

Orange County Public Schools  
**Avalon Middle**



**2019-20 Schoolwide Improvement  
Plan**

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# Avalon Middle

13914 MAILER BLVD, Orlando, FL 32828

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

## Demographics

**Principal: Karen Furno**

Start Date for this Principal: 1/5/2015

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	27%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
<b>School Grades History</b>	2018-19: A (78%) 2017-18: A (72%) 2016-17: A (70%) 2015-16: A (71%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">Diane Leinenbach</a>
<b>Turnaround Option/Cycle</b>	
<b>Year</b>	
<b>Support Tier</b>	NOT IN DA
<b>ESSA Status</b>	N/A

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## 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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://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.

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## School Demographics

**School Type and Grades Served**  
(per MSID File)

Middle School  
6-8

**2018-19 Title I School**

No

**2018-19 Economically Disadvantaged (FRL) Rate**  
(as reported on Survey 3)

27%

**Primary Service Type**  
(per MSID File)

K-12 General Education

**Charter School**

No

**2018-19 Minority Rate**  
(Reported as Non-white on Survey 2)

54%

## School Grades History

**Year**  
**Grade**

**2018-19**  
A

**2017-18**  
A

**2016-17**  
A

**2015-16**  
A

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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	Job Duties and Responsibilities
Furno, Karen	Principal	<p>Our leadership team consists of administrators and resource personnel. The administrative team includes our principal, our two assistant principals, and one dean. The resource personnel include our Media Specialist, our Instructional Coach, our Literacy Coach, our Math Coach, our SAFE 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.</p> <p>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</p>
Anderson, Michelle	Assistant Principal	
Pacheco, Suzanna	Assistant Principal	
King, Leann	Other	SAFE Coordinator
Perkins, Marsee	Instructional Coach	
Brett, Amy	Instructional Coach	
Santos, German	Dean	
Penny, Kelly	Instructional Coach	
Pearson, Erin	Other	
Wax, Shana	Instructional Media	

## Early Warning Systems

### Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	349	338	344	0	0	0	0	1031
Attendance below 90 percent	0	0	0	0	0	0	10	17	24	0	0	0	0	51
One or more suspensions	0	0	0	0	0	0	20	26	18	0	0	0	0	64
Course failure in ELA or Math	0	0	0	0	0	0	5	4	6	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	0	0	0	36	36	56	0	0	0	0	128
	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	10	12	17	0	0	0	0	39

**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
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**FTE units allocated to school (total number of teacher units)**

53

**Date this data was collected or last updated**

Monday 7/15/2019

### Prior Year - 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	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 with two or more early warning indicators:**

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

**Prior Year - 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	29	27	35	0	0	0	0	91
One or more suspensions	0	0	0	0	0	0	23	26	22	0	0	0	0	71
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	32	31	36	0	0	0	0	99

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	13	16	18	0	0	0	0	47

**Part II: Needs Assessment/Analysis**

**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%	52%	54%	75%	52%	53%
ELA Learning Gains	70%	52%	54%	62%	50%	54%
ELA Lowest 25th Percentile	63%	45%	47%	50%	42%	47%
Math Achievement	84%	55%	58%	79%	53%	58%
Math Learning Gains	75%	55%	57%	66%	51%	57%
Math Lowest 25th Percentile	70%	50%	51%	54%	44%	51%
Science Achievement	76%	51%	51%	77%	51%	52%
Social Studies Achievement	92%	67%	72%	90%	68%	72%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	349 (0)	338 (0)	344 (0)	1031 (0)
Attendance below 90 percent	10 (30)	17 (28)	24 (37)	51 (95)
One or more suspensions	20 (22)	26 (26)	18 (22)	64 (70)

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Course failure in ELA or Math	5 (6)	4 (17)	6 (8)	15 (31)
Level 1 on statewide assessment	36 (42)	36 (58)	56 (35)	128 (135)
	0 (0)	0 (0)	0 (0)	0 (0)

#### Grade Level Data

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

NOTE: 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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	78%	52%	26%	54%	24%
	2018	75%	48%	27%	52%	23%
Same Grade Comparison		3%				
Cohort Comparison						
07	2019	72%	48%	24%	52%	20%
	2018	67%	48%	19%	51%	16%
Same Grade Comparison		5%				
Cohort Comparison		-3%				
08	2019	75%	54%	21%	56%	19%
	2018	80%	55%	25%	58%	22%
Same Grade Comparison		-5%				
Cohort Comparison		8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	76%	43%	33%	55%	21%
	2018	56%	35%	21%	52%	4%
Same Grade Comparison		20%				
Cohort Comparison						
07	2019	82%	49%	33%	54%	28%
	2018	77%	51%	26%	54%	23%
Same Grade Comparison		5%				
Cohort Comparison		26%				
08	2019	32%	36%	-4%	46%	-14%
	2018	53%	32%	21%	45%	8%
Same Grade Comparison		-21%				
Cohort Comparison		-45%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
08	2019	74%	49%	25%	48%	26%
	2018	76%	49%	27%	50%	26%
Same Grade Comparison		-2%				
Cohort Comparison						

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018	0%	62%	-62%	65%	-65%

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	90%	66%	24%	71%	19%
2018	89%	66%	23%	71%	18%
Compare		1%			

<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018					

<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	95%	63%	32%	61%	34%
2018	92%	61%	31%	62%	30%
Compare		3%			

<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	97%	53%	44%	57%	40%
2018	97%	65%	32%	56%	41%
Compare		0%			

**Subgroup Data**

<b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2016-17</b>	<b>C &amp; C Accel 2016-17</b>
SWD	26	62	62	43	63	60	29	60	67		
ELL	48	71	65	69	83	82	50	67	90		

2019 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
ASN	93	76		97	91		100	100	100		
BLK	68	61	52	70	68	64	63	92	81		
HSP	71	71	64	75	74	72	63	84	94		
MUL	72	65		83	81	60	83		89		
WHT	82	70	66	90	75	67	86	95	95		
FRL	62	67	58	74	77	75	60	82	92		

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 2015-16	C & C Accel 2015-16
SWD	27	42	34	25	44	42	27	56			
ELL	38	55	52	54	56	50	23	70			
ASN	93	78		94	82		100	100	92		
BLK	70	56	39	73	65	50	88	89	90		
HSP	67	57	50	69	60	55	66	84	90		
MUL	90	67		90	63		87		92		
WHT	79	63	54	85	68	53	80	93	91		
FRL	62	56	43	70	58	54	64	84	92		

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index - All Students	78
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	77
Total Points Earned for the Federal Index	779
Total Components for the Federal Index	10
Percent Tested	99%

**Subgroup Data**

Students With Disabilities	
Federal Index - Students With Disabilities	52
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

<b>English Language Learners</b>	
Federal Index - English Language Learners	70
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	94
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	69
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	74
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	76
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
<b>White Students</b>	
Federal Index - White Students	81
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

<b>Economically Disadvantaged Students</b>	
Federal Index - Economically Disadvantaged Students	72
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## **Analysis**

### **Data Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The scores for our 8th grade Math (pre Algebra) were the lowest with a 21 point decline from the previous year. Contributing factors included the fact that only Level 1 and 2 students were placed into this class and the higher percentage of exceptional education (ESE), English language learner (ELL) and Free and Reduced Lunch (FRL) students in the class.

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

Our 8th grade Math (pre Algebra) scores showed the greatest decline. As mentioned, one of the contributing factors was the fact that only Level 1 and 2 students were scheduled into this class. These students began the year with significant learning gaps in their math education. A second contributing factor was the large number of exception education (ESE), English Language Learner (ELL) and Free and Reduced Lunch (FRL) students who were in the class. All of these groups also began the year with significant learning gaps.

#### **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**

This is the same gap as addressed by the two previous questions. Our only achievement gap in comparison to the state average was in the area of 8th grade math.

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

We showed the greatest improvement in our 6th grade Math scores with an increase of 20 points. We implemented an MTSS (multi-tiered support system) push in program to provide classroom teachers with additional support in helping address student needs.

#### **Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

One area of concern was the number of 6th and 7th grade students who received one or more suspensions. In addition, we were concerned by the number of 8th grade students (56 total) scoring a Level 1 on at least one of their state achievement tests.

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



1. Improving our scores in 8th grade math.
2. Reducing the achievement gap between our African-American students and other subgroups.
3. Reducing the number of suspensions.
4. Reducing the number of students scoring at Levels 1 and 2 on state assessments.

## Part III: Planning for Improvement

### Areas of Focus:

<b>#1</b>	
<b>Title</b>	Provide Rigorous Standards-Based Instruction for All Students with an Emphasis on Literacy Skills
<b>Rationale</b>	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.
<b>State the measurable outcome the school plans to achieve</b>	Our goal is to increase our ELA, math and science overall achievement scores by 2% and maintain or increase our achievement scores in Civics, Algebra, and Geometry.
<b>Person responsible for monitoring outcome</b>	Suzanna Pacheco (suzanna.pacheco@ocps.net)
<b>Evidence-based Strategy</b>	<p>Our plan is to implement a variety close reading and writing strategies in all of our classrooms. The strategies will focus on summarizing, making connections, and going deeper into content text.</p> <p>We have chosen this strategy in order 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. We used our data along with analysis of the state assessment requirements to make this determination.</p>
<b>Rationale for Evidence-based Strategy</b>	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.

<b>Action Step</b>	
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<b>Description</b>	<ol style="list-style-type: none"> <li>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.</li> <li>2. Continue to build teachers' knowledge of differentiated instruction, particularly focusing on the use of technology to provide support and</li> </ol>
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enrichment of the standards-based instruction, through professional development and Professional Learning Community discussions.

**Person  
Responsible**

Suzanna Pacheco (suzanna.pacheco@ocps.net)

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**#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.

**State the measureable outcome the school plans to achieve** 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 2019-20 school year. In addition, we want to reduce discipline referrals for students within these subgroups by 3% as well.

**Person responsible for monitoring outcome** Michelle Anderson (michelle.anderson@ocps.net)

**Evidence-based Strategy** We will be using the Multi-Tiered Support System (MTSS) and other interventions including tutoring as well as push in and pull out support in targeted classrooms. We will also be using Restorative Justice practices throughout the year.

**Rationale for Evidence-based Strategy** The Multi-Tiered Support System allows us to provide differentiated support for targeted students in their classrooms. The other identified interventions will also provide support to help the targeted students in all of their classes. The Restorative Justice practices will allow us to address behavioral and social needs of the targeted students that often prevent them from being successful in their classes. We used our assessment and early warning discipline data to make this determination.

**Rationale for Evidence-based Strategy** Administrators and resource personnel will regularly review student performance data to look for evidence of an increase in student achievement using data from common assessments and grade reports. In addition, administrators and resource personnel will regularly meet to discuss the targeted students to determine any adjustments needed in our support program.

**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 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. Continue monitoring of the MAO (Minority Achievement Office) initiatives by the designated lead administrator. This administrator will work with the

MTSS Coordinator 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 Coordinator 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 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)

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)**

N/A

**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 Schoolwide Improvement Plan 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 Skyward 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. 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.

<b>Part V: Budget</b>			
<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Provide Rigorous Standards-Based Instruction for All Students with an Emphasis on Literacy Skills</b>	<b>\$0.00</b>
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Increase Student Achievement for Our Lowest 25%</b>	<b>\$0.00</b>
<b>Total:</b>			<b>\$0.00</b>