

Avalon Middle

13914 MAILER BLVD, Orlando, FL 32828

www.ocps.net/lc/east/mav

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	41%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	60%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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 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

At Avalon, we learn about our students' cultures by utilizing district and school resources. We receive and review numerous district reports that provide information about the cultural and economic status of our students on a quarterly basis. In addition, our classroom teachers use surveys at the beginning of the year in order to learn about their students.

We use the information from these reports and surveys in order to build positive relationships in a variety of ways. Teachers form relationships through classroom getting-to-know-you and team building activities. They also offer "Lunch Bunch" opportunities which allow students to have lunch in the teacher's classroom to form bonds in a relaxed, non-threatening environment. Our guidance counselors build relationships by holding small groups to get to know students better. Finally, our school has several annual events that focus on relationship building. For example, we host an annual Multi-Cultural experience through which 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

Our students' safety is one of our primary concerns. Our school has a supervision plan to ensure that students are properly supervised while being dropped off for and picked up from school. This plan also includes supervision throughout the school day as we ensure that there is an adult presence in the hallways and courtyard during class transitions as well as in the lunchroom during lunch shifts. In addition, we have a security attendant who monitors the campus and the security cameras throughout the day. Each grade level office 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. Our clerks are trained to assess the situation and determine who will assist in addressing the concern.

Additionally, we have a partnership with the YMCA to host before and after school care through which students are provided with a safe environment that is staffed by Avalon Middle School teachers and staff. Our before and after school program offers diverse opportunities for students to become connected to our school community.

We emphasize the importance of respect in several ways. Our faculty and staff are trained to model respect through our interactions with students and the community. Also, we emphasize the importance of respect with our school wide policies and procedures as well as by teaching lessons designed to help our students understand how to be respectful to others.

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

During the summer a school team of teachers, guidance counselors and administrators attended Positive Behavior Support training. As a result of this training, the team created common policies and procedures for our school that support our behavioral and academic expectations. All of our teachers receive training on these policies and procedures as well as on the resources and support personnel available to assist them with discipline issues during preplanning. These expectations are taught to the students during the first week of school and reinforced as needed. In addition we have created a reward system for students who 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

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 has a professional school counselor dedicated to monitoring and serving the needs of our struggling students in addition to the monitoring and services provided by our grade level counselors, Placement Specialist, and Curriculum Compliance Teacher. In addition to utilizing school-based resources, referrals for individual counseling services by approved outside agencies (SEDNET) are provided for identified 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

Administrators, guidance counselors and resource personnel review academic and assessment data at the beginning of the year to provide students with proper placement into their classes. At each progress report (every four to five weeks), guidance counselors, administrators and the MTSS coach review data including attendance, discipline referrals and failure of any academic class to identify the need for additional support. Interventions are put in place based on the student's need. Furthermore, 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	32	38	57	127
One or more suspensions	18	29	30	77
Course failure in ELA or Math	0	0	3	3
Level 1 on statewide assessment	0	0	0	

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	1	8	11	20

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

Our intervention plan has several stages. Based on assessment data and prior class performance, some students are scheduled into additional reading and math classes to help them master their grade level standards. At the classroom level, if a student fails to turn in an assignment during the school year that is tied to a standard, the parent is notified and the student is given an opportunity to complete the work in their classroom. If the student does not complete the work after this intervention then they are referred to our Intensive Care Unit (ICU) program. Our ICU teachers pull the student during the school day and ensure that the student completes the assignment. In addition, teachers use reteaching activities and rotations within their regular units of instruction to support students who are struggling with the standards.

Teachers who have identified students that need intense remediation of a standard can refer that student through the use of our Multi-Tiered System of Supports (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 who fails a content course can earn grade recovery through an on line program called Engenuity. Once completed the student's 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 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, and our ProgressBook grading program which parents can access at home.

Our school also builds positive relationships with families by providing multiple ways through which they can become involved in our school and their child's education. For example, we host numerous community events throughout the year including our Husky Harvest, 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 and volunteer activities at our school through the ADDitions program. In addition each year we ensure that Avalon Middle School is awarded the 5 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.

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 has an active Partners in Education (PIE) program in which we work with our local businesses to support our educational programs. These business partners support our students by donating goods and services, attending community and athletic events and becoming involved as volunteers in the classroom. For example, 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.

In addition to our PIE program, we develop partnerships with the local community by allowing local groups to use our facilities for meetings and events.

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:

Name	Title
Furno, Karen	Principal
Ferguson, Latasha	Assistant Principal
Rebholz, Matthew	Assistant Principal
Gavillan, Bibiana	Assistant Principal
Anderson, Michelle	Dean
Pacheco, Suzanna	Dean
King, Leann	Dean
Perkins, Marsee	Instructional Coach
Vanatti, Cheryl	Instructional Media
Brett, Amy	Instructional Coach
Herold, Lindsey	Instructional Coach

Duties

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

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

The entire team meets once a week at a minimum before school to monitor and discuss student

achievement and teacher observation data. The data is used to evaluate our programs and make changes as need. Each member of the leadership team is assigned a department / PLC group. 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 30% 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.

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, and 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.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Jackie Carroll	Parent
Lori Schalk	Parent
Kristin Deckert	Parent
Maria Espino-Rood	Parent
Elisa DeSantis	Parent
Jill Weems	Parent
Anita Mafale	Parent
Catherine Escarcha	Parent
Fadia Ahmed Hussien	Teacher
Diana Heinzman	Parent
Traci Matsko	Parent
Kathy Garcia	Parent
Sherry Herrmann	Parent
Eileen Torres	Parent
Marta Viera	Parent
Sara Au	Parent
Amy Hillis	Parent
Sarah Penny	Parent
Holly Bruinsma	Parent
Cynthia Bruno-White	Parent
Melanie Cianciotto	Parent
Rochelle Clark	Parent
Nanette Goff	Parent
Angel Gonzalez	Parent
Michelle Gonzalez	Parent
Andrea Michalak	Teacher
Mario Revlett	Parent
Michelle Anderson	Teacher
Robert Frazine	Parent
Faith Franzine	Parent
Johanna Canter	Parent
Cheri Holmes	Parent
Lolita Jaggessar	Parent
Jane Kane	Parent
Emily Barnett	Parent
Jenny Chau	Parent

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 with areas of accomplishment noted and areas of need addressed.

Development of this school improvement plan

At the beginning of the school year, school wide data is shared with the committee. The School Advisory Council determines which areas they would like to investigate further and these areas become our topics for upcoming meetings. School Improvement Plan goals are reviewed and monitored for progress. Plans are then developed or changes to programs suggested based on our progress monitoring.

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. The principal and leadership team uses input from this meeting to make final decisions about the budget, making certain that appropriate funds are allocated to assist us in reaching our School Improvement Plan goals.

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

No school improvement funds were allocated to our school last year; however, we did have some funds remaining from the previous year. We used \$15,000 of these funds to fund our school's newsletter program in order to improve communication with our parents and community members.

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:

Name	Title
Ferguson, Latasha	Assistant Principal
Rebholz, Matthew	Assistant Principal
Vanatti, Cheryl	Instructional Media
Brett, Amy	Instructional Coach
Perkins, Marsee	Instructional Coach
Craig, Nicole	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT assists the staff with implementation of the ELA and Content Area Literacy Florida State Standards. The team provides training and mentoring to lead teachers on how to incorporate literacy instruction into their disciplines on a regular basis. Strategies such as incorporating evidence-based

writing and vocabulary instruction are emphasized.

In addition to supporting the use of literacy strategies in all classrooms, the LLT is responsible for promoting reading by organizing our school wide participation in the Florida Celebrate Literacy Week activities, designing the school's summer reading program and sponsoring different activities throughout the year that encourage independent reading.

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

All of our teachers participate in a Professional Learning Community (PLC), typically organized by subject area and then grade level. Each PLC has a designated leader who receives professional development on how to run PLC meetings, establish norms and SMART goals, and lead collaborative discussions. PLC groups meet once a week on Wednesday mornings and twice a month on Wednesday afternoons. In addition, all grade level content area teachers have a daily common planning time to encourage further collaboration. During their scheduled meetings, the PLC group members plan collaboratively, create common assessments, and analyze data to monitor student achievement and make instructional decisions.

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

The principal and assistant principals interview and select candidates who are certified in-field and highly qualified. Candidates are interviewed by the leadership team and department teachers are given input into the selection.

We use various strategies in order to develop and retain highly qualified teachers. All teachers are provided with regular professional development opportunities designed to help them grow. Teachers who are new to Avalon Middle and teaching are placed into a structured induction program and provided with a mentor. Veteran teachers who are new to our school are assigned a "buddy teacher" who assists them with their transition to Avalon. Both of the programs are supported and monitored by our school's Instructional Coach along with assistance from our literacy and math coaches. We support our experienced teachers by giving them various leadership roles. Finally, our leadership team frequently recognizes our faculty members for their exemplary work.

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

All beginning teachers are required to participate in our school's Induction Program which is organized by our school's Instructional Coach. This program includes professional development provided during monthly meetings with our Instructional Coach in areas such as lesson planning, classroom management, and the deliberate practice plan required of all teachers. In addition, all of the beginning teachers are assigned mentors who assist them with completing the requirements of the Induction Program, which includes participation in the Great Beginnings program and completion of an online portfolio. Our mentors are selected by the leadership team and given training in coaching and mentoring. Typically we pair mentor teachers and beginning teachers based upon similar teaching assignments. In addition to our formal mentoring program, we also provide an informal mentoring program for veteran teachers who transfer to our school. These teachers are assigned a "buddy", typically someone teaching the same subject and grade level, who helps the new teacher make a successful transition to our school by being available to address questions and concerns.

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

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

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

Our team uses a variety of data including state assessment data, data from common and classroom assessments, and information from students' plans (IEPs for exceptional education students, ELL plans for English Language Learners, 504 plans for students with specific needs not covered by other plans, and EP plans for gifted students) to determine how to differentiate instruction for our diverse learners. At the classroom level, teachers use formative assessments to guide daily lessons and grouping strategies. They also use this data to provide remediation and retesting to students who have not mastered the standards as well as enrichment activities to those who have. Our teachers use IEP, ELL, and 504 plan information to ensure that students are provided with appropriate accommodations in order to help them succeed with the standard curriculum.

At the school level, students' performance in state assessments is used along with other data to determine whether or not a student needs placement into additional classes in reading and math. These year-long courses provide intensive remediation in reading and/or math. In addition, IEP and ELL plan information is used to ensure that students receive appropriate services and accommodations through programs such as our co-teaching and English for Speakers of Other Languages (ESOL) programs. Finally, student achievement data is used to determine which students are not attaining success, even after appropriate classroom interventions. These students are then referred to the Multi-Tiered Systems of Support (MTSS) team for additional instruction on the needed standard.

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 both assistance for struggling students through course recovery and home work assistance as well as enrichment opportunities in classes or activities such as robotics, technology, and sports.

Strategy Rationale

Many students need additional time outside of the school day to master the standards. The after-school program not only provides additional time, but it also 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

Gavillan, Bibiana, bibiana.gavillan@ocps.net

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

Students' attendance and academic achievement data is collected for participants of the after-school program. The YMCA program leaders analyze this data in order to make adjustments to the program.

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 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 and 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 to 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.

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 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. 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. We have also added a Coding Club to 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.

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

Avalon Middle School has several career and technical education programs available to students. AMS was the first OCPS middle school to join Project Lead the Way, a STEM initiative providing students with instruction and career awareness in science and tech areas including Applied Chemistry, Nanotechnology, Applied Physics, Microbiology, Human Anatomy and Physiology, CSI, Genetics, Newtonian Mechanics, Aeronautics, Aerospace Science, Investigating Energy, Green Energy, Natural Resource Conservation, Measurement, Drafting, 2D & 3D Design, Mechanics, Energy, Engineering Design, Architectural Basics, Sustainable Architecture, and Energy Conservation. We also have the Information and Communications Technology (ICT) Essentials program through which students will be able to earn Cape Digital Certificates by demonstrating mastery in technical skills such as word processing, spreadsheets, presentations, digital arts, cyber security, and coding. Finally, students in 8th grade explore various career opportunities and develop a career plan through their social studies classes.

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

AMS encourages teachers to integrate career and technical education into the academic courses through interdisciplinary lessons and lessons based upon student interest surveys. Science and language arts teachers include nonfiction articles about career and technical topics into their lessons. Also, students in our science classes participate in the local and state science fair. In addition, our teachers emphasize the real world application of their content and continually explore ways in which to integrate technology use into the core courses in a meaningful way. Finally, Avalon Middle is promoting STEM + the Arts or STEAM. Our two art classes, band, chorus and orchestra classes regularly incorporate career and technical education in their curriculum.

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 Middle School utilizes tutoring to scaffold the learning for students who are not on grade level in reading and math. Avalon also supports the progression of mathematics where Algebra 1 is offered in 8th grade. Tutoring along with Saturday End-of-Course Exam camps are used to support and prepare students for success in Algebra 1.

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 that they can choose. 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. In addition, Avalon works closely with our feeder high school to ensure that our students are prepared for the academic rigor of high school. Teachers in our advanced classes collaborate to provide rigorous coursework for these students to prepare them for high school AP and Honor classes. Advanced students have multiple opportunities to earn high school credits with classes including Algebra, Geometry, HS Physical Science, HS Earth Space Science, Spanish I, and Spanish II. Participation in these classes at the middle school level allows more students to take AP or Dual Enrollment classes at the high school and graduate on time.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.** Teachers will gain competence in rigorous, standards based instruction and in the Instructional Framework across all content areas. (Division Priority: Invest in Human Capital)

- G2.** Teachers will gain proficiency in the use of data-based decision making through PLCs in order to increase rigor, address Florida Standards and raise student achievement. (Division Priority: Accelerate Student Performance)

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. Teachers will gain competence in rigorous, standards based instruction and in the Instructional Framework across all content areas. (Division Priority: Invest in Human Capital) 1a

G072619

Targets Supported 1b

Indicator	Annual Target
Algebra I FSA EOC Pass Rate	90.0
Civics EOC Pass	85.0
FSA English Language Arts - Achievement	65.0
FSA Mathematics - Achievement	65.0
FCAT 2.0 Science Proficiency	68.0
Effective Teachers (Performance Rating)	90.0

Resources Available to Support the Goal 2

- Coaching and professional development from school-based coaches
- District staff development (common assessments)
- Professional resource library
- Coaching and professional development from the Southern Regional Education Board
- Administrative and resource personnel trained in iObservation and instructional rounds

Targeted Barriers to Achieving the Goal 3

- Teachers lack understanding about how to consistently plan for and implement the elements of the Instructional Framework at the level of rigor needed to reach proficiency on the Florida Standards.

Plan to Monitor Progress Toward G1. 8

Teachers' unit plans, self assessments completed through professional development training and classroom observation data in iObservation will be monitored.

Person Responsible

Karen Furno

Schedule

Weekly, from 9/8/2014 to 6/10/2016

Evidence of Completion

Unit plans, PLC notes, and classroom observation data will be used to demonstrate the goal is being monitored and that progress is being made.

G2. Teachers will gain proficiency in the use of data-based decision making through PLCs in order to increase rigor, address Florida Standards and raise student achievement. (Division Priority: Accelerate Student Performance) 1a

G072620

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	65.0
FSA Mathematics - Achievement	65.0
FCAT 2.0 Science Proficiency	68.0
Civics EOC Pass	85.0
Algebra I EOC Pass Rate	90.0

Resources Available to Support the Goal 2

- District professional development
- Coaching and professional development from school-based resource personnel
- Professional resource library
- Coaching and professional development from the Southern Regional Education Board
- PLC groups

Targeted Barriers to Achieving the Goal 3

- Given changes in the state and district assessment programs, our school does not currently have a consistent system for regularly collecting and analyzing student data in all subjects.

Plan to Monitor Progress Toward G2. 8

PLC minutes and student achievement data from the common assessments will be monitored.

Person Responsible

Karen Furno

Schedule

Monthly, from 9/8/2014 to 6/10/2015

Evidence of Completion

Student performance on common assessments will be monitored to determine whether or not progress is being made.

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. Teachers will gain competence in rigorous, standards based instruction and in the Instructional Framework across all content areas. (Division Priority: Invest in Human Capital) **1**

 G072619

G1.B1 Teachers lack understanding about how to consistently plan for and implement the elements of the Instructional Framework at the level of rigor needed to reach proficiency on the Florida Standards. **2**

 B189485

G1.B1.S1 Provide school-based professional development and follow up coaching on planning and implementing the elements of the Instructional Framework in all content areas. **4**

 S200809

Strategy Rationale

Teachers need to understand how intentional planning using the framework supports rigorous, standards based instruction.

Action Step 1 **5**

Establish guidelines and system for providing ongoing feedback on unit plans to teachers.

Person Responsible

Karen Furno

Schedule

On 8/28/2015

Evidence of Completion

A copy of the established guidelines and feedback schedule will be used to demonstrate completion of this activity.

Action Step 2 5

Review key characteristics of effective unit planning and the Instructional Framework elements with faculty and staff.

Person Responsible

Marsee Perkins

Schedule

On 8/19/2015

Evidence of Completion

A copy of teachers' scale ratings and activities from the training will be used to demonstrate completion of this activity.

Action Step 3 5

Provide professional development and follow up coaching support to new teachers introducing the Instructional Framework and deconstruction of standards.

Person Responsible

Marsee Perkins

Schedule

Monthly, from 8/31/2015 to 6/10/2016

Evidence of Completion

Sign in sheets from the professional development sessions will be used to demonstrate completion of this activity.

Action Step 4 5

Provide professional development and follow up coaching support to teachers on elements of the instructional framework leading to increased rigor along with elements to increase students' cognitive engagement in the lessons.

Person Responsible

Marsee Perkins

Schedule

Monthly, from 9/8/2015 to 6/10/2016

Evidence of Completion

Sign in sheets from the professional development sessions will be used to demonstrate completion of this activity.

Action Step 5 5

Provide ongoing feedback on unit plans to teachers.

Person Responsible

Karen Furno

Schedule

Monthly, from 9/8/2015 to 6/10/2016

Evidence of Completion

Copies of feedback given by administrators and resource personnel will be used to document completion of this activity.

Action Step 6 5

Implement a system for sharing examples of effective unit plans and use of instructional framework elements addressing rigorous, standards based instruction with teachers.

Person Responsible

Karen Furno

Schedule

Monthly, from 9/8/2015 to 6/10/2016

Evidence of Completion

PLC minutes and Friday Focus newsletter copies will be used to document completion of this activity.

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

A calendar of SIP action steps with persons responsible, deadlines, and method of documentation will be set up and distributed to all stakeholders. Progress on the calendar will be discussed at our weekly administrative / resource personnel meetings.

Person Responsible

Karen Furno

Schedule

Weekly, from 9/8/2015 to 6/10/2016

Evidence of Completion

The documents described in the actions steps will be used as evidence of fidelity of implementation.

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

Administrators and trained resource personnel will observe classrooms on a regular basis to look for evidence of rigorous, standards based instruction in our classrooms.

Person Responsible

Karen Furno

Schedule

On 6/10/2016

Evidence of Completion

Data will be collected using the iObservation system and analyzed at weekly administrative / resource personnel meetings and used to determine necessary adjustments to our professional development and teacher support.

G2. Teachers will gain proficiency in the use of data-based decision making through PLCs in order to increase rigor, address Florida Standards and raise student achievement. (Division Priority: Accelerate Student Performance) 1

 G072620

G2.B2 Given changes in the state and district assessment programs, our school does not currently have a consistent system for regularly collecting and analyzing student data in all subjects. 2

 B189489

G2.B2.S2 Assist PLC groups in establishing a system to regularly collect and monitor student achievement data. 4

 S200816

Strategy Rationale

PLC groups need assistance in developing a meaningful process through which they collect and review data so that they can monitor their students' progress on the Florida standards and make adjustments in instruction to improve student achievement throughout the year.

Action Step 1 5

Identify and evaluate the current school and district assessment resources available to our school.

Person Responsible

Karen Furno

Schedule

On 9/30/2015

Evidence of Completion

A list and description of the resources available will be used to document completion of this activity.

Action Step 2 5

Provide professional development to PLC groups in the design of common assessments at the appropriate level of rigor and appropriate ways to use the data to make decisions about instruction.

Person Responsible

Marsee Perkins

Schedule

Monthly, from 9/8/2015 to 4/29/2016

Evidence of Completion

Sign in sheets from the professional development sessions as well as copies of the common assessments created will be used to document completion of this activity.

Action Step 3 5

Establish a calendar for delivery and data analysis of common assessments by PLC group along with an appropriate form to facilitate data analysis.

Person Responsible

Karen Furno

Schedule

On 1/8/2016

Evidence of Completion

A copy of the common assessment calendar and the data analysis form will be used to document completion of this activity.

Action Step 4 5

Set up and maintain school wide data wall.

Person Responsible

Amy Brett

Schedule

Monthly, from 8/17/2015 to 6/10/2016

Evidence of Completion

The data wall and a copy of the data displayed each month will be used to document completion of this activity.

Action Step 5 5

Provide professional development for teachers on the use of various technology programs to collect and analyze data.

Person Responsible

Amy Brett

Schedule

Monthly, from 9/8/2015 to 6/10/2016

Evidence of Completion

Sign in sheets for the professional development sessions along with sample products will be used to document completion of this activity.

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

A calendar of SIP action steps with persons responsible, deadlines, and method of documentation will be set up and distributed to all stakeholders. Progress on the calendar will be discussed at our weekly administrative / resource personnel meetings.

Person Responsible

Karen Furno

Schedule

Weekly, from 9/8/2015 to 6/10/2016

Evidence of Completion

The documents described in the actions steps will be used as evidence of fidelity of implementation.

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Administrators, resource personnel and PLC groups will analyze student performance data to determine which students are making progress and make adjustments as needed for students who are below or above the level of the standards.

Person Responsible

Karen Furno

Schedule

Weekly, from 9/8/2015 to 6/10/2016

Evidence of Completion

Data from common assessments given by PLC groups will be used to monitor the effectiveness of the common assessments and make adjustments to the instructional program as needed.

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	Establish guidelines and system for providing ongoing feedback on unit plans to teachers.	Furno, Karen	8/17/2015	A copy of the established guidelines and feedback schedule will be used to demonstrate completion of this activity.	8/28/2015 one-time
G2.B2.S2.A1	Identify and evaluate the current school and district assessment resources available to our school.	Furno, Karen	8/17/2015	A list and description of the resources available will be used to document completion of this activity.	9/30/2015 one-time
G1.B1.S1.A2	Review key characteristics of effective unit planning and the Instructional	Perkins, Marsee	8/19/2015	A copy of teachers' scale ratings and activities from the training will be used	8/19/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Framework elements with faculty and staff.			to demonstrate completion of this activity.	
G2.B2.S2.A2	Provide professional development to PLC groups in the design of common assessments at the appropriate level of rigor and appropriate ways to use the data to make decisions about instruction.	Perkins, Marsee	9/8/2015	Sign in sheets from the professional development sessions as well as copies of the common assessments created will be used to document completion of this activity.	4/29/2016 monthly
G1.B1.S1.A3	Provide professional development and follow up coaching support to new teachers introducing the Instructional Framework and deconstruction of standards.	Perkins, Marsee	8/31/2015	Sign in sheets from the professional development sessions will be used to demonstrate completion of this activity.	6/10/2016 monthly
G2.B2.S2.A3	Establish a calendar for delivery and data analysis of common assessments by PLC group along with an appropriate form to facilitate data analysis.	Furno, Karen	9/8/2015	A copy of the common assessment calendar and the data analysis form will be used to document completion of this activity.	1/8/2016 one-time
G1.B1.S1.A4	Provide professional development and follow up coaching support to teachers on elements of the instructional framework leading to increased rigor along with elements to increase students' cognitive engagement in the lessons.	Perkins, Marsee	9/8/2015	Sign in sheets from the professional development sessions will be used to demonstrate completion of this activity.	6/10/2016 monthly
G2.B2.S2.A4	Set up and maintain school wide data wall.	Brett, Amy	8/17/2015	The data wall and a copy of the data displayed each month will be used to document completion of this activity.	6/10/2016 monthly
G1.B1.S1.A5	Provide ongoing feedback on unit plans to teachers.	Furno, Karen	9/8/2015	Copies of feedback given by administrators and resource personnel will be used to document completion of this activity.	6/10/2016 monthly
G2.B2.S2.A5	Provide professional development for teachers on the use of various technology programs to collect and analyze data.	Brett, Amy	9/8/2015	Sign in sheets for the professional development sessions along with sample products will be used to document completion of this activity.	6/10/2016 monthly
G1.B1.S1.A6	Implement a system for sharing examples of effective unit plans and use of instructional framework elements addressing rigorous, standards based instruction with teachers.	Furno, Karen	9/8/2015	PLC minutes and Friday Focus newsletter copies will be used to document completion of this activity.	6/10/2016 monthly
G1.MA1	Teachers' unit plans, self assessments completed through professional development training and classroom observation data in iObservation will be monitored.	Furno, Karen	9/8/2014	Unit plans, PLC notes, and classroom observation data will be used to demonstrate the goal is being monitored and that progress is being made.	6/10/2016 weekly
G1.B1.S1.MA1	Administrators and trained resource personnel will observe classrooms on a regular basis to look for evidence of rigorous, standards based instruction in our classrooms.	Furno, Karen	9/8/2015	Data will be collected using the iObservation system and analyzed at weekly administrative / resource personnel meetings and used to determine necessary adjustments to our professional development and teacher support.	6/10/2016 one-time
G1.B1.S1.MA1	A calendar of SIP action steps with persons responsible, deadlines, and method of documentation will be set up and distributed to all stakeholders. Progress on the calendar will be discussed at our weekly administrative / resource personnel meetings.	Furno, Karen	9/8/2015	The documents described in the actions steps will be used as evidence of fidelity of implementation.	6/10/2016 weekly
G2.MA1	PLC minutes and student achievement data from the common assessments will be monitored.	Furno, Karen	9/8/2014	Student performance on common assessments will be monitored to determine whether or not progress is being made.	6/10/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S2.MA1	Administrators, resource personnel and PLC groups will analyze student performance data to determine which students are making progress and make adjustments as needed for students who are below or above the level of the standards.	Furno, Karen	9/8/2015	Data from common assessments given by PLC groups will be used to monitor the effectiveness of the common assessments and make adjustments to the instructional program as needed.	6/10/2016 weekly
G2.B2.S2.MA1	A calendar of SIP action steps with persons responsible, deadlines, and method of documentation will be set up and distributed to all stakeholders. Progress on the calendar will be discussed at our weekly administrative / resource personnel meetings.	Furno, Karen	9/8/2015	The documents described in the actions steps will be used as evidence of fidelity of implementation.	6/10/2016 weekly

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. Teachers will gain competence in rigorous, standards based instruction and in the Instructional Framework across all content areas. (Division Priority: Invest in Human Capital)

G1.B1 Teachers lack understanding about how to consistently plan for and implement the elements of the Instructional Framework at the level of rigor needed to reach proficiency on the Florida Standards.

G1.B1.S1 Provide school-based professional development and follow up coaching on planning and implementing the elements of the Instructional Framework in all content areas.

PD Opportunity 1

Review key characteristics of effective unit planning and the Instructional Framework elements with faculty and staff.

Facilitator

Marsee Perkins, Amy Brett, Lindsey Herold

Participants

All teachers

Schedule

On 8/19/2015

PD Opportunity 2

Provide professional development and follow up coaching support to new teachers introducing the Instructional Framework and deconstruction of standards.

Facilitator

Marsee Perkins

Participants

First-year teachers and teachers new to OCPS

Schedule

Monthly, from 8/31/2015 to 6/10/2016

PD Opportunity 3

Provide professional development and follow up coaching support to teachers on elements of the instructional framework leading to increased rigor along with elements to increase students' cognitive engagement in the lessons.

Facilitator

Marsee Perkins

Participants

All teachers

Schedule

Monthly, from 9/8/2015 to 6/10/2016

G2. Teachers will gain proficiency in the use of data-based decision making through PLCs in order to increase rigor, address Florida Standards and raise student achievement. (Division Priority: Accelerate Student Performance)

G2.B2 Given changes in the state and district assessment programs, our school does not currently have a consistent system for regularly collecting and analyzing student data in all subjects.

G2.B2.S2 Assist PLC groups in establishing a system to regularly collect and monitor student achievement data.

PD Opportunity 1

Provide professional development to PLC groups in the design of common assessments at the appropriate level of rigor and appropriate ways to use the data to make decisions about instruction.

Facilitator

Marsee Perkins, Lindsey Herold, Amy Brett

Participants

All teachers

Schedule

Monthly, from 9/8/2015 to 4/29/2016

PD Opportunity 2

Provide professional development for teachers on the use of various technology programs to collect and analyze data.

Facilitator

Amy Brett, Lindsey Herold

Participants

Teachers

Schedule

Monthly, from 9/8/2015 to 6/10/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Establish guidelines and system for providing ongoing feedback on unit plans to teachers.				\$0.00
2	G1.B1.S1.A2	Review key characteristics of effective unit planning and the Instructional Framework elements with faculty and staff.				\$978.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	2110	100-Salaries	1763 - Avalon Middle	General Fund		\$900.00
			<i>Notes: Prep and delivery hourly expense for Literacy and Math Coach support - 10 hours per coach.</i>			
			1763 - Avalon Middle	General Fund		\$78.00
			<i>Notes: Paper for handouts and markers, poster paper, and highlighters for training activities</i>			
3	G1.B1.S1.A3	Provide professional development and follow up coaching support to new teachers introducing the Instructional Framework and deconstruction of standards.				\$900.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1763 - Avalon Middle	General Fund		\$100.00
			<i>Notes: Paper for handouts and binders for portfolios.</i>			
	2110	100-Salaries	1763 - Avalon Middle	General Fund		\$800.00
			<i>Notes: Salary expenditure for Learning Resource Specialist</i>			
4	G1.B1.S1.A4	Provide professional development and follow up coaching support to teachers on elements of the instructional framework leading to increased rigor along with elements to increase students' cognitive engagement in the lessons.				\$34,447.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	2110	100-Salaries	1763 - Avalon Middle	General Fund		\$34,347.00
			<i>Notes: Salary expenses for Learning Resource Specialist</i>			
			1763 - Avalon Middle	General Fund		\$100.00
			<i>Notes: Paper, poster paper, markers, highlighters, pens and pencils for professional development.</i>			
5	G1.B1.S1.A5	Provide ongoing feedback on unit plans to teachers.				\$2,250.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data							
	2110	100-Salaries	1763 - Avalon Middle	General Fund		\$2,250.00	
<i>Notes: Salary for personnel reviewing unit plans - 50 hours.</i>							
6	G1.B1.S1.A6	Implement a system for sharing examples of effective unit plans and use of instructional framework elements addressing rigorous, standards based instruction with teachers.					\$7,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			1763 - Avalon Middle	General Fund		\$7,700.00	
<i>Notes: PLC leader stipends - 14 - partial cost.</i>							
7	G2.B2.S2.A1	Identify and evaluate the current school and district assessment resources available to our school.					\$0.00
8	G2.B2.S2.A2	Provide professional development to PLC groups in the design of common assessments at the appropriate level of rigor and appropriate ways to use the data to make decisions about instruction.					\$17,193.50
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
	2110	100-Salaries	1763 - Avalon Middle	General Fund		\$17,173.50	
<i>Notes: Salary expense for Learning Resource Specialist.</i>							
			1763 - Avalon Middle	General Fund		\$20.00	
<i>Notes: Paper for handouts for training sessions.</i>							
9	G2.B2.S2.A3	Establish a calendar for delivery and data analysis of common assessments by PLC group along with an appropriate form to facilitate data analysis.					\$7,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			1763 - Avalon Middle	General Fund		\$7,700.00	
<i>Notes: PLC leader stipends - 14 - partial cost.</i>							
10	G2.B2.S2.A4	Set up and maintain school wide data wall.					\$8,586.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
	2110	100-Salaries	1763 - Avalon Middle	General Fund		\$8,586.00	
<i>Notes: Salary expenses for Literacy Coach.</i>							
11	G2.B2.S2.A5	Provide professional development for teachers on the use of various technology programs to collect and analyze data.					\$0.00
Total:						\$79,754.50	