

# Avalon Middle



2014-15 School Improvement Plan

## Avalon Middle

13914 MAILER BLVD, Orlando, FL 32828

[ no web address on file ]

### School Demographics

**School Type**

Middle

**Title I**

No

**Free/Reduced Price Lunch**

40%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

58%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

### School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

### SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

Orange County Public Schools mission statement is to lead our students to success with the support and involvement of families and the community.

As we "lead the pack" towards excellence Avalon Middle School provides education in a safe, caring environment. We empower all students, staff and parents to acquire the skills, knowledge and attitudes necessary to become lifelong learners and leaders.

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

To be the top producer of successful middle students in the nation.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

We receive numerous district reports that provide information about the cultural and economic status of our students. These reports are reviewed on a quarterly basis. We ensure that we hire a diverse staff so that our students see role models from a variety of cultures and beliefs. Teachers form "Lunch Bunch" opportunities which allows students to have lunch in the teachers classroom to form bonds in a relaxed, non-threatening environment. Guidance counselors hold small groups to get to know students better. We host a yearly Boy's conference and a Girl's conference for our students and their parents to help build strong relationships between the home and the school. We also implement an annual Multi-Cultural experience where students, staff, parents and the community come together to celebrate and learn about our diverse heritages.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

We have a partnership with the YMCA to host before and after school care. Students are provided with a safe environment that is staffed by Avalon Middle School teachers. Our before and after school program offers diverse opportunities for students to become connected to our school community. We offer everything from knitting to robotics!

During the school day we ensure there is an adult presence in the hallways, courtyard and in the lunchroom. We have a security attendant who monitors the campus and the security cameras. Each grade level is staffed with an assistant principal, dean, guidance counselor and school clerk. Students are taught that the grade level office is their "go to" place if they need assistance. The clerk is trained to assess the situation and determine who will assist in addressing the concern.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

This past summer we had a school team of teachers, guidance counselors and administrators attend Positive Behavior Support training. From this training the team created common expectations for our school. These expectations are taught to the students and all of the adults on campus encourage



students to meet these expectations. In addition we have created a reward system for those students that show positive behavior.

**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**

Guidance counselors and administrators monitor attendance, discipline and academic data on students every 5 weeks. Based on this data students are provided support. Referrals for individual counseling services are provided by approved outside agencies (SEDNET) for identified students. In addition Avalon Middle School has a dedicated professional school counselor to monitor the needs of our struggling students.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

At each progress report (every four to five weeks) guidance counselors, administrators and MTSS coach review the following data: attendance, discipline referrals and failure of any academic class. Interventions are put in place based on the student need. High risk students are monitored weekly by school guidance counselors.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	28	44	30	102
One or more suspensions	30	53	28	111
Course failure in ELA or Math	4	8	4	16
Level 1 on statewide assessment	67	92	66	225

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	23	36	16	75

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

During the school year if a student fails to turn in an assignment that is tied to a standard the parent is notified and the student is given an opportunity to complete the work. If the student does not complete the work after an intervention they are referred to our ICU program. Our ICU teachers will pull the student during the school day and ensure that the student completes the assignment.

Teachers who have identified students that need intense remediation of a standard can refer that student through the use of our MTSS program. After a teacher referral the student is assigned to a designated teacher who will work with them to remediate the standard.

Any student that fails a content course can earn grade recovery through an on line program called Engenuity. Once completed the students failing grade will be changed to a passing grade.

### Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

#### Will the school use its PIP to satisfy this question?

No

#### PIP Link

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

#### Description

Avalon hosts numerous community events throughout the year such as: Husky Harvest, Husky 5K, Curriculum Information Night, Parent Nights, Boy's and Girl's conferences. Parents receive weekly e newsletters from the principal and phone messages about important upcoming events.

In addition each year we ensure that Avalon Middle School is awarded the 5 Star School Award. 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.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Avalon Middle School creates business partners in education. These business partners support our students by offering services, attending community and athletic events and becoming involved as volunteers in the classroom. This past year we provided a Saturday and Summer STEM program for our struggling students. Our business partners provided food, equipment and volunteers each week. We recognize our community partnerships in our weekly e newsletter that goes home to over 1,000 families.

### Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

#### School Leadership Team

##### Membership

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

Name	Title
Frank, Judith	Principal
Ferguson, Latasha	Assistant Principal
Gonzalez, Jose	Assistant Principal
Rebholz, Matthew	Assistant Principal
Johns, Corey	Instructional Coach
Vanatti, Cheryl	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 meets once a week before school to monitor student achievement, curriculum initiatives, and to discuss teacher observations. Each member of the leadership team is assigned a department. Once a week they meet with their grade level content area teachers during their PLC meetings. During these weekly meetings they monitor student achievement on the Florida standards especially the mastery of standards by our ESE, ELL and lowest 30% students. 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.

### ***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 master schedule is created to include intensive math and/or reading classes. Once state assessment results are received students are assigned these courses based on need. In addition our master schedule supports the ESE and ELL models that we have implemented, ensuring that these students receive the appropriate services.

Teachers are required to administer an assessment based on the standards that were taught on a monthly basis. Based on this monthly data interventions are implemented for students not mastering the standard(s). After interventions are in place and the student has still not mastered the standard, they are referred for tier 3 remediation. A referral is written for the student and that student is assigned to additional help during the school day.

Avalon Middle school utilizes school funding to purchase coaching and staff development from the Southern Regional Education Board. This coaching is tailored to the needs of our students as identified above. We are in year three of this initiative, and the goal is to be able to sustain these efforts without the assistance of SREB next school year. Our school will receive two days of training for new staff on the Literacy Design Collaborative and two days of training for new staff on the Math Design Collaborative. This training will be followed up by five days of coaching for each participant. In addition an expert coach is assigned to our school. This expert coach meets monthly with the leadership team at Avalon for the purpose of planning and providing effective support to teacher facilitators, assessing progress, and developing our own capacity to lead LDC (Literacy Design Collaborative) and MDC (Math Design Collaborative) implementation.

## School Advisory Council (SAC)

### **Membership**

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Jackie Carroll	Parent
Karen Turner	Parent
Lori Schalk	Parent
Kristin Deckert	Parent
Debbie Dowling-Wahbon	Parent
Maria Espino-Rood	Parent
Christine Greenberg	Parent
Elisa DeSantis	Parent
Jill Weems	Parent
Jody Bernier	Teacher
Al Davidson	Parent
Anita Mafale	Parent
Catherine Escarcha	Parent
Jennifer McKinley	Parent
Samarra St. Hilaire	Parent
Fadia Ahmed Hussien	Teacher
Kimberly Koza	Teacher
Judith Frank	Principal
Rick Stanley	Education Support Employee
Eric Ibaugh	Business/Community

### Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

At the end of the school year, the SAC committee distributes a parent survey. Multiple questions on the survey address goals from the school improvement plan. This data is compiled and shared with the committee. Areas accomplished are noted and areas of need are addressed.

*Development of this school improvement plan*

At the beginning of the school year, school wide data is shared. Based on this data the SAC determines which areas they would like to investigate more. These become our topics for upcoming meetings. During these monthly meetings, action plans are developed to be included in the school improvement plan for the following school year.

*Preparation of the school's annual budget and plan*

Before the school budget is due to the district the SAC receives an overview of allocated funds. Input is taken at the meeting.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

There are no school improvement funds.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)****Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Ferguson, Latasha	Assistant Principal
Frank, Judith	Principal
Gonzalez, Jose	Assistant Principal
Johns, Corey	Instructional Coach
Rebholz, Matthew	Assistant Principal
Vanatti, Cheryl	Instructional Coach

**Duties*****Describe how the LLT promotes literacy within the school***

The LLT assists the staff with implementation of the Literacy Common Core State Standards. They provide training and mentoring to our PLC teacher leaders. Each PLC lead teacher in turn works with grade level content teachers to deconstruct the standards and plan units of study based on these standards. Social Studies lead teachers help implement the use of Document Based Questions. Science and Social Studies lead teachers incorporate evidence based writing into their content. The LLT is responsible for organizing our school wide participation in the Florida Celebrate Literacy Week activities and help promote students reading the Sunshine State books for independent reading assignments.

**Public and Collaborative Teaching**

*The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).*

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Each grade level content area has a PLC leader. This teacher leader receives professional development on how to run a PLC meeting, how to establish norms and goals and the strategies needed for collaboration.

All grade level content area teachers have a daily common planning time. Once a week these grade level content specific PLC's have a formal meeting to plan collaboratively and create common data points to monitor student achievement.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Principal and Assistant Principals interview and select candidates that are certified -in- field and are highly qualified. Candidates are interviewed by the leadership team and department teachers have input into the selection. Instructional Coaches provide a structured mentoring program for all teachers new to Avalon MS. This program includes support in the area of lesson planning, classroom management, Marzano's observation program, and the deliberate practice plan required of all teachers. Experienced

teachers are given leadership roles and all teachers receive regular public praise for the work they are doing with our students.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Instructional Coaches provide a structured mentoring program for all teachers new to Avalon MS. This program includes professional development in the area of lesson planning, classroom management, Marzano's observation program, and the deliberate practice plan required of all teachers. Each new teacher is assigned a peer buddy to support them throughout the year. This person is close in proximity as well as in their curriculum department or team.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

All courses offered at Avalon Middle School must be approved by the district and the state. Any materials utilized must be approved and monitored by the district.

#### **Instructional Strategies**

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Previous year's FCAT scores determine if a student needs additional classes in reading and math. These year long courses provide intensive remediation in reading and/or math. All content area teachers determine common data points throughout their units to assess student mastery of the standards. Based on this data teachers provide remediation and retesting to determine if the student mastered the standard. If after classroom interventions the student did not reach mastery they are referred to the MTSS team for additional instruction on the needed standard. Teachers also use a variety of quick assessments such as exit slips to inform daily instruction and grouping strategies.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Extended School Day

**Minutes added to school year:** 18,000

Orange County Public Schools has an agreement with the Central Florida YMCA to provide a free after school program for all students. This voluntary program includes classes in robotics, technology, course recovery, sports and home work assistance.

### **Strategy Rationale**

Many students need additional time outside of the school day to master standards. The after school program not only provides time, but it provides instruction in a different format than the student would receive during the school day. The after school program addresses remediation, course recovery and enrichment opportunities provided to students by certified teachers.

### **Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

### **Person(s) responsible for monitoring implementation of the strategy**

Bass, Billy, billy.bass@ocps.net

### **Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Students enrolled in the program are monitored for attendance and academic achievement.

## **Student Transition and Readiness**

### **PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Avalon Middle ensures that our students have a successful transition from elementary to middle school. Avalon Middle hosts a family night for all incoming sixth graders during the Spring. At this event students are given a tour of the campus, learn about the elective and academic course offerings and get to talk to current middle school students in a small group setting. Their parents receive a presentation from the principal and sixth grade administrator and guidance counselor. During the summer all incoming sixth grade students are invited to "Puppy Camp". This is a week long program that helps incoming students experience what middle school is like before the first day of school. Students experience changing classes, managing PE lockers, eating lunch in the cafeteria and how to find their bus. This ensures that they are well prepared to start middle school. The high schools have a similar program. They invite eighth grade parents to the high school campus during the Spring and have a summer program geared to ensuring that students have a smooth transition. School leaders at the elementary, middle and high school level meet together as a consortium once a month to discuss articulation and ways that we can ensure a seamless K-12 experience.

### **College and Career Readiness**

**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 program which encourages selected seventh grade students to take the PSAT and participate in tutoring and summer opportunities that expose them to college opportunities. Students learn about and experience via field trips STEM careers and opportunities through our elective classes. In addition struggling students participated in a Saturday STEM experience that exposed them to college and career awareness. A local technology (DGTIS) company funded a summer STEM camp for our students allowing them to learn about engineering and technology fields.

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

Avalon Middle School was the first OPCS middle school to join Project Lead the Way. Through the Gateway program, two PLTW certified teachers reach over 400 students with this STEM initiative. The 6th grade has two semester courses. Science Tech covers units in Applied Chemistry, Nanotechnology, and Applied Physics. The second semester course, Medical Detectives, has units in Microbiology, Human Anatomy and Physiology, CSI, and Genetics. The 7th grade also has two semester courses, Flight and Space is the first semester. This course covers Newtonian Mechanics, Aeronautics, and Aerospace science. The second course is Energy and the Environment. The units in this course include Investigating Energy, Green Energy, and Natural Resource Conservation. The 8th grade offers three semester courses, Design and Modeling covers Measurement, Drafting, and 2D & 3D Design. Automation and Robotics has units in Mechanics, Energy, and Engineering Design. The last course is Green Architecture, which covers Architectural Basics, Sustainable Architecture, and Energy Conservation

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

Academic and career planning begins with fifth grade orientation to our curriculum and programs. Through parent night events and visitation to the campus, fifth graders are well informed of the course of study they can choose for themselves. Additionally, eighth grade students are advised on course selections and career paths through the Florida College and Career Planner document provided by Florida Virtual Campus. This document addresses career choices, high school diploma requirements, Bright Futures Scholarships, and the State University System. The Guidance Counselors and Staffing Specialist work with students and parents to create personally relevant and meaningful schedules. Additionally, Avalon Middle is promoting STEM + the Arts = STEAM. Our two art classes, band, chorus and orchestra classes incorporate career and technical education in their curriculum. For example in orchestra classes, students learned about the engineering process in building violins and constructed a three dimensional instrument in the violin family. Students had to describe the process of creation, the challenges encountered, a timeline of construction and a cost of materials. Science and language arts teachers include non fiction articles about career and technical topics. Students participate in the local and state science fair. All teachers emphasis the real world application of their content.

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

Avalon works closely with our feeder high school to ensure that our students are prepared for the academic rigor of high school. Starting in 6th grade students who are enrolled in advanced classes are working towards taking AP and Honor classes at the high school. Students who are on grade level in math take HS Algebra in 8th grade. We have a 98% success rate of students passing the EOC Algebra test. Advanced math students take Algebra 1 in seventh grade and Algebra 2 in eighth grade. In addition we offer HS Physical and Earth Space Science classes. This allows more students to take AP or Dual Enrollment classes at the high school and graduate on time.



## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal                      **B** =  
   Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key


## Strategic Goals Summary

- G1.** By June 2015 a minimum of 70% of all students at Avalon Middle School will be proficient on the Florida Standards Assessment in English Language Arts
  
- G2.** By June 2015 a minimum of 70% of all students at Avalon Middle School will be proficient on the Florida Standards Assessment in math.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** By June 2015 a minimum of 70% of all students at Avalon Middle School will be proficient on the Florida Standards Assessment in English Language Arts **1a**

 G039784

### Targets Supported **1b**

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	70.0
AMO Reading - All Students	82.0
AMO Reading - ELL	58.0
AMO Reading - SWD	59.0
ELA/Reading Lowest 25% Gains	76.0
ELA/Reading Gains	80.0

### Resources Available to Support the Goal **2**

- Coaching and Professional Development from the Southern Regional Education Board
- Intensive reading teachers utilizing the Scholastic Read 180 and Achieve 3000 programs
- District staff development (Black Belt, Core Connections)
- Spring Board text books and training
- Experienced Reading Coach

### Targeted Barriers to Achieving the Goal **3**

- Teachers do not understand the level of rigor needed for the new Florida Standards.

### Plan to Monitor Progress Toward G1. **8**

Teachers unit plans, teacher designed common assessments, district benchmark exams, and classroom observation data in I Observation will be monitored.

#### Person Responsible

Judith Frank

#### Schedule

Weekly, from 10/20/2014 to 6/30/2015

#### Evidence of Completion

Lesson plans, PLC notes, student achievement data on teacher designed assessments and district benchmark tests and classroom observation data.

**G2.** By June 2015 a minimum of 70% of all students at Avalon Middle School will be proficient on the Florida Standards Assessment in math. 1a

G039786

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	80.0
FSA - Mathematics - Proficiency Rate	70.0
AMO Math - ELL	61.0
AMO Math - SWD	57.0
Math Gains	84.0
Math Lowest 25% Gains	79.0

**Resources Available to Support the Goal** 2

- Professional development and coaching using the math design collaborative provided by SREB
- District professional development in Algebra 1 and Algebra 2
- Experienced teachers in utilizing the math design collaborative

**Targeted Barriers to Achieving the Goal** 3

- Math teachers focusing too much on teaching mathematical procedures and not on teaching mathematical concepts.

**Plan to Monitor Progress Toward G2.** 8

Classroom observations and student achievement data will be monitored.

**Person Responsible**

Corey Johns

**Schedule**

Monthly, from 10/20/2014 to 6/30/2015

**Evidence of Completion**

Classroom observation data in I Observation, unit plans and student achievement on teacher designed assessments and district benchmark exams.

## Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** By June 2015 a minimum of 70% of all students at Avalon Middle School will be proficient on the Florida Standards Assessment in English Language Arts **1**

 G039784

**G1.B1** Teachers do not understand the level of rigor needed for the new Florida Standards. **2**

 B096087

**G1.B1.S1** Teachers will work with their department to deconstruct the new standards and plan units of study utilizing learning goals and evidence based scales. **4**

 S107300

### Strategy Rationale

By working collaboratively in grade level content groups teachers will have a better understanding of the level of rigor needed for students to be successful in the FSA.

### Action Step 1 **5**

Teachers will work with their department to deconstruct the new standards and plan units of study utilizing learning goals and evidence based scales.

#### Person Responsible

Corey Johns

#### Schedule

Every 6 Weeks, from 8/13/2014 to 2/27/2015

#### Evidence of Completion

PLC Notes, teacher unit plans, common teacher designed assessments and classroom observation data in I Observation

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

After professional development teachers will create unit Plans that contain Florida Standards, rigorous learning goals and scales, evidence of learning and scaffolding of information. They will bring these plans with them to weekly PLC meetings where they will receive continued coaching and support.

**Person Responsible**

Judith Frank

**Schedule**

Monthly, from 10/20/2014 to 6/30/2015

***Evidence of Completion***

Teacher created unit Plans that contain Florida Standards, rigorous learning goals and scales, evidence of learning and scaffolding of information. Weekly PLC notes.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Student achievement will be monitored by teacher designed common assessments and district designed benchmark assessments

**Person Responsible**

Corey Johns

**Schedule**

Monthly, from 10/20/2014 to 6/30/2015

***Evidence of Completion***

Increase in student achievement scores on selected data points

**G2.** By June 2015 a minimum of 70% of all students at Avalon Middle School will be proficient on the Florida Standards Assessment in math. 1

G039786

**G2.B1** Math teachers focusing too much on teaching mathematical procedures and not on teaching mathematical concepts. 2

B096090

**G2.B1.S1** Teachers will work with their department to deconstruct the new standards and plan units of study that include formative assessments utilizing learning goals and evidence based scales. 4

S107304

### Strategy Rationale

By working collaboratively in grade level content groups, teacher sill have a better understanding of the level of rigor needed for students to be successful on the Florida Standards Assessment.

### Action Step 1 5

Math teachers will work with their grade level to deconstruct the new standards and understand the mathematical practices.

#### Person Responsible

Judith Frank

#### Schedule

Monthly, from 10/20/2014 to 6/30/2015

#### Evidence of Completion

PLC notes, teacher unit plans, formative assessment lessons, monthly coaching letter

### Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Implementation of formative assessment lessons that focus on mathematical concepts.

#### Person Responsible

Judith Frank

#### Schedule

Monthly, from 11/10/2014 to 3/20/2015

#### Evidence of Completion

PLC notes, lesson plans and classroom observation data.

## Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Implementation of formative assessment lessons

**Person Responsible**

Corey Johns

**Schedule**

Every 2 Months, from 10/20/2014 to 6/30/2015

**Evidence of Completion**

Student achievement scores on teacher designed assessments and district benchmark exams. Classroom observation data in I Observation.

## Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Teachers will work with their department to deconstruct the new standards and plan units of study utilizing learning goals and evidence based scales.	Johns, Corey	8/13/2014	PLC Notes, teacher unit plans, common teacher designed assessments and classroom observation data in I Observation	2/27/2015 every-6-weeks
G2.B1.S1.A1	Math teachers will work with their grade level to deconstruct the new standards and understand the mathematical practices.	Frank, Judith	10/20/2014	PLC notes, teacher unit plans, formative assessment lessons, monthly coaching letter	6/30/2015 monthly
G1.MA1	Teachers unit plans, teacher designed common assessments, district benchmark exams, and classroom observation data in I Observation will be monitored.	Frank, Judith	10/20/2014	Lesson plans, PLC notes, student achievement data on teacher designed assessments and district benchmark tests and classroom observation data.	6/30/2015 weekly
G1.B1.S1.MA1	Student achievement will be monitored by teacher designed common assessments and district designed benchmark assessments	Johns, Corey	10/20/2014	Increase in student achievement scores on selected data points	6/30/2015 monthly
G1.B1.S1.MA1	After professional development teachers will create unit Plans that contain Florida Standards, rigorous learning goals and scales, evidence of learning and scaffolding of information. They will bring these plans with them to weekly PLC meetings where they will receive continued coaching and support.	Frank, Judith	10/20/2014	Teacher created unit Plans that contain Florida Standards, rigorous learning goals and scales, evidence of learning and scaffolding of information. Weekly PLC notes.	6/30/2015 monthly
G2.MA1	Classroom observations and student achievement data will be monitored.	Johns, Corey	10/20/2014	Classroom observation data in I Observation, unit plans and student achievement on teacher designed assessments and district benchmark exams.	6/30/2015 monthly
G2.B1.S1.MA1	Implementation of formative assessment lessons	Johns, Corey	10/20/2014	Student achievement scores on teacher designed assessments and district benchmark exams. Classroom observation data in I Observation.	6/30/2015 every-2-months

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1	Implementation of formative assessment lessons that focus on mathematical concepts.	Frank, Judith	11/10/2014	PLC notes, lesson plans and classroom observation data.	3/20/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*



## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** By June 2015 a minimum of 70% of all students at Avalon Middle School will be proficient on the Florida Standards Assessment in English Language Arts

**G1.B1** Teachers do not understand the level of rigor needed for the new Florida Standards.

**G1.B1.S1** Teachers will work with their department to deconstruct the new standards and plan units of study utilizing learning goals and evidence based scales.

### **PD Opportunity 1**

Teachers will work with their department to deconstruct the new standards and plan units of study utilizing learning goals and evidence based scales.

#### **Facilitator**

Leadership Team with assistance from SREB

#### **Participants**

All teachers

#### **Schedule**

Every 6 Weeks, from 8/13/2014 to 2/27/2015

**G2.** By June 2015 a minimum of 70% of all students at Avalon Middle School will be proficient on the Florida Standards Assessment in math.

**G2.B1** Math teachers focusing too much on teaching mathematical procedures and not on teaching mathematical concepts.

**G2.B1.S1** Teachers will work with their department to deconstruct the new standards and plan units of study that include formative assessments utilizing learning goals and evidence based scales.

### **PD Opportunity 1**

Math teachers will work with their grade level to deconstruct the new standards and understand the mathematical practices.

#### **Facilitator**

Leadership team and SREB Coach Jason Adair

#### **Participants**

All math teachers

#### **Schedule**

Monthly, from 10/20/2014 to 6/30/2015

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> By June 2015 a minimum of 70% of all students at Avalon Middle School will be proficient on the Florida Standards Assessment in English Language Arts	5,000
<b>Goal 2:</b> By June 2015 a minimum of 70% of all students at Avalon Middle School will be proficient on the Florida Standards Assessment in math.	5,000
<b>Grand Total</b>	<b>10,000</b>

### Goal 1: By June 2015 a minimum of 70% of all students at Avalon Middle School will be proficient on the Florida Standards Assessment in English Language Arts

Description	Source	Total
B1.S1.A1	General Fund	5,000
<b>Total Goal 1</b>		<b>5,000</b>

### Goal 2: By June 2015 a minimum of 70% of all students at Avalon Middle School will be proficient on the Florida Standards Assessment in math.

Description	Source	Total
B1.S1.A1	General Fund	5,000
<b>Total Goal 2</b>		<b>5,000</b>