Avalon Middle School

2023-24
Schoolwide Improvement Plan (SIP)

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Avalon Middle School

5445 KING ARTHURS WAY, Milton, FL 32583

http://www.santarosa.k12.fl.us/schools/ams/

School Board Approval

This plan was approved by the Santa Rosa County School Board on 10/12/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Committed to Excellence in Character and Knowledge

Provide the school's vision statement.

We are committed to providing a positive, literacy-rich environment that challenges all students to develop as critical thinkers, excel academically, and believe in their own potential.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Trujillo, Joe	Principal	*Supervision of students. *Financial resourcing. *Supervision of daily functions and activities of the school site. *Develop short-term/long-term goals for student achievement. *Provide leadership in the school's improvement process.
Curtis, Roselyn	Assistant Principal	*Supervision of students. *Assist to develop and implement the school's instructional program. *Utilize current trends in education to plan, prepare and implement campus-wide instructional programs. *Coordinate the selection of textbooks, material and equipment needs at school. *With the use of professional development, collegial conversations and evaluation tools, will facilitate personnel development to assure each school employee is adequately equipped to provide maximum value to each student and to their profession. *Participate in the financial planning for the school; to include financial planning and preparation for school's budget.
Koehler, Katherine	Teacher, K-12	*Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor. *Liaison for 7th Grade teachers. Disseminates pertinent information to other teachers as well as provides feedback to administrative team on the specific needs for 7th grade teachers. *Demonstrates and differentiates methods required to perform classroom and/or subject specific assignments for the purpose of provided an effective program that addresses individual student requirements. *Counsels students regarding academic needs, health status, appropriate behavior, problem-solving, personal needs, and a variety of other concerns for the purpose of improving social and academic performance. *Instructs students for the purpose of improving their success in academics through an defined course of study. *Responds to student, faculty, and parental inquiries for the purpose of achieving overall student, school and family success. *Supports other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans. *Collaborates with instructional staff, other school personnel, parent and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan. *Implements the school and district's philosophy of education and instructional goals in order to align personal focus with school and district professional direction.
Napier, Amy	Teacher, K-12	*Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor. *Supports other classroom teachers for the purpose of assisting them in the

Name	Position Title	Job Duties and Responsibilities
		implementation of established curriculum and/or individual student plans. *Liaison for elective curriculum department. Disseminates pertinent information to other teachers as well as provides feedback to administrative team on the specific needs for our elective teachers and support staff. *Demonstrates and differentiates methods required to perform classroom and/or subject specific assignments for the purpose of provided an effective program that addresses individual student requirements. *Counsels students regarding academic needs, health status, appropriate behavior, problem-solving, personal needs, and a variety of other concerns for the purpose of improving social and academic performance. *Instructs students for the purpose of improving their success in academics through an defined course of study. *Responds to student, faculty, and parental inquiries for the purpose of achieving overall student, school and family success. *Collaborates with instructional staff, other school personnel, parent and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan. *Implements the school and district's philosophy of education and instructional goals in order to align personal focus with school and district professional direction.
Maxwell, Molly	Teacher, K-12	*Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor. *Supports other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans. *Liaison for 8th Grade teachers. Disseminates pertinent information to other teachers as well as provides feedback to administrative team on the specific needs for our 8th grade teachers. *Demonstrates and differentiates methods required to perform classroom and/or subject specific assignments for the purpose of provided an effective program that addresses individual student requirements. *Counsels students regarding academic needs, health status, appropriate behavior, problem-solving, personal needs, and a variety of other concerns for the purpose of improving social and academic performance. *Instructs students for the purpose of improving their success in academics through an defined course of study *Responds to student, faculty, and parental inquiries for the purpose of achieving overall student, school and family success. *Collaborates with instructional staff, other school personnel, parent and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan. *Implements the school and district's philosophy of education and instructional goals in order to align personal focus with school and district professional direction.

Name	Position Title	Job Duties and Responsibilities
Starkie, George	Teacher, ESE	*Plans, organizes, and prepares for ESE classes assigned and presents documented evidence of preparation upon request of immediate supervisor. *Liaison for ESE teachers. Disseminates pertinent information to other teachers as well as provides feedback to administrative team on the specific needs for teacher's of record and ESE staff on campus. *Demonstrates and differentiates methods required to perform classroom and/or subject specific assignments for the purpose of provided an effective program that addresses individual student requirements. *Counsels students regarding academic needs, health status, appropriate behavior, problem-solving, personal needs, and a variety of other concerns for the purpose of improving social and academic performance. *Instructs ESE students for the purpose of improving their success in academics through an defined course of study. *Responds to student, faculty, and parental inquiries for the purpose of achieving overall student, school and family success. *Supports other classroom teachers, and teacher's of record, for the purpose of assisting them in the implementation of established curriculum and/or individual educational plans for students with exceptionalities. *Collaborates with instructional staff, other school personnel, parent and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan. *Implements the school and district's philosophy of education and instructional goals in order to align personal focus with school and district professional direction in regards to Exceptional Student Education.
Beckwith, Frank	Teacher, K-12	*Professional Learning Community chair responsible for aligning school's vision with educational practices of our faculty. *Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor. *Supports other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans. *Liaison for Science Department. Disseminates pertinent information to other teachers as well as provides feedback to administrative team on the specific needs for school's science teachers. *Demonstrates and differentiates methods required to perform classroom and/or subject specific assignments for the purpose of provided an effective program that addresses individual student requirements. *Counsels students regarding academic needs, health status, appropriate behavior, problem-solving, personal needs, and a variety of other concerns for the purpose of improving social and academic performance. *Instructs students for the purpose of improving their success in academics through an defined course of study. *Responds to student, faculty, and parental inquiries for the purpose of achieving overall student, school and family success. *Collaborates with instructional staff, other school personnel, parent and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of

Name	Position Title	Job Duties and Responsibilities
		the school improvement plan. *Implements the school and district's philosophy of education and instructional goals in order to align personal focus with school and district professional direction.
Huntington, Lindsay	Teacher, K-12	*Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor. *Supports other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans. *Liaison for Social Studies department. Disseminates pertinent information to other teachers as well as provides feedback to administrative team on the specific needs for social studies teachers. *Demonstrates and differentiates methods required to perform classroom and/or subject specific assignments for the purpose of provided an effective program that addresses individual student requirements. *Counsels students regarding academic needs, health status, appropriate behavior, pro0blem0-solvidng, personal needs , and a variety of other concerns for the purpose of improving social and academic performance. *Instructs students for the purpose of improving their success in academics through an defined course of study. *Responds to student, faculty, and parental inquiries for the purpose of achieving overall student, school and family success. *Collaborates with instructional staff, other school personnel, parent and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan. *Implements the school and district's philosophy of education and instructional goals in order to align personal focus with school and district professional direction.
Johnson, Danita	Teacher, K-12	*Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor. *Supports other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans. *Liaison for ELA teachers. Disseminates pertinent information to other teachers as well as provides feedback to administrative team on the specific needs for our English/Language Arts teachers. *Demonstrates and differentiates methods required to perform classroom and/or subject specific assignments for the purpose of provided an effective program that addresses individual student requirements. *Counsels students regarding academic needs, health status, appropriate behavior, problem-solving, personal needs, and a variety of other concerns for the purpose of improving social and academic performance. *Instructs students for the purpose of improving their success in academics through an defined course of study. *Responds to student, faculty, and parental inquiries for the purpose of achieving overall student, school and family success. *Collaborates with instructional staff, other school personnel, parent and a

Name	Position Title	Job Duties and Responsibilities
		variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan. *Implements the school and district's philosophy of education and instructional goals in order to align personal focus with school and district professional direction.
Densman, Kerrie	Teacher, K-12	*Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor. *Supports other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans. *Liaison for mathematics teachers. Disseminates pertinent information to other teachers as well as provides feedback to administrative team on the specific needs for our math teachers. *Demonstrates and differentiates methods required to perform classroom and/or subject specific assignments for the purpose of provided an effective program that addresses individual student requirements. *Counsels students regarding academic needs, health status, appropriate behavior, problem-solving, personal needs, and a variety of other concerns for the purpose of improving social and academic performance. *Instructs students for the purpose of improving their success in academics through an defined course of study. *Responds to student, faculty, and parental inquiries for the purpose of achieving overall student, school and family success. *Collaborates with instructional staff, other school personnel, parent and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan. *Implements the school and district's philosophy of education and instructional goals in order to align personal focus with school and district professional direction.
Demilly, Summer	Dean	*PBIS chairperson responsible for the positive interventions and supports for our students. *Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor. *Supports other classroom teachers for the purpose of assisting them in the implementation of established PBIS measures. *Team lead for all disciplinary interventions at Avalon Middle School. Disseminates pertinent information to teachers and staff as well as provides feedback to administrative team on the specific needs for our socioemotional department at school site. *Counsels students regarding mental health as well as academic needs, health status, appropriate behavior, problem-solving, personal needs , and a variety of other concerns for the purpose of improving social and academic performance. *Instructs students for the purpose of improving their success in academics through an defined course of study.

Name	Position Title	Job Duties and Responsibilities
		*Responds to student, faculty, and parental inquiries for the purpose of achieving overall student, school and family success. *Collaborates with instructional staff, other school personnel, parent and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan. *Implements the school and district's philosophy of education and instructional goals in order to align personal focus with school and district professional direction.
Purvis, Kimberly	Teacher, Career/Technical	*Career and Technical Education chair responsible for integrating digital tools and critical thinking and writing for our students. *Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor. *Supports other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans. *Liaison for Career and Technical Education Department. Disseminates pertinent information to other teachers as well as provides feedback to administrative team on the specific needs for our CTE teachers. *Demonstrates and differentiates methods required to perform classroom and/or subject specific assignments for the purpose of provided an effective program that addresses individual student requirements. *Counsels students regarding academic needs, health status, appropriate behavior, problem-solving, personal needs , and a variety of other concerns for the purpose of improving social and academic performance. *Instructs students for the purpose of improving their success in academics through an defined course of study. *Responds to student, faculty, and parental inquiries for the purpose of achieving overall student, school and family success. *Collaborates with instructional staff, other school personnel, parent and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan. *Implements the school and district's philosophy of education and instructional goals in order to align personal focus with school and district professional direction.
Sommer, Natalie	Other	*Success Coach working along guidance office in support of behavioral and attendance interventions for our students. *Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor. *Supports other classroom teachers for the purpose of assisting them in the implementation of established PBIS measures. *Team lead for all disciplinary interventions at Avalon Middle School. Disseminates pertinent information to teachers and staff as well as provides feedback to administrative team on the specific needs for our socioemotional department at school site. *Counsels students regarding mental health as well as academic needs, health

Name	Position Title	Job Duties and Responsibilities
		status, appropriate behavior, problem-solving, personal needs , and a variety of other concerns for the purpose of improving social and academic performance. *Instructs students for the purpose of improving their success in academics through an defined course of study. *Responds to student, faculty, and parental inquiries for the purpose of achieving overall student, school and family success. *Collaborates with instructional staff, other school personnel, parent and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan. *Implements the school and district's philosophy of education and instructional goals in order to align personal focus with school and district professional direction.
Rohan, Kelly	Reading Coach	*Reading and Literacy coach supporting teachers in reading strategies and the use of Progress Learning to measure real-time growth among our students. *Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor. *Supports other classroom teachers for the purpose of assisting them in the implementation of established PBIS measures. *Team lead for all disciplinary interventions at Avalon Middle School. Disseminates pertinent information to teachers and staff as well as provides feedback to administrative team on the specific needs for our socioemotional department at school site. *Counsels students regarding mental health as well as academic needs, health status, appropriate behavior, problem-solving, personal needs , and a variety of other concerns for the purpose of improving social and academic performance. *Instructs teachers for the purpose of improving their success in the areas of Literacy for their struggling students.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

* Provided a collaborative approach involving content department chairpersons, grade-level department chairpersons, our Literacy Coach, guidance counselors, and parents who served on our 2022-2023 SAC. All discussed the most effective plan to reach our goals for overall improvement of for all students. Our development plan included, but not limited to the following:
*Collaborative Planning employing interdisciplinary content and collaboration between content areas and grade levels addressing vertical alignment and cross-curricular learning targets to guide the progression of all students.
*AMS' Leadership Team, Literacy Team, and teacher leaders will participate in bi-quarterly MTSS

meetings to discuss and share student interventions and next steps. These may include specific differentiated strategies for at-risk students who are not meeting Tier 1 instructional learning targets.
*Participation in monthly teachers-led professional learning communities addressing instructional strategies based on data from progress monitoring assessments (PM1 and PM2), Progress Learning results, and MTSS data.
*Content-area teachers will participate in training, led by the school-based Literacy Leaders, to address content areas that did not yield learning growth during the PM1, PM2 to PM3 assessment cycle in 2022-2023.
*SAC members, Mr. Stanly Baumbauer and Mrs. Ammie Bryant, were involved in discussion of 2022-2023 academic results. They provided feedback and input for our 2023-2024 SIP goals. SAC members will be a part of the monthly monitoring process throughout the school year.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Avalon Middle School has imbedded the School Improvement Plan "SIP Checkups" every 4.5 weeks. The SIP Checkups will be monthly and include the following:
• MTSS (Academics, Behavior/Engagement, Attendance, and Discipline data)
• Progress Learning results (monthly results)
• PLC input (feedback from Professional Learning Communities)
• F.A.S.T./Progress Learning data (PM1 through PM2 assessment data, Progress Learning assessment data)
• PBIS (Data on effectiveness PBIS and PBIS/Remediation Days)
• iObservation (Data compiled by administrators on observations)
• Monthly parent meetings with SAC and PBIS Parent Teams.

In addition, each semester the principal and assistant principal will meet with District leaders including the Superintendent, Assistant Superintendent of Curriculum and Instruction, Grade Level Director, Literacy/Math/Science Coordinators, and the Director and Coordinator of Continuous Improvement. The purpose of the meeting will be to review current state progress monitoring data and to progress monitor the implementation of the School Improvement Strategies and Action Steps. Specific feedback will be provided and discussion will occur as to any barriers in applying the strategies of the plan.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	27%
2022-23 Economically Disadvantaged (FRL) Rate	56%
Charter School	No
RAISE School	No
ESSA Identification	ATSI

*updated as of 3/11/2024	
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	35	49	52	136
One or more suspensions	0	0	0	0	0	0	66	67	58	191
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	21	65	1	87
Course failure in Math	0	0	0	0	0	0	20	3	1	24
Level 1 on statewide ELA assessment	0	0	0	0	0	0	82	84	49	215
Level 1 on statewide Math assessment	0	0	0	0	0	0	49	50	16	115
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	29	22	12	63

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	57	62	40	159

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	44	51	47	142
One or more suspensions	0	0	0	0	0	0	18	15	18	51
Course failure in ELA	0	0	0	0	0	0	11	5	0	16
Course failure in Math	0	0	0	0	0	0	27	3	3	33
Level 1 on statewide ELA assessment	0	0	0	0	0	0	67	38	43	148
Level 1 on statewide Math assessment	0	0	0	0	0	0	64	34	29	127
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	1	0	1	2
	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	33	20	26	79

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	9	3	2	14
Students retained two or more times	0	0	0	0	0	0	4	6	1	11

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	K	1	2	3	4	5	6	7	8	Total
Absent 10% or more days	0	0	0	0	0	0	44	51	47	142
One or more suspensions	0	0	0	0	0	0	18	15	18	51
Course failure in ELA	0	0	0	0	0	0	11	5	0	16
Course failure in Math	0	0	0	0	0	0	27	3	3	33
Level 1 on statewide ELA assessment	0	0	0	0	0	0	67	38	43	148
Level 1 on statewide Math assessment	0	0	0	0	0	0	64	34	29	127
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	1	0	1	2
	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	Total
Students with two or more indicators	0	0	0	0	0	0	33	20	26	79

The number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
Retained Students: Current Year	0	0	0	0	0	0	9	3	2	14
Students retained two or more times	0	0	0	0	0	0	4	6	1	11

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	48	58	49	51	59	50	58		
ELA Learning Gains				45			51		
ELA Lowest 25th Percentile				37			33		
Math Achievement*	64	68	56	65	38	36	63		
Math Learning Gains				69			56		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Math Lowest 25th Percentile				64			44		
Science Achievement*	60	61	49	66	69	53	50		
Social Studies Achievement*	70	74	68	83	66	58	79		
Middle School Acceleration	60	68	73	37	54	49	41		
Graduation Rate					64	49			
College and Career Acceleration					79	70			
ELP Progress		75	40		64	76			

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	302
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	517
Total Components for the Federal Index	9
Percent Tested	99

2021-22 ESSA Federal Index	
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	25	Yes	2	1
ELL				
AMI				
ASN	65			
BLK	59			
HSP	55			
MUL	61			
PAC				
WHT	60			
FRL	53			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	34	Yes	1	
ELL	40	Yes	1	
AMI				
ASN	65			
BLK	38	Yes	1	
HSP	59			
MUL	56			
PAC				
WHT	59			
FRL	54			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22**	**C & C Accel 2021-22**	**ELP Progress**
All Students	48			64			60	70	60			
SWD	15			28			29	26			4	
ELL												
AMI												
ASN	63			67							2	
BLK	40			49				89			3	
HSP	42			58			45	59	69		5	
MUL	45			65			56	81	60		5	
PAC												
WHT	49			65			60	67	59		5	
FRL	38			57			52	60	58		5	

2021-22 ACCOUNTABILITY 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**	**ELP Progress**
All Students	51	45	37	65	69	64	66	83	37			
SWD	21	38	35	28	49	46	43	35	14			
ELL				40	40							
AMI												
ASN	59	50		76	75							
BLK	40	39	27	34	43	33	50					
HSP	58	44	55	68	64	62	77	86	16			
MUL	41	49	48	54	73	67	56	83	29			
PAC												
WHT	53	45	35	68	70	67	67	83	41			
FRL	44	39	37	58	67	65	64	79	30			

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	58	51	33	63	56	44	50	79	41			
SWD	21	33	31	29	39	33	13	49				
ELL												
AMI												
ASN	71	77		71	62							
BLK	31	31	21	42	48	28	19		20			
HSP	65	58	45	67	68	64	44	88				
MUL	48	43	33	61	52	31	61	58	27			
PAC												
WHT	60	52	33	63	57	46	53	82	44			
FRL	50	48	33	59	53	40	39	76	20			

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	47%	54%	-7%	47%	0%
08	2023 - Spring	53%	56%	-3%	47%	6%
06	2023 - Spring	43%	55%	-12%	47%	-4%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	57%	63%	-6%	54%	3%
07	2023 - Spring	51%	48%	3%	48%	3%
08	2023 - Spring	85%	76%	9%	55%	30%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	59%	58%	1%	44%	15%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	58%	42%	50%	50%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	55%	*	48%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	70%	71%	-1%	66%	4%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

6th Grade ELA (22-23 - FAST) - 42%
Below state average 13%
One major factor that contributed to 6th grade ELA students having the lowest performance was the learning gap between ELA content in 5th grade and the transition to 6th grade content based on articulation meetings with feeder schools to AMS. In addition, we lost our 6th grade ELA teacher who transferred at a critical time between PM1 and PM2 and were unable to hire a viable ELA certified candidate for some time. Critical time in content was lost and very hard to recoup.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Social Studies (Civics) from 83% (21-22) to 71% (22-23)
One major contributing factor was the lack of experience in this content area. We lost a teacher who was really not motivated to teach this content (a teacher who was assigned to us via transfer from virtual/online education program). She subsequently left and was replaced by an interim teacher with minimal experience in Social Studies and Civics.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

6th Grade ELA (22-23 - FAST)
Below state average 13%
One major factor that contributed to 6th grade ELA students having the lowest performance was the learning gap between ELA content in 5th grade and the transition to 6th grade content based on articulation meetings with feeder schools to AMS. In addition, we lost our 6th grade ELA teacher who transferred at a critical time between PM1 and PM2 and were unable to hire a viable ELA certified candidate for some time. Critical time in content was lost and very hard to recoup.

Which data component showed the most improvement? What new actions did your school take in this area?

Overall ELA Achievement from 51% to 52%
We saw a significant improvement in 7th and 8th grade ELA. This could be attributed to cross-curricular lesson planning between ELA, Math, and Science. Hard to teach ELA content standards such as main idea and vocabulary were designed in a manner where words were cross listed in other content areas. Thus exposing students to vocabulary in other content areas besides ELA.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Overall ELA Reading Deficiency and students with 1 or more suspensions.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. ELA proficiency
2. ELA failures
3. Students with 1 or more suspensions

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on progress monitoring data from the 2022-2023 Avalon Middle School is in critical need of a formal approach to teachers' Professional Learning Communities (PLCs) to directly impact students learning in critical areas of ELA content areas. The 6th, 7th and 8th grade cohorts for 23-24 scored as follows on the 22-23 PM3 ELA proficiency assessment: 6th grade 59%, 7th grade 45%, 8th grade 46%.

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

Standards-based lessons will yield a minimum of 62% of students proficient in ELA.

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

Professional Learning Communities will be held with four meetings in the first semester and four in the second semester. Each PLC will be centered around cross-curricular planning that will focus on ELA critical content standards. Discussions will be conducted on data-informed responses to Progress Learning/Progress Monitoring assessment results and from our data provided by AMS's MTSS data team on specific behavioral (engagement), academic (grades), attendance, and discipline data. In addition, quarterly walkthrough observations and feedback by administrators will undergird PLC goals.

Person responsible for monitoring outcome:

Joe Trujillo (trujilloj@santarosa.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

During Professional Learning Community sessions, participants will learn best practices on how to implement interventions/strategies ranging from differentiated instruction, morning homework help, after-school tutoring and/or the use of Tutor.com. In addition, all teachers will be learning how to implement Michael Toth and David Sousa's, "Power of Student Teams: Achieving Social, Emotional, and Cognitive Learning in Every Classroom Through Academic Teaming" as a model for Tier 1 instruction. Special emphasis will be placed on engaging all learners in content-rich activities with special emphasis on hard-to-teach, hard-to-reach content standards based on FAST PM1 and Progress Learning assessment results. In addition, PLCs will utilize Paul Bambrick-Santoyo's, "Driven by Data 2.0: A Practical Guide to Improve Instruction," as an additional guide for teachers to monitor if students are learning and what to do if they are not displaying mastery of the lesson.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

PLCs as an evidence-based intervention/strategy is designed for administrators to target high-yield teaching strategies to meet the needs of ALL student learners in learning environments and to be focused on learning targets and the monitoring of students throughout lessons. Such focus will improve Tier 1 results. As administrators collaborate with the reading specialist, department chairs, and the Office of Professional Development in best practices to reach all learners, the benefits of such collaboration will serve to promote learning. Evidence suggests that teachers' work within successful PLCs improves instruction which may lead to improved student achievement (Lomos et al., 2011; Jones et al., 2013) and contribute to the effectiveness of schools (Louis et al., 2010; Hofman et al., 2015).

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Planning standard-based lessons in hard to teach, hard to reach content areas that will positively impact our at-risk student population.

Person Responsible: Frank Beckwith (beckwithf@santarosa.k12.fl.us)

By When: Mid-year 2023-2024 school year.

PLCs will collaborate and plan lessons with high-yield daily learning targets aimed at specific standards that did not show adequate student growth progress monitoring F.A.S.T. and Progress Learning data from the 2022-2023 school year.

Person Responsible: Frank Beckwith (beckwithf@santarosa.k12.fl.us)

By When: May, 2024 (PM3 assessment time).

Observations and walkthroughs will be completed by both Principal and Assistant Principal. In the first semester, two informal observations will be completed using our districts iObservation platform, while the other two will be informal walkthroughs of teachers. In the second semester, the same observation schedule will be completed and monitored. Both administrators will rely heavily on inter-rater reliability to ensure consistency of the implementation of a rating system in iObservation.

Person Responsible: Joe Trujillo (trujilloj@santarosa.k12.fl.us)

By When: Throughout the 2023-2024 school year.

#2. Instructional Practice specifically relating to Intervention

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Data from the 2022-2023 showed that 13% of our students were either retained, promoted with only one failure in a content area, or promoted dependent on successful completion of a summer credit recovery option. In essence, 13% of our students failed at least one core content course in either ELA, Math, Science, or Social Studies in the 2022-2023 school year.

In the 2023-2024 school year, Avalon Middle School we will be implement a variety of campus-wide interventions utilizing Multi-Tiered System of Supports (MTSS) and a consistent system of Positive Behavior Intervention Supports to collect and utilize all available data in order to and implement systematic practices that will increase academic outcomes in core content areas for all students.

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

Avalon Middle School plans to lower the rate of failure rates in content classes in ELA, Math, Science, Social Studies. Using MTSS checkups focusing on behavior (engagement), academic (grades), attendance (above 90% ADR), and discipline (Office Referrals) we hope to decrease the number of students requiring credit recovery (Summer School) for core content courses by 50%.

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

Through the MTSS process (every 4 1/2 weeks) data from progress learning assessments, progress monitoring, FOCUS (attendance/discipline) will be analyzed and specific interventions will be implemented targeting student engagement and commitment to academic learning.

Person responsible for monitoring outcome:

Joe Trujillo (trujilloj@santarosa.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Avalon Middle School will rely heavily on the MTSS process to effectively integrate multiple resources and services to address academic achievement, discipline and behavior for students at risk of failure and the need for credit recovery. Research suggests that evidence-based practices (EBPs) implemented in secondary school
settings will support the academic achievement of students with specific learning needs
(Scruggs, Mastropieri, Berkeley, & Graetz, 2010). https://files.eric.ed.gov/fulltext/EJ1241841.pdf

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The implementation of a strong MTSS process will ensure that any pertinent data collected will be used to make impactful decisions and to employ targeted interventions for any students that may be trending toward academic failure. This process will rely on feedback from teachers, parents, support team, and students in order to implement ongoing interventions to guide students to reach their potential and academic success.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

MTSS checkups will be conducted to focus on behavior (engagement), academic (grades), attendance (above 90% ADR), and discipline (Office Referrals, OSS). These will occur every 4.5 weeks throughout the school year. Specific interventions will be implemented targeting student engagement and commitment to academic learning.

Person Responsible: Joe Trujillo (trujilloj@santarosa.k12.fl.us)

By When: Throughout the 2023-2024 school year.

Progress Monitoring data will be analyzed. The use of Progress Monitoring Plan (academics), Truancy Monitoring Plans (attendance), and Behavior Monitoring Plans (discipline/behavior) will be used as the tool to monitor specific interventions for individual students who are not passing core content classes.

Person Responsible: Joe Trujillo (trujilloj@santarosa.k12.fl.us)

By When: Throughout the 2023-2024 school year.

PBIS Days will be conducted for academic remediation sessions. During PBIS Days (at the end of each 9-week grading period), students will have an opportunity for remediation sessions for any failing classes they may have. Students will be allowed to turn in any missing work for teachers to check/grade for mastery and to apply for an amended grade in gradebook.

Person Responsible: Summer Demilly (demillys@santarosa.k12.fl.us)

By When: Quarterly throughout the 2023-2024 school year.

Students who do not pass a content course for any 9-week period will be placed in our Credit Recovery classroom using our school district's Edgenuity resource.

Person Responsible: Joe Trujillo (trujilloj@santarosa.k12.fl.us)

By When: Quarterly throughout the 2023-2024 school year.

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Analysis of ESSA data shows a substantial deficiency in overall achievement, learning gains, and growth in the lowest 25% in ELA among specific subgroups in Students with Disabilities (SWD), English Language Learners (ELL), and Black/African American (BLK) students. The lack of proficiency (below 41%) among these specific subgroups necessitate our need to implement specific targeted efforts in ELA content.

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

Our goal is to improve our overall ELA proficiency among SWD students by 6%, our ELL subgroup by 1%, and our BLK subgroup by 3%.

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

The desired outcome will be monitored through FAST PM1, PM2, and PM3 assessments for ELA. Individual student progress will also be monitored using assessments through the district-approved Savvas curriculum as well as Progress Learning formative assessments and lessons. The Intensive ELA 6th-8th grade students will be monitored by assessments within the district-provided reading programs, Language Live! and iLit. Data points from the Progress Learning Adaptive Intervention Liftoff Program will be utilized to monitor progress these students.

Person responsible for monitoring outcome:

Joe Trujillo (trujilloj@santarosa.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Research shows that students grasp concepts when the social context of meaning is clearly planned and articulated with value perceived by the learner, specifically utilizing (MOVIE) Meaningful Operations for Vocabulary Instruction Effectiveness (Marzano, 2009; Schlechty, 2007). Our plan is to design cross curricular lessons aimed at aligning our ELA Informational Text lessons with Science and Social Studies content aimed at improving skills in vocabulary and vocabulary instruction. Using Paul Babrick-Santoyo's, Driven by Data 2.0: A Practical Guide to Instruction, and the use of supporting content areas in Social Studies, Science, and Math, our plan is to implement research-based lessons targeting and data-informed lesson designs targeting critical ELA content. In addition, Differentiation and the Brain, by David A. Sousa, Gayle Gregory, and Carol Ann Tomlinson, will be used to implement targeted differentiation for SWD, ELL, and BLK subgroups that do not show measurable growth between PM1 and PM2.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

David A. Sousa, Gayle Gregory, and Carol Ann Tomlinson's research supports the idea that when students are in their zone of proximal development, or their instructional "sweet spot," students' optimal learning occurs. Marzano has identified nine strategies for differentiation that have been proven to increase percentile gains across all subject and grade levels. Among these strategies are identifying similarities and differences, comparing, contrasting, classifying, and using analogies and metaphors, taking notes and summarizing, reinforcing effort and providing recognition, using cooperative group learning, and setting objectives and providing feedback.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Students scoring level 3 on PM1 still showing significant weaknesses in specific domains will be enrolled in Liftoff in those specific areas. Once students reach grade-level proficiency in the program, Liftoff will be deactivated, and students will then work in the Study Plan program in Progress Learning. This provides grade-level content (and beyond) and can be tailored to students' specific learning needs.

Person Responsible: Kelly Rohan (rohank@santarosa.k12.fl.us)

By When: September/October 2023.

Teachers will receive additional training in the usage of the Newsela platform supported by the district. The Power Words feature of this program includes in-text definitions for Tier II vocabulary words, read aloud options, and additional comprehension and vocabulary activities to support and strengthen reading skills in the area of informational text.

Person Responsible: Joe Trujillo (trujilloj@santarosa.k12.fl.us)

By When: September/October 2023.

Collaborative Planning employing interdisciplinary content and collaboration between content areas (Danita Johnson (ELA Department Chair) Kelly Rohan (Literacy Coach), Frank Beckwith (Science Department Chair), Lyndsay Huntington (Social Studies Department Chair), Lindsay Quina (Library Media Specialist).

Person Responsible: Joe Trujillo (trujilloj@santarosa.k12.fl.us)

By When: Monthly, throughout the school year and up until PM3.

Teachers will participate in bi-quarterly MTSS meetings to discuss and share student interventions and next steps. These may include specific differentiated strategies for at-risk students.

Person Responsible: Dow Blue (blued@santarosa.k12.fl.us)

By When: Monthly

Teachers will participate in professional learning communities addressing instructional strategies based on data from progress monitoring, Liftoff/Study Plan data, Savvas assessments, and Language Live!/iLit (if applicable).

Person Responsible: Frank Beckwith (beckwithf@santarosa.k12.fl.us)

By When: Monthly, throughout the school year and up until PM3.

Teachers will participate in training led by the school-based Literacy Leaders to include the following topics: vocabulary, literary elements, theme, perspective and point of view, text structure (informational text), central idea (informational text), purpose and perspective (informational text), rhetoric, argument, figurative language, poetry, comparative literature, and writing.

Person Responsible: Kelly Rohan (rohank@santarosa.k12.fl.us)

By When: Quarterly and throughout the school year.

Use of certified reading teachers (CTRR) in social studies to provide direct instruction for word selection and exposure as it relates to using summarization for finding key ideas and details in the text. (Lyndsay Huntington, Social Studies Department Chair; Danita Johnson, ELA Department Chair)

Person Responsible: Lindsay Huntington (huntingtonl@santarosa.k12.fl.us)

By When: Quarterly, throughout the school year.

#4. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on EWS comparison data, Avalon Middle School had an increase of 140 students with 1 or more suspensions between the 2021-2022 to 2022-2023 school year. According to recent studies by the National Education Association, data is showing that suspensions have greater negative effects on learning outcomes, attendance, and future behavior because there is lost direct instructional time when students are absent from the learning environment. In essence, these absences could have a direct correlation to the decreases in our ELA and Math scores among our at-risk students who may be struggling in these vital content areas.

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

Avalon Middle School will reduce the number of suspensions by 35%, from 191 to 67, in the 2023-2024 school year.

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

1. MTSS checkups will be conducted every 4.5 weeks to focus on behavior (engagement) for students with one or more Office Discipline Referrals with either In-School Suspension or Out of School Suspension.
2. Correlative Progress Monitoring data will be analyzed specifically against students with at least one Office Discipline Referral (ODR) every 4.5 weeks.
3. Behavior Monitoring Plans (BMPs) will be monitored every 4 ½ to give feedback on interventions.
4. Parent/Guardian meetings will be held to discuss (BMP) interventions every 4 1/2 weeks.
5. Teachers will track levels of engagement for students with 3 or more ODRs.

Person responsible for monitoring outcome:
Roselyn Curtis (curtisr@santarosa.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Restorative Justice Practices will be implemented to included interventions that are not punitive in nature but positive in nature. Restorative justice practices will be considered In lieu of negative reinforcements and suspensions. A reliance of more "in-house" interventions to aid students in problem-solving, and developing prosocial skills will be the focus for disciplinary actions. When suspensions are unavoidable, instruction on ELA and Math content will be available to students by support staff member using Progress Learning lessons synched with classroom instruction.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

According to a study titled, "An Empirical Examination of the Effects of Suspension and Suspension Severity on Behavioral and Academic Outcomes" (LiCalsi, C., Osher, D., Bailey P.), exclusionary discipline tactics like suspension may do more harm than good because it may lead to students' disengagement in the leaning process. Furthermore, if any form of "exclusionary discipline" takes place, they should include interventions that would, "simultaneously impart norms and values of proper behavior," to deterring the misbehavior from occurring again. They go on to state, "Simply removing students from the school environment does nothing to deal with students' and schools' deeper issues and

may lead to further disengagement from school, anger, and erosion of trust." Therefore, in selecting this intervention, it is our aim to avoid, if possible, the removal of students from the learning environment by instituting proactive measures to avoid circumstances where students are suspended from classes.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Monthly discipline data chats will occur to discuss any students trending towards disciplinary suspension.

Person Responsible: Summer Demilly (demillys@santarosa.k12.fl.us)

By When: Monthly throughout the school year.

Behavior Monitoring Plans will be opened for any students with 3 or more office disciplinary referrals (ODR).

Person Responsible: Summer Demilly (demillys@santarosa.k12.fl.us)

By When: As needed, throughout the year.

A mentorship program will be employed for any at-risk students.

Person Responsible: Katherine Koehler (koehlerk@santarosa.k12.fl.us)

By When: Throughout the year, as needed.

Consistent contact with parents/guardians will occur to discuss positive updates and intervention results as well as to solicit parent/guardian feedback.

Person Responsible: Roselyn Curtis (curtisr@santarosa.k12.fl.us)

By When: As needed throughout the year.

Utilization of available socio-emotional resources (CDAC, MFLAC, Success Coach) will occur as needed.

Person Responsible: Roselyn Curtis (curtisr@santarosa.k12.fl.us)

By When: As needed throughout the year.

"PBIS Day" countdown meetings with mentor group will occur monthly.

Person Responsible: Joe Trujillo (trujilloj@santarosa.k12.fl.us)

By When: Monthly

Check-In/Out days will be implemented to encourage at-risk students on PBIS Days and to encourage students who have at least one ODR.

Person Responsible: Joe Trujillo (trujilloj@santarosa.k12.fl.us)

By When: Weekly as documented in Behavior Management Plan.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Avalon Middle School will allocate funding resources as follows:
•Supporting PLCs for any resources they may require based on their feedback.
•Funding for substitute teachers for specific professional development training/MTSS data chats.
•PBIS rewards and prizes (AMS has a PBIS store on campus).
•Funding AMS' Mentorship Program for students involved in their program.
•Funding for additional content-area staff for after-school tutoring.