

Orange County Public Schools  
**Avalon Middle**



**2020-21 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>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<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.

## 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 "with the support of families and the community, we create enriching and diverse pathways that lead our students to success."

#### **Provide the school's vision statement**

Our vision statement also aligns with the Orange County Public Schools' vision statement which is "to ensure every student has a promising and successful future."

### School Leadership Team

#### **Membership**

Identify the name, email address, position title, and job duties/responsibilities 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 needed. 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	Dean	
Perkins, Marsee	Instructional Coach	
Brett, Amy	Instructional Coach	
Santos, German	Dean	
Penny, Kelly	Instructional Coach	
Pearson, Erin	Other	

Name	Title	Job Duties and Responsibilities
Wax, Shana	Instructional Media	
Davila, Somaliz	Other	SAFE Coordinator

**Demographic Information**

**Principal start date**

Monday 1/5/2015, Karen Furno

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

9

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

12

**Total number of teacher positions allocated to the school**

57

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
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<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>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**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	301	347	348	0	0	0	0	996
Attendance below 90 percent	0	0	0	0	0	0	16	10	12	0	0	0	0	38
One or more suspensions	0	0	0	0	0	0	2	12	19	0	0	0	0	33
Course failure in ELA	0	0	0	0	0	0	4	15	7	0	0	0	0	26
Course failure in Math	0	0	0	0	0	0	5	7	4	0	0	0	0	16
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	24	21	26	0	0	0	0	71
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	20	24	12	0	0	0	0	56

**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	16	20	19	0	0	0	0	55

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

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

Wednesday 7/8/2020

**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
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

**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

**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
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

**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	

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	

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

**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	
	(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.**

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%

<b>ELA</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>
	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%				

<b>MATH</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>
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%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		1%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	95%	63%	32%	61%	34%
2018	92%	61%	31%	62%	30%
Compare		3%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	97%	53%	44%	57%	40%
2018	97%	65%	32%	56%	41%
Compare		0%			

**Subgroup Data**

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
SWD	26	62	62	43	63	60	29	60	67		
ELL	48	71	65	69	83	82	50	67	90		
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		

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
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
English Language Learners	
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
Asian Students	
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
Black/African American Students	
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

Hispanic Students	
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
Multiracial Students	
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
Native American Students	
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
Pacific Islander Students	
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
White Students	
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
Economically Disadvantaged Students	
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 2018-2019 FSA scores for 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. During the 2019-2020 school year we continued using the 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?**

One area of concern was the number of 8th grade students who received one or more suspensions. In addition, we were concerned by the number of students 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:

**#1. Instructional Practice specifically relating to Standards-aligned Instruction**

**Area of Focus Description and Rationale:** Our first area of focus is to provide rigorous standards-based instruction for all students with an emphasis on literacy skills. 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.

**Measureable Outcome:** 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.

**Person responsible for monitoring outcome:** Suzanna Pacheco (suzanna.pacheco@ocps.net)

**Evidence-based Strategy:** 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.

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.

**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 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.

**Action Steps to Implement**

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.

**Person Responsible** Suzanna Pacheco (suzanna.pacheco@ocps.net)

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)

Identify and address learning gaps in our students' literacy skills caused by the move to distance learning in the spring of 2020 using frequent progress monitoring and periodic review within this year's curriculum as appropriate.

**Person Responsible** Suzanna Pacheco (suzanna.pacheco@ocps.net)

**#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**

**Area of Focus Description and Rationale:** Our area of focus is to increase student achievement in our lowest 25%. 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.

**Measureable 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 2020-21 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 Steps to Implement**

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 SAFE coordinator to provide additional academic, behavioral, and emotional support to these students.

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

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.

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

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)

Identify and address learning gaps in English language arts, math, science and civics caused by the move to distance learning in the spring of 2020 using frequent progress monitoring and periodic review within this year's curriculum as appropriate.

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

**#3. Culture & Environment specifically relating to Social Emotional Learning**

**Area of Focus Description and Rationale:** Our third area of focus is to ensure the social-emotional needs of all students are being met. This focus area is critical as students cannot meet their full academic potential unless their social-emotional needs are addressed. Given the unconventional ending to the 2019-20 school year, we believe that it is important for us to identify our students' social-emotional needs and provide appropriate support systems for students who are struggling.

**Measureable Outcome:** Our goal is to see a reduction in our Early Warning System data specifically for our students whose attendance is below 90 percent. In addition, we want to see an increase in the percent of students and parents on the Cognia survey indicating that they are receiving appropriate support and resources at AMS. Finally, we want to see a reduction in students that are reported on our threat assessment log in comparison to the 19-20 school year.

**Person responsible for monitoring outcome:** Somaliz Davila (somaliz.davila@ocps.net)

**Evidence-based Strategy:** We will be using frequent progress monitoring of our students' attendance, discipline and academic data on students to address this area of focus. In addition, we will be using ongoing professional development to build our faculty's expertise in social-emotional learning.

We have selected progress monitoring as an evidence-based strategy because it will allow us to gather the data that we need so that our administrative team can evaluate and make adjustments to our student support system. Using a variety of measures will help us make certain that all of our students receive appropriate support.

**Rationale for Evidence-based Strategy:** We have selected ongoing professional development as an evidence-based strategy because we recognize the need to continue building our faculty's expertise in social emotional learning. Given the current situation of our nation, we believe that attention to students' social emotional needs is even more critical now. However, since this situation is unprecedented, we know that teachers are facing unique situations; and therefore, ongoing training is an important strategy to address our students' and community's changing needs.

**Action Steps to Implement**

Establish a system of progress monitoring using academic, attendance and discipline data to identify students who need social-emotional support. Discuss this data at our weekly administrative / resource team meeting to determine appropriate supports for students in need and work with all stakeholders involved to provide the support.

**Person Responsible** Somaliz Davila (somaliz.davila@ocps.net)

Provide ongoing professional development to faculty members on social-emotional learning. Our administrators, teachers and resource personnel who are on our school's DPLC team will attend training from the district centered on the CASEL Core Competencies as well as cognitive and conative strategies designed to support student success. The team will then tailor the information for our school / community and share it with our PLC groups. This

professional development will include training in the use of the Sanford Harmony SEL materials.

**Person Responsible** Somaliz Davila (somaliz.davila@ocps.net)

### Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**N/A**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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. We also use our in-school announcements to provide information to students.

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.

Avalon also builds a positive school culture and environment by engaging in ongoing, district-

wide learning with regard to social and emotional learning. We have a core group of teachers, resource personnel and administrators who attend the district training and then share the information with PLCs through collaborative activities designed to meet our students' specific needs. Teachers then use this information in their own classrooms to address their students' social and emotional needs. Our school also provides school wide lessons using the CASEL Core Competencies to support student success. We use the communication formats mentioned above to share the information with our parents as well as consulting our School Advisory Council on our implementation of social emotional learning.

**Parent Family and Engagement Plan (PFEP) Link**

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

<b>Part V: Budget</b>			
<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Standards-aligned Instruction</b>	<b>\$0.00</b>
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups</b>	<b>\$0.00</b>
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Social Emotional Learning</b>	<b>\$0.00</b>
			<b>Total: \$0.00</b>