

Orange County Public Schools

Avalon Middle



2022-23 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 |
| 2021-22 Title I School | No |
| 2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 32% |
| 2021-22 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 | 2021-22: A (71%) 2018-19: A (78%) 2017-18: A (72%) |
| 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 | ATSI |
| * 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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| Title I Requirements | 0 |
| Budget to Support Goals | 0 |

Avalon Middle

13914 MAILER BLVD, Orlando, FL 32828

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

School Demographics

| | | |
|--|--|--|
| <p>School Type and Grades Served (per MSID File)</p> <p>Middle School 6-8</p> | <p>2021-22 Title I School</p> <p>No</p> | <p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>32%</p> |
| <p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p> | <p>Charter School</p> <p>No</p> | <p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>57%</p> |

School Grades History

| | | | | |
|--------------|----------------|----------------|----------------|----------------|
| Year | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| Grade | A | A | A | A |

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SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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

Demographic Information

Principal start date

Monday 1/5/2015, Jennifer Williams

Number of teachers with a 2022 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.*

4

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

12

Total number of teacher positions allocated to the school

63

Total number of students enrolled at the school

880

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

8

Identify the number of instructional staff who joined the school during the 2022-23 school year.

6

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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 | 262 | 299 | 328 | 0 | 0 | 0 | 0 | 889 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 48 | 45 | 55 | 0 | 0 | 0 | 0 | 148 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 28 | 0 | 0 | 0 | 0 | 40 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 34 | 45 | 0 | 0 | 0 | 0 | 96 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 17 | 30 | 0 | 0 | 0 | 0 | 63 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

Using the table above, complete the table below with the number of students by current grade level who have 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 | 15 | 24 | 32 | 0 | 0 | 0 | 0 | 71 |

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Thursday 7/7/2022

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 | 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 | 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 | 0 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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 | 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 | 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 | 0 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Part II: Needs Assessment/Analysis

School Data 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 | 2022 | | | 2021 | | | 2019 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | 70% | 49% | 50% | | | | 78% | 52% | 54% |
| ELA Learning Gains | 58% | | | | | | 70% | 52% | 54% |
| ELA Lowest 25th Percentile | 44% | | | | | | 63% | 45% | 47% |
| Math Achievement | 79% | 36% | 36% | | | | 84% | 55% | 58% |
| Math Learning Gains | 73% | | | | | | 75% | 55% | 57% |
| Math Lowest 25th Percentile | 68% | | | | | | 70% | 50% | 51% |
| Science Achievement | 66% | 55% | 53% | | | | 76% | 51% | 51% |
| Social Studies Achievement | 87% | 61% | 58% | | | | 92% | 67% | 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 | 2022 | | | | | |
| | 2019 | 78% | 52% | 26% | 54% | 24% |
| Cohort Comparison | | | | | | |
| 07 | 2022 | | | | | |
| | 2019 | 72% | 48% | 24% | 52% | 20% |
| Cohort Comparison | | -78% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 75% | 54% | 21% | 56% | 19% |
| Cohort Comparison | | -72% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2022 | | | | | |
| | 2019 | 76% | 43% | 33% | 55% | 21% |
| Cohort Comparison | | | | | | |
| 07 | 2022 | | | | | |
| | 2019 | 82% | 49% | 33% | 54% | 28% |
| Cohort Comparison | | -76% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 32% | 36% | -4% | 46% | -14% |
| Cohort Comparison | | -82% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 07 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 74% | 49% | 25% | 48% | 26% |
| Cohort Comparison | | 0% | | | | |

| BIOLOGY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | | | | | |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 90% | 66% | 24% | 71% | 19% |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | | | | | |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 95% | 63% | 32% | 61% | 34% |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 97% | 53% | 44% | 57% | 40% |

Subgroup Data Review

| 2022 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 2020-21 | C & C Accel 2020-21 |
| SWD | 13 | 30 | 27 | 29 | 61 | 63 | 13 | 32 | | | |
| ELL | 51 | 53 | 42 | 65 | 68 | 66 | 32 | 67 | 77 | | |
| ASN | 95 | 75 | | 95 | 87 | | 91 | 100 | 97 | | |
| BLK | 53 | 54 | 52 | 68 | 73 | 75 | 56 | 86 | 89 | | |
| HSP | 63 | 55 | 41 | 74 | 74 | 72 | 58 | 79 | 93 | | |
| MUL | 74 | 62 | | 88 | 71 | | 75 | 100 | 86 | | |
| WHT | 73 | 58 | 44 | 81 | 71 | 61 | 70 | 90 | 92 | | |
| FRL | 54 | 53 | 51 | 70 | 76 | 75 | 55 | 77 | 91 | | |
| 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 | | |

| 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 |
| 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 | | |
| 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 | | |

ESSA Data Review

This data has not been updated for the 2022-23 school year.

| ESSA Federal Index | |
|---|------|
| ESSA Category (TS&I or CS&I) | ATSI |
| OVERALL Federal Index – All Students | 68 |
| 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 | 43 |
| Total Points Earned for the Federal Index | 681 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 98% |

| Subgroup Data | |
|---|-----|
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 34 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 0 |

| English Language Learners | |
|--|-----|
| Federal Index - English Language Learners | 56 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 0 |
| Native American Students | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | 0 |
| Asian Students | |
| Federal Index - Asian Students | 91 |
| Asian Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Asian Students Subgroup Below 32% | 0 |
| Black/African American Students | |
| Federal Index - Black/African American Students | 67 |
| Black/African American Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |
| Hispanic Students | |
| Federal Index - Hispanic Students | 65 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 0 |
| Multiracial Students | |
| Federal Index - Multiracial Students | 79 |
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | 0 |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | 0 |
| White Students | |
| Federal Index - White Students | 71 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | 0 |

| Economically Disadvantaged Students | |
|--|----|
| Federal Index - Economically Disadvantaged Students | 67 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

Part III: Planning for Improvement

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 statewide assessment data, there is a significant achievement gap in all content areas with our ESE students compared to our general population. Our ESE students are not demonstrating as much growth throughout the year as any other subgroup.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Our ESE subgroup have the most significant needs for improvement in grade level proficiency for all subject areas. Our 8th grade ESE students had a 49 point gap in Science, 64 point gap in ELA and a 22 point gap in Pre-Algebra. Our 7th grade ESE students had a 57 point gap in Civics, 60 point gap in ELA and a 49 point gap in math. Our 6th grade ESE students had a 46 point gap in ELA and a 43 point gap in math.

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

One contributing factor is the learning loss that occurred during the pandemic. Our ESE students are coming in with significant learning gaps. In order to address this gap, there 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. Teacher retention coupled with teacher inexperience has affected instruction in the classroom.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

According to our 2021-2022 FSA data, we showed the greatest improvement in our Algebra 1 proficiency scores with an increase of 20 points and our Pre-Algebra proficiency scores with an increase of 15 points. Our 7th grade Civics proficiency scores also increased by 9 points.

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

During the 2021-2022 school year, we continued using the MTSS (multi-tiered support system) program to provide classroom teachers with additional support in helping address student needs. Collaboration amongst our Professional Learning Communities in addition to using data to drive their instruction allowed for adjustments to meet 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 and their specific learning needs, using acceleration strategies, incorporating foundational knowledge, and using data to drive instruction. 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 and celebrates all students.
2. Using evidence-based instructional strategies that supports life skills to meet student's diverse needs and interests.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

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:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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:

Describe how this Area of Focus will be monitored for the desired outcome.

Progress monitoring with FAST and PMA data. iObservation data from classroom walkthroughs and observations.

Person responsible for monitoring outcome:

Amy Brett (amy.brett@ocps.net)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

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.

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.

Rationale for Evidence-based

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 FAST. In addition, evidence of teacher

Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

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 FAST. 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Increase staff knowledge and understanding of effective instructional strategies utilizing the new BEST standards through professional development and Professional Learning Community discussions. Provide follow up support to teachers through observations and coaching.

Person Responsible Amy Brett (amy.brett@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 using frequent progress monitoring and periodic review within this year's curriculum as appropriate.

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

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus

Description and Rationale:

Our area of focus is to increase student achievement in our ESE population. This focus area addresses the division priority of narrowing the achievement gap. Our school data indicates a significant achievement gap for ESE students in all content areas. We believe that we can close this gap by providing additional targeted support systems along with appropriate acceleration strategies for our students who are not meeting grade level standards.

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable

Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our goal is to reduce the achievement gaps for our ESE population by 3% as measured by state assessments in English language arts, math, science and civics during the 2022-23 school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

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:

Describe the evidence-based strategy being implemented for this Area of Focus.

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:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Our administrators and MTSS coordinator will work with our Intervention Specialists to identify specific students who need additional support in their core classes. Intervention Specialists will also push in to specific classes to provide additional support. 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 using frequent progress monitoring and periodic review within this year's curriculum as appropriate.

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

#3. Positive Culture and Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

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 continue to face, 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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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: Describe how this Area of Focus will be monitored for the desired outcome.

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: Describe the evidence-based strategy being implemented for this Area of Focus.

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 and celebrates all students.
2. Using evidence-based instructional strategies that supports life skills to meet student's diverse needs and interests.

Rationale for Evidence-based Strategy: Explain the rationale for

Addressing our students' social/emotional needs continues to be a school and district goal for the 2022-2023 school year. 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

selecting this specific strategy.

Describe the resources/ criteria used for selecting this strategy. 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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. Staff will participate in Youth/Mental Health First Aid trainings from the district to support student success.

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

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 PLC's 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 kindness lessons 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 school culture and environment.

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.