Avalon Middle

2021-22 Schoolwide Improvement Plan

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Avalon Middle

13914 MAILER BLVD, Orlando, FL 32828

https://avalonms.ocps.net/

Demographics

Principal: Jennifer Williams

Start Date for this Principal: 1/5/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	32%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (78%) 2017-18: A (72%) 2016-17: A (70%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

> * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	21%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Avalon Middle School embraces Orange County Public Schools' mission statement which is, "with the support of families and the community, we create enriching and diverse pathways that lead our students to success."

Provide the school's vision statement.

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

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Furno, Karen	Principal	Our leadership team consists of administrators and resource personnel. The administrative team includes our principal, our two assistant principals, and one dean. The resource personnel include our Media Specialist, our Literacy Coach, our Math Coach, our SAFE Coordinator, our lead counselor and our Placement Specialist. The administrative team members are responsible for the overall organization and management of our school and its programs as well as the evaluation of our personnel and programs. The resource team members provide support to the instructional staff through coaching and professional development. The entire team meets once a week at a minimum before school to monitor and discuss student achievement and teacher observation data. The data is used to evaluate our programs and make changes as needed. Each member of the leadership team is assigned a department / Professional Learning Community (PLC) group. The resource team also meets weekly with the principal to discuss curriculum and teacher support. Once a week the leadership team members meet with their PLC groups to provide support. During these weekly meetings they monitor student achievement on the Florida standards especially the mastery of standards by our ESE, ELL and lowest 25% students. In addition, the leadership team meets with PLC lead teachers once a month and meets with the entire department once a month. During these meetings curriculum mapping takes place as well as collaboration on common assessments, data analysis and intervention strategies. Information from these PLC meetings is also discussed at the weekly leadership team meetings and used to make decisions about our instructional programs
Anderson, Michelle	Assistant Principal	
Swain, Jessica	Assistant Principal	
King, Leann	Dean	
Santos, German	Other	
Davila, Somaliz	School Counselor	
Brett, Amy	Reading Coach	
Penny, Kelly	Math Coach	
Wax, Shana	Instructional Media	
Pearson, Erin	Staffing Specialist	

Demographic Information

Principal start date

Monday 1/5/2015, Jennifer Williams

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

9

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

11

Total number of teacher positions allocated to the school

61

Total number of students enrolled at the school

943

Identify the number of instructional staff who left the school during the 2020-21 school year.

0

Identify the number of instructional staff who joined the school during the 2021-22 school year.

6

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	282	302	348	0	0	0	0	932
Attendance below 90 percent	0	0	0	0	0	0	8	18	22	0	0	0	0	48
One or more suspensions	0	0	0	0	0	0	3	9	8	0	0	0	0	20
Course failure in ELA	0	0	0	0	0	0	0	5	12	0	0	0	0	17
Course failure in Math	0	0	0	0	0	0	5	6	7	0	0	0	0	18
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	14	24	20	0	0	0	0	58
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	16	21	25	0	0	0	0	62
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	9	22	23	0	0	0	0	54

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 6/22/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	301	347	348	0	0	0	0	996
Attendance below 90 percent	0	0	0	0	0	0	16	10	12	0	0	0	0	38
One or more suspensions	0	0	0	0	0	0	2	12	19	0	0	0	0	33
Course failure in ELA	0	0	0	0	0	0	4	15	7	0	0	0	0	26
Course failure in Math	0	0	0	0	0	0	5	7	4	0	0	0	0	16
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	24	21	26	0	0	0	0	71
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	20	24	12	0	0	0	0	56

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	16	20	19	0	0	0	0	55

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	301	347	348	0	0	0	0	996
Attendance below 90 percent	0	0	0	0	0	0	16	10	12	0	0	0	0	38
One or more suspensions	0	0	0	0	0	0	2	12	19	0	0	0	0	33
Course failure in ELA	0	0	0	0	0	0	4	15	7	0	0	0	0	26
Course failure in Math	0	0	0	0	0	0	5	7	4	0	0	0	0	16
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	24	21	26	0	0	0	0	71
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	20	24	12	0	0	0	0	56

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	16	20	19	0	0	0	0	55

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				78%	52%	54%	75%	52%	53%
ELA Learning Gains				70%	52%	54%	62%	50%	54%
ELA Lowest 25th Percentile				63%	45%	47%	50%	42%	47%
Math Achievement				84%	55%	58%	79%	53%	58%
Math Learning Gains				75%	55%	57%	66%	51%	57%
Math Lowest 25th Percentile				70%	50%	51%	54%	44%	51%
Science Achievement				76%	51%	51%	77%	51%	52%
Social Studies Achievement				92%	67%	72%	90%	68%	72%

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	78%	52%	26%	54%	24%
Cohort Comparison						
07	2021					
	2019	72%	48%	24%	52%	20%
Cohort Comparison		-78%				
08	2021					
	2019	75%	54%	21%	56%	19%
Cohort Comparison		-72%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	76%	43%	33%	55%	21%
Cohort Comparison						
07	2021					
	2019	82%	49%	33%	54%	28%
Cohort Comparison		-76%				
08	2021					
	2019	32%	36%	-4%	46%	-14%
Cohort Comparison		-82%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	74%	49%	25%	48%	26%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	90%	66%	24%	71%	19%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	95%	63%	32%	61%	34%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	97%	53%	44%	57%	40%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady ELA and Math data was used for all grade levels. Seventh and eighth grade Algebra 1 and Geometry students completed two district created progress monitoring assessments: one in the Winter and one in the Spring. This data was included in our percent proficiency. For 7th grade Civics and 8th grade Science we used our district created progress monitoring data.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	58%	65%	69%
	Economically Disadvantaged	55%	60%	60%
	Students With Disabilities	14%	11%	15%
	English Language Learners	10%	10%	23%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	51%	58%	69%
	Economically Disadvantaged	36%	45%	59%
	Students With Disabilities	11%	7%	14%
	English Language Learners	10%	33%	42%

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	54%	61%	67%
	Economically Disadvantaged	33%	45%	51%
	Students With Disabilities	8%	15%	15%
	English Language Learners	13%	13%	40%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	47%	62%	60%
	Economically Disadvantaged	39%	48%	57%
	Students With Disabilities	12%	13%	19%
	English Language Learners	27%	27%	40%
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	54%	92%	74%
	Economically Disadvantaged	37%	70%	59%
	Students With Disabilities	21%	N/A	22%
	English Language Learners	23%	100%	45%

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	70%	73%	77%
	Economically Disadvantaged	57%	57%	66%
	Students With Disabilities	29%	38%	39%
	English Language Learners	9%	9%	8%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	36%	77%	84%
	Economically Disadvantaged	29%	65%	62%
	Students With Disabilities	23%	50%	60%
	English Language Learners	13%	42%	27%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	61%	51%	64%
	Economically Disadvantaged	46%	36%	51%
	Students With Disabilities	17%	14%	16%
	English Language Learners	24%	17%	23%

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	10	24	24	20	41	40	25	17	29		
ELL	38	61	63	43	50	50	21	48	46		
ASN	87	71		91	53		90	83	90		
BLK	61	49	19	46	30	25	57	83	54		
HSP	63	60	46	60	43	42	66	70	77		
MUL	64	59		76	50		50	90	62		
WHT	75	51	38	78	51	48	79	82	88		
FRL	58	56	42	56	41	44	58	71	71		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	26	62	62	43	63	60	29	60	67		
ELL	48	71	65	69	83	82	50	67	90		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ASN	93	76		97	91		100	100	100		
BLK	68	61	52	70	68	64	63	92	81		
HSP	71	71	64	75	74	72	63	84	94		
MUL	72	65		83	81	60	83		89		
WHT	82	70	66	90	75	67	86	95	95		
FRL	62	67	58	74	77	75	60	82	92		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	27	42	34	25	44	42	27	56			
ELL	38	55	52	54	56	50	23	70			
ASN	93	78		94	82		100	100	92		
BLK	70	56	39	73	65	50	88	89	90		
HSP	67	57	50	69	60	55	66	84	90		
MUL	90	67		90	63		87		92		
WHT	79	63	54	85	68	53	80	93	91		
FRL	62	56	43	70	58	54	64	84	92		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	625
Total Components for the Federal Index	10
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	81
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	59
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	64
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

According to our progress monitoring data, we have an upward trend of percent meeting proficiency in all content areas and all grade levels with the exception of 8th grade ELL students on their ELA iReady and 8th grade ESE students in Science. ELL students dropped 1% on the ELA iReady diagnostic from the fall assessment and spring assessment. Our 8th grade ESE and ELL students both dropped 1% on the Science PMA from the fall and spring assessment. We also noticed a significant achievement gap for our ESE and ELL students in all subject areas. Our ESE students are not demonstrating as much growth throughout the year as any other subgroup.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Our rising 7th and 8th grade students in our ESE subgroup have the most significant needs for improvement in all subject areas. According to our 2020-2021 FSA data, our greatest need for improvement is in Algebra 1. Our 7th grade students had a difference of 16 points from the 18/19 data and our 8th grade students dropped by 23 points.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Due to the pandemic many parents selected the LaunchED@Home model which proved to be challenging for all of our students. This was compounded by the multiple needs that our SWD students have. In addition, these students started the 2020-21 school year with significant learning gaps. In order to address this gap, their needs to be targeted progress monitoring throughout the school year. We will also use acceleration strategies to help
address the loss of learning. We are also strategically scheduling our most neediest students in double block ELA and Math with a co-taught support facilitation model.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

According to our iReady data, we showed the greatest improvement in our 6th grade Math scores with an increase of 11 points. Our FSA data shows the greatest improvement in 8th grade Pre-Algebra. Our 8th grade students had the smallest decline in their data for both the Science SSA and ELA FSA. Also our Geometry achievement score only dropped by 2 points.

What were the contributing factors to this improvement? What new actions did your school take in this area?

During the 2020-2021 school year we continued using the MTSS (multi-tiered support system) push in program to provide classroom teachers with additional support in helping address student needs.

What strategies will need to be implemented in order to accelerate learning?

Our master schedule allows flexibility for push in and pull out services to address student needs. Identification of at-risk students, use of acceleration strategies and progress monitoring will help address unfinished learning as well as academic inequities to close achievement gaps.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Our Professional Development plan will focus on building the capacity of our content teachers in identifying at risk students, using acceleration strategies, and progress monitoring. It includes the rationale/identification, exploring strategies, application, peer observation and progress monitoring.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Build a school culture which values social emotional learning with a focus on:
1. Creating classroom routines that provide opportunities to practice recognizing and regulating emotion as well as a community that supports, honors, and explores the cultural assets, contributions, backgrounds, and needs of everyone.
2. Using evidence-based instructional strategies that utilize SEL competencies to support standards-based-learning and planning culturally responsive lessons and materials meet student's diverse needs and interests.

We will also provide after school tutoring for our at-risk students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Our first area of focus is to provide rigorous standards-based instruction for all students with an emphasis on literacy skills. This focus area addresses the division priority of ensuring college and career readiness. Research indicates that the literacy demands on students increase in complexity as they move through middle school into high school and post-secondary education as well as the workforce. As a middle school, our students are transitioning from a focus on the elementary school task of learning to read to the task of reading to learn. We believe that an emphasis on literacy skills will help all of our students be successful with rigorous standards-based instruction.
Measurable Outcome:	Our goal is to increase our ELA, math and science overall achievement scores by 2% and maintain or increase our achievement scores in Civics, Algebra and Geometry.
Monitoring:	Progress monitoring with iReady diagnostics and PMA data. iObservation data from classroom walkthroughs and observations.
Person responsible for monitoring outcome:	Jessica Swain (jessica.swain@ocps.net)
Evidence-based Strategy:	Build capacity of content teachers in identifying at risk students, using acceleration strategies and progress monitoring. It includes the rationale/identification, exploring strategies, application, peer observation and progress monitoring. In addition, we will continue to use a variety of close reading and writing strategies in all of our classrooms. The strategies will focus on summarizing, making connections, and going deeper into content text.
Rationale for Evidence-based Strategy:	Identification of at-risk students, use of acceleration strategies and progress monitoring to help address unfinished learning as well as academic inequities to close achievement gaps. We used our data along with analysis of the state assessment requirements to make this determination. Administrators and resource personnel will regularly review student performance data to look for evidence of an increase in student achievement in literacy skills using data from common assessments, writing prompts and iReady. In addition, evidence of teacher implementation of literacy strategies and differentiated instruction will be collected using the iObservation system along with data from language arts common assessments, writing prompts and iReady. These data points will be analyzed at weekly administrative / resource personnel meetings to determine necessary adjustments to our professional development and teacher support.

Action Steps to Implement

Continue to increase staff knowledge and understanding of effective instructional strategies for building students' literacy skills including evidence-based writing and vocabulary instruction through professional development and Professional Learning Community discussions. Provide follow up support to teachers through observations and coaching.

Person Responsible Jessica Swain (jessica.swain@ocps.net)

Build teachers' knowledge of acceleration strategies, focused on the rationale/identification, exploring strategies, application, peer observation and progress monitoring through professional development and Professional Learning Community discussions.

Person Responsible Amy Brett (amy.brett@ocps.net)

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

Person Responsible   Jessica Swain (jessica.swain@ocps.net)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	Our area of focus is to increase student achievement in our lowest 25%. This focus area addresses the division priority of narrowing the achievement gap. Our school data indicates an achievement gap for the following student subgroups: economically disadvantaged, students with disabilities (SWD), and English language learners (ELL). We believe that we can close this gap by providing additional support systems along with appropriate acceleration strategies for our students who are not meeting grade level standards
Measurable Outcome:	Our goal is to reduce the achievement gaps for each targeted group by 3% as measured by state assessments in English language arts, math, science and civics during the 2021-22 school year.
Monitoring:	Administrators and resource personnel will regularly review student performance data to look for evidence of an increase in student achievement using data from common assessments and grade reports. In addition, administrators and resource personnel will regularly meet to discuss the targeted students to determine any adjustments needed in our support program.
Person responsible for monitoring outcome:	Michelle Anderson (michelle.anderson@ocps.net)
Evidence-based Strategy:	We will be using the Multi-Tiered Support System (MTSS) and other interventions including tutoring as well as push in and pull out support in targeted classrooms.
Rationale for Evidence-based Strategy:	The Multi-Tiered Support System allows us to provide differentiated support for targeted students in their classrooms. The other identified interventions will also provide support to help the targeted students in all of their classes.

Action Steps to Implement

Our administration team will work with the MTSS Coordinator and Instructional Coach to increase staff knowledge and understanding of the various cultures and experiences of students and families of diverse cultural backgrounds, with an emphasis on our targeted subgroups, so teachers are aware of and can address implicit biases. In addition, our instructional coaches along with our MTSS Coordinator will provide appropriate professional development to help teachers understand the most effective strategies to use for the targeted students.

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

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

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

#3. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Our third area of focus is to ensure the social-emotional needs of all students are being met. This focus area is critical as students cannot meet their full academic potential unless their social-emotional needs are addressed. Given the challenges we faced in the 2020-2021 school year, we believe that it is important for us to identify our students' social-emotional needs and provide appropriate support systems for students who are struggling.
Measurable Outcome:	Our goal is to see a reduction in our Early Warning System data specifically for our students whose attendance is below 90 percent. In addition, we want to see an increase in the percent of students and parents on the Cognia survey indicating that they are receiving appropriate support and resources at AMS.
Monitoring:	We will be using frequent progress monitoring of our students' attendance, discipline and academic data on students to address this area of focus. In addition, we will be using iObservation data to ensure that the professional development provided is being implemented in the classroom.
Person responsible for monitoring outcome:	Somaliz Davila (somaliz.davila@ocps.net)
Evidence-based Strategy:	Build a school culture which values social emotional learning with a focus on: 1. Creating classroom routines that provide opportunities to practice recognizing and regulating emotion as well as a community that supports, honors, and explores the cultural assets, contributions, backgrounds, and needs of everyone. 2. Using evidence-based instructional strategies that utilize SEL competencies to support standards-based-learning and planning culturally responsive lessons and materials that meet student's diverse needs and interests.
Rationale for Evidence-based Strategy:	Addressing our students' social/emotional needs continues to be a school and district goal for the 2021-2022 school year. Professional development staff survey identified areas for growth. We have selected ongoing professional development as an evidence-based strategy because we recognize the need to continue building our faculty's expertise in social emotional learning. Given the current situation of our nation, we believe that attention to students' social emotional needs is even more critical now. However, since this situation is unprecedented, we know that teachers are facing unique situations; and therefore, ongoing training is an important strategy to address our students' and community's changing needs.

Action Steps to Implement

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

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

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

Person Responsible	Amy Brett (amy.brett@ocps.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Our school is ranked 150th out of 553 middle schools in the state. We are also ranked 1st out of 38 middle schools in the county. According to the SafeSchoolsforAlex.org website, we recorded 20 total incidents that year.
Of those incidents that were reported there were 15 violent incidents and 5 drug incidents in the 2019-2020 school year. We had xero property related incidents reported that school year. Our violent incidents included infractions for threat or intimidation, bullying, fighting, physical attack, sexual harassment, battery and harassment. Our drug incidents were all related to tobacco. We had a total of 53 reported suspensions all of which were in-school suspension. Our out of school suspension data was not available due to having <10 reported suspensions.

Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment.

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

Avalon also builds a positive school culture and environment by engaging in ongoing, district-wide learning with regard to social and emotional learning. We have a core group of teachers, resource personnel and administrators who attend the district training and then share the information with PLCs through collaborative activities designed to meet our students' specific needs. Teachers then use this information in their own classrooms to address their students' social and emotional needs. Our school also provides

school wide lessons using the CASEL Core Competencies to support student success. We use the communication formats mentioned above to share the information with our parents as well as consulting our School Advisory Council on our implementation of social emotional learning.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	$0.00
		Total:	$0.00