leadership team meets with PLC lead teachers once a month and meets with the entire department once a month. During these meetings curriculum mapping takes place as well as collaboration on common assessments, data analysis and intervention strategies. Information from these PLC meetings is also discussed at the weekly leadership team meetings and used to make decisions about our instructional programs.

Early Warning Systems -

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	30	28	37	0	0	0	0	95 -
One or more suspensions	0	0	0	0	0	0	22	26	22	0	0	0	0	70
Course failure in ELA or Math	0	0	0	0	0	0	6	17	8	0	0	0	0	31 -
Level 1 on statewide assessment	0	0	0	0	0	0	42	58	35	0	0	0	0	135

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	18	26	15	0	0	0	0	59

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0 -
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0 -

Date this data was collected
Wednesday 7/18/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	61	57	69	0	0	0	0	187
One or more suspensions	0	0	0	0	0	0	38	44	46	0	0	0	0	128
Course failure in ELA or Math	0	0	0	0	0	0	23	26	29	0	0	0	0	78
Level 1 on statewide assessment	0	0	0	0	0	0	83	98	90	0	0	0	0	271
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	40	43	46	0	0	0	0	129

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	61	57	69	0	0	0	0	187
One or more suspensions	0	0	0	0	0	0	38	44	46	0	0	0	0	128
Course failure in ELA or Math	0	0	0	0	0	0	23	26	29	0	0	0	0	78
Level 1 on statewide assessment	0	0	0	0	0	0	83	98	90	0	0	0	0	271
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	40	43	46	0	0	0	0	129

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Our ELA learning gains for our lowest 25% were the lowest. Although our overall scores increased eight percentage points from 2017 to 2018, only 50% of our lowest 25% are

showing learning gains. This gap is a trend as this component has historically been our lowest for the past three years.

Which data component showed the greatest decline from prior year?

Our Math overall learning gains and lowest 25% learning gains showed the greatest decline from the prior year. Our overall learning gains in Math dropped six percentage points and our lowest 25% learning gains dropped seven percentage points from the 2017-2018 school year.

Which data component had the biggest gap when compared to the state average? -

Our school average exceeds the state and district average in all nine components. Our lowest data components when compared to the state averages are our learning gains for the lowest 25% in ELA as well as the lowest 25% in Math in which our school is only three percentage points higher than the state average.

Which data component showed the most improvement? Is this a trend?

Our Science and Civics achievement scores showed the most improvement from 2017 to 2018. Our average in Civics increased by six percentage points and our average in Science increased by seven percentage points. This is not a trend from previous years as our data either stayed the same or increased by only two or three points in prior years.

Describe the actions or changes that led to the improvement in this area

We implemented several strategies in order to improve in both Science and Civics. Science and Civics teachers used common assessments to measure student progress through the standards. They implemented interventions to students who were showing weaknesses including after/before school tutoring, lunch bunch assistance, utilization of our ICU program, in-class re-teaching and small group remediation. They also administered district created progress monitoring assessments and analyzed the data to help identify students' strengths and weaknesses. Teachers were able to incorporate district resources to review key benchmarks that students were struggling to master prior to the state assessment.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	78%	0%	0%	75%	52%	53%
ELA Learning Gains	70%	0%	0%	62%	50%	54%
ELA Lowest 25th Percentile	63%	0%	0%	50%	42%	47%
Math Achievement	84%	0%	0%	79%	53%	58%
Math Learning Gains	75%	0%	0%	66%	51%	57%
Math Lowest 25th Percentile	70%	0%	0%	54%	44%	51%
Science Achievement	76%	0%	0%	77%	51%	52%
Social Studies Achievement	92%	0%	0%	90%	68%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	30 (61)	28 (57)	37 (69)	95 (187)
One or more suspensions	22 (38)	26 (44)	22 (46)	70 (128)
Course failure in ELA or Math	6 (23)	17 (26)	8 (29)	31 (78)
Level 1 on statewide assessment	42 (83)	58 (98)	35 (90)	135 (271)

Grade Level Data -
NOTE: This data is raw data and includes ALL students who tested at the school. -
This is not school grade data. -

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	75%	48%	27%	52%	23%
	2017	69%	52%	17%	52%	17%
Same Grade Comparison		6%				
Cohort Comparison						
07	2018	67%	48%	19%	51%	16%
	2017	69%	52%	17%	52%	17%
Same Grade Comparison		-2%				
Cohort Comparison		-2%				
08	2018	80%	55%	25%	58%	22%
	2017	70%	52%	18%	55%	15%
Same Grade Comparison		10%				
Cohort Comparison		11%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	56%	35%	21%	52%	4%
	2017	70%	43%	27%	51%	19%
Same Grade Comparison		-14%				
Cohort Comparison						
07	2018	77%	51%	26%	54%	23%
	2017	76%	52%	24%	53%	23%
Same Grade Comparison		1%				
Cohort Comparison		7%				
08	2018	53%	32%	21%	45%	8%
	2017	53%	30%	23%	46%	7%
Same Grade Comparison		0%				
Cohort Comparison		-23%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	62%	-62%	65%	-65%
2017	0%	60%	-60%	63%	-63%
Compare		0%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	89%	66%	23%	71%	18%
2017	83%	67%	16%	69%	14%
Compare		6%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	92%	61%	31%	62%	30%
2017	93%	53%	40%	60%	33%
Compare		-1%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	97%	65%	32%	56%	41%
2017	100%	43%	57%	53%	47%
Compare		-3%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	79	63	54	85	68	53	80	93	91		
BLK	70	56	39	73	65	50	88	89	90		
HSP	67	57	50	69	60	55	66	84	90		
ASN	93	78		94	82		100	100	92		
MUL	90	67		90	63		87		92		
SWD	27	42	34	25	44	42	27	56			
FRL	62	56	43	70	58	54	64	84	92		
ELL	38	55	52	54	56	50	23	70			

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	78	65	49	87	76	65	80	88	94		
BLK	65	54	28	72	66	56	58	79	88		
HSP	62	57	41	70	67	60	58	78	90		
ASN	89	79	44	94	82	73	91	95	94		
MUL	83	64		83	65		71	91	96		
SWD	21	35	31	33	50	44	19	38	75		
FRL	59	55	37	68	66	57	55	74	88		
ELL	35	46	40	54	65	61	35	57	86		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus: -

Activity #1 -

Title

Provide Rigorous Standards-Based Instruction for All Students with an Emphasis on Literacy Skills

Rationale

This focus area addresses the division priority of ensuring college and career readiness. Research indicates that the literacy demands on students increase in complexity as they move through middle school into high school and post-secondary education as well as the workforce. As a middle school, our students are transitioning from a focus on the elementary school task of learning to read to the task of reading to learn. We believe that an emphasis on literacy skills will help all of our students be successful with rigorous standards-based instruction.

Intended Outcome -

Our goal is to help all of our students be successful with rigorous standards-based instruction by emphasizing the literacy skills that they need in order to tackle grade level standards, advanced coursework, and career-related elective courses.

Point Person

Suzanna Pacheco (suzanna.pacheco@ocps.net)

Action Step -

Description -

1. Continue to increase staff knowledge and understanding of effective instructional strategies for building students' literacy skills with a particular emphasis on close reading, evidence-based writing and vocabulary instruction through professional development and Professional Learning Community discussions led by our school's DPLC team. Provide follow up support to teachers through observations and coaching.

2. Continue to build teachers' knowledge of differentiated instruction, particularly focusing on the use of technology to provide support and enrichment of the standards-based instruction, through professional development and Professional Learning Community discussions.

Person Responsible -

Suzanna Pacheco (suzanna.pacheco@ocps.net)

Plan to Monitor Effectiveness -

Description -

Administrators and resource personnel will regularly review student performance data to look for evidence of an increase in student achievement in literacy skills using data from common assessments, writing prompts and iReady. In addition, evidence of teacher implementation of literacy strategies and differentiated instruction will be collected using the iObservation system along with data from language arts common assessments, writing prompts and iReady. These data points will be analyzed at weekly administrative / resource personnel meetings to determine necessary adjustments to our professional development and teacher support.

Person Responsible -

Karen Furno (karen.furno@ocps.net)

Activity #2

Title Increase Student Achievement for Our Lowest 25%

Rationale This focus area addresses the division priority of narrowing the achievement gap. Our school data indicates an achievement gap for the following student subgroups: African American, FRL (free and reduced lunch), exceptional education (ESE), and English language learner (ELL) students. We believe that we can close this gap by providing additional support systems along with appropriate scaffolding and remediation to our students who are not meeting grade level standards.

Intended Outcome Our goal is to reduce the achievement gaps for each targeted group by 3% as measured by state assessments in English language arts, math, science and civics during the 2018-19 school year. In addition, we want to reduce discipline referrals for students within these subgroups by 3% as well.

Point Person Michelle Anderson (michelle.anderson@ocps.net)

Action Step -

- Description -**
1. Revise our school's Multi-Tiered System of Supports (MTSS) program to provide additional support to our targeted subgroups. The program will include the creation of a "push in/pull out" system of support led by our MTSS coach in which teachers will provide additional support to teachers in the core areas for classes with the targeted students by working with students one-on-one and/or leading small group instruction. In addition, the MTSS coach will work with our guidance counselors, deans and Intensive Care Unit (ICU) program teachers to provide additional academic, behavioral, and emotional support to these students.
 2. Assign an administrative lead to oversee and monitor MAO (Minority Achievement Office) initiatives. This administrator will work with the MTSS coach and Instructional Coach to increase staff knowledge and understanding of the various cultures and experiences of students and families of diverse cultural backgrounds, with an emphasis on our targeted subgroups, so teachers are aware of and can address implicit biases. In addition, our instructional coaches along with our MTSS coach will provide appropriate professional development to help teachers understand the most effective strategies to use for the targeted students.
 3. Continue the Calculus Project program and introduce the Latinos in Action elective course to encourage targeted students to enroll in advanced coursework. Provide appropriate training and support to the teachers of the courses to increase their knowledge and understanding of the students within the program and effective academic and behavioral supports.

Person Responsible - Michelle Anderson (michelle.anderson@ocps.net)

Plan to Monitor Effectiveness -

Description - Administrators, guidance counselors and resource personnel will review academic and assessment data at the beginning of the year to provide students with proper placement into their classes. In addition, they will have monthly reviews of data related to the MAO (Minority Achievement Office) initiatives. At each progress report (every four to five weeks), guidance

counselors, deans, administrators and the Multi-Tiered Support System (MTSS) coach will review data including attendance, discipline referrals and failure of any academic class to identify the need for additional support. Grades for high-risk students will be monitored weekly and interventions will be put in place based on the student's need. Student performance data from common assessments, writing prompts and iReady will be used to demonstrate that the goal is being monitored and that progress is being made.

Person Responsible Karen Furno (karen.furno@ocps.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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

Avalon builds positive relationships with families by providing regular communication about our school's programs and students' performance. Our parents / guardians receive weekly e-newsletters from the principal and periodic phone messages with information about our school and upcoming events. In addition, we mail a quarterly paper newsletter to all of our families. Additional methods of communication include our school marquee, our school and teacher websites, email, our Facebook account, and our ProgressBook grading program which parents can access at home.

Our school also builds positive relationships with families by providing multiple ways through which they can become involved in our school and their child's education. For example, we host numerous community events throughout the year including our Husky 5K, Curriculum Information Night, and Parent Nights. We also strongly encourage parent involvement through membership in our Parent-Teacher-Student Organization (PTSO) and School Advisory Council (SAC) and volunteer activities at our school through the ADDitions program. Each year we ensure that Avalon Middle School is awarded the Five Star School Award, receiving both SILVER and GOLDEN Awards. This symbol of achievement is the highest award for community involvement presented by the Florida Commissioner of Education. A Five Star School has shown evidence of exemplary community involvement in the areas of business partnerships, family involvement, volunteers, student community services and school advisory councils.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Our guidance counselors and administrators regularly monitor attendance, discipline and academic data on students. This data is discussed at our weekly administrative / resource personnel meeting in order to identify our strengths and develop actions plans for areas in which improvement is needed. In addition, teachers are trained to look for indicators that might reveal a special need and how to properly refer a child for services. The counselors and administrators use the data and referrals to provide appropriate support for students in need. Avalon Middle School's counselors are dedicated to monitoring and serving the needs of our struggling students along with support from our Placement Specialist and Curriculum Compliance Teacher. Our Placement Specialist works with our MTSS and exceptional education teachers to address the students' needs. In addition to utilizing school-based resources, referrals for individual counseling services by approved outside agencies (SEDNET) are provided for identified students.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Avalon Middle employs various strategies to ensure that our students have a successful transition from elementary to middle school. We host a family night for all incoming sixth graders in the spring during which students are given a tour of the campus, learn about the elective and academic course offerings and talk to current middle school students in a small group setting. At the same time, the students' parents receive a presentation from the principal, sixth grade administrator and guidance counselor. During the summer all incoming sixth grade students are invited to "Puppy Camp," which is a week-long program that helps incoming students experience what middle school is like before the first day of school by changing classes, managing PE lockers, eating lunch in the cafeteria and finding their bus. This ensures that they are well prepared to start middle school. Our high schools have similar programs during which they invite eighth grade parents to the high school campus in the spring and offer a summer program geared toward ensuring that students have a smooth transition. In addition to encouraging these programs, leaders at our school periodically meet with school leaders at our feeder elementary and high schools to discuss articulation and ways that we can ensure a seamless K-12 experience.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Before the school year begins, our leadership team uses various resources including our budget, total and special population enrollment numbers along with grade, behavior, and assessment data in order to establish our master schedule, set up programs to meet our students' needs, and allocate personnel. Once our schedule and programs have been established, we use information about our students and faculty and staff needs assessment data in order to determine what curricular materials must be obtained and support programs established to ensure that our faculty and staff have the information and materials necessary to provide appropriate services to all of their students. Decisions are then made with regard to the expenditure of the funds available to us. The principal is in charge of allocating personnel and resources; however, all of the members of the leadership team assist in various ways to include overseeing the distribution of materials and resources, maintaining inventories, evaluating programs, and making adjustments as needed to improve our services.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Avalon Middle School participates in both the Duke Tips and the Orange Tips programs which encourage selected seventh grade students to take the PSAT and participate in tutoring and summer opportunities that expose them to college opportunities. In addition, all 8th grade students will be taking the PSAT during the school day this year. We participate in our district's Teach In event each year during which we invite parents and community members into our classrooms to tell students about their careers. Students also learn about college and career opportunities via field trips through our elective classes. We have a Coding Club as part of our after-school enrichment opportunities to help students improve their understanding of technology. Finally, we encourage faculty and staff to wear their college shirts every Friday to build students' college awareness.

Part V: Budget

Total:	\$0.00
---------------	---------------