

Avalon Elementary



2014-15 School Improvement Plan

Avalon Elementary

13500 TANJA KING BLVD, Orlando, FL 32828

[no web address on file]

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

24%

Alternative/ESE Center

No

Charter School

No

Minority

46%

School Grades History

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

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

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

Teachers establish positive relationships with students from day one and demonstrate respect and understanding towards all students and their varying cultures and backgrounds. When teachers validate an understanding of a student's culture, it provides a better relationship between the teacher and the student. Students are encouraged to share their experiences in daily activities and become more actively involved in their own learning when they feel safe to do so. Once a year we celebrate a Multicultural Day in which each class learns about a different country or culture and gets a chance to share what they have learned through interactive displays, songs, and dances. The community is invited to peruse the classroom displays while students stand by ready to explain what they have learned.

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

At Avalon Elementary, student safety is paramount. In order for all students to feel safe and respected before, during and after school, we have very specific duties and responsibilities assigned to staff members to ensure that this occurs. All students have specific drop off and pick up points where adults are located. Anyone who attempts to enter the building after arrival time must be viewed on a camera before they are allowed into the building. We have a school Safety Plan in place. Not only is it important for students to feel physically safe, they must also feel socially and emotionally safe, too. We have zero tolerance for bullying and a "Hands on, you're gone" policy. Students feel safe and respected with their teachers and the administrative staff because they work all year to form personal, meaningful relationships with the students they encounter. In forming these relationships, trust is built between teachers, staff, and students, which allows everyone to work together toward the shared district vision.

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

In order to minimize distractions in the morning, there is an incentive in place for students to be in their desks and working on morning work when the bell rings. Students can receive a Mariner Buck for each day that they accomplish this. Mariner Bucks can be used to buy small items or participate in special activities during our weekly Kids Town times. Teachers view the Code of Conduct PowerPoint with their students and have a class discussion each nine week period. This is documented in their lesson plans. We have very limited disciplinary incidents, but in the instances we do, teachers know

they are to phone the office for support. An adult will immediately go to the classroom to escort the student to the office, where our school discipline specialist, Mrs. Ingoglia, will deal with the student in the proper manner. Mrs. Ingoglia has attended discipline trainings through the county and is versed at exactly how to handle differing situations. She is also a trained psychologist. At any point during the day, if a student is brought to the office for behavioral reasons, the parents will always be contacted and made aware of the situation.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Students are normally identified as “in need” or “at risk” for social or emotional issues one of three ways. The most common method of identification is the classroom teacher. The classroom teacher, via direct contact or email, notifies Mrs. Ingoglia, the School Counselor, of their concern. Another common referral or identification source is direct notification from the student’s parent to Mrs. Ingoglia. The parent details their concern and requests counseling assistance. The final method an “in need” student is identified is by student self-reporting or asking for help from Mrs. Ingoglia.

Once a student is identified, Mrs. Ingoglia meets with the student to determine and assess specific needs, problems or concerns. If the issue is impacting the student’s academic success, such as testing anxiety, peer related stress or similar, yet is not a comprehensive concern, Mrs. Ingoglia will meet with the student on an as needed basis to provide counseling support and strategies. If the issue involves multiple students and depending on the social or emotional need, Mrs. Ingoglia may conduct a small group lesson, whole class lesson or facilitate peer mediation.

If Mrs. Ingoglia determines the student’s social or emotional needs extend beyond this level of support, the school counselor will speak with the parent and refer the student for outside counseling. If, after speaking with the parent, it is determined that the family will not be able to provide private counseling, then Mrs. Ingoglia will complete a SEDNET referral for counseling services.

Mrs. Ingoglia monitors all students receiving any level of counseling interventions, including SEDNET counseling services, via a monthly report provided by the SEDNET service provider and monthly consultations with the student and classroom teacher to ensure the student’s social or emotional goals are being addressed.

Early Warning Systems

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

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

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension: Attendance is monitored by the school's registrar, teachers, and administrators to identify students who may have attendance issues.

One or more suspensions, whether in school or out of school: Suspensions are monitored by the assistant principal and guidance counselor.

Course failure in English Language Arts or Mathematics: Teachers are required to make contact with parents regarding classwork that does not reflect the child is working at grade level. Documented interventions and progress monitoring is maintained on each child to show progress or lack thereof. Bi-monthly PLC meetings are held between administration and each grade level to go over data and so teachers may ask for assistance with struggling students.

A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics: Data from the prior year is shared with the current year's teacher so that they know the proper place to begin with their interventions.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	5	6	5	8	6	9	39
One or more suspensions	0	1	0	1	0	0	2
Course failure in ELA or Math	0	0	2	15	18	18	53
Level 1 on statewide assessment	0	0	0	17	8	10	35

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

Indicator	Grade Level				Total
	2	3	4	5	
Students exhibiting two or more indicators	1	8	7	5	21

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

We have an award system in place for all students that come to school, are on time, and are working on their morning assignments. Each child who is on time receives a Mariner Buck. These reward dollars can be spent by the students during "Kids Town," which is a program that is held most Wednesday mornings. Parents whose students have chronic attendance issues will need to participate in a truancy meeting with a child study team. Individual behavior plans are written on an as needed basis, as we have a very low suspension rate. Teachers are able to handle the majority of the off task behaviors that happen in the school. In the rare event that a child is sent to the office, the child is seen by a member of our discipline team and handled appropriately. If in any instance a child is sent to the office, a parent phone call is made. Academic interventions are in place to meet the individual needs of all at risk students. Daily Tier 2 academic interventions are administered by the classroom teachers. This data is tracked, graphed, and monitored by members of the MTSS team. Tier 3 academic students receive daily instruction from an ESE teacher, whether it is push in or pull out. This data is also progress monitored, just as Tier 2 is. We offer ongoing professional development and PLC's that help to increase teachers' proficiency with rigorous differentiated instruction, formative assessments, and progress monitoring. Several computer based programs have been purchased to supplement student learning. We offer tutoring and support in cycles several times a year to help those students who struggle with standardized assessments.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Last year Avalon Elementary was named a Five-Star School, and this can be accredited to the high level of parent participation in daily school activities. For PTO, our target is to have 155 PTO family memberships by the end of the 2014-2015 school year. There will also be a minimum of three PTO sponsored activities throughout the year. SAC has worked to increase their membership and has become a more visible piece in the community. We utilize various forms of communication to keep our parents informed of all the various activities that their children partake in on a daily basis. Our principal sends out email to all parents that have signed up to be on our mass distribution list. Our school website is updated and maintained by our assistant principal. Connect Orange system is used when a phone call needs to immediately go out to parents, such as in the event of inclement weather which would affect normal dismissal procedures. Teachers also communicate with parents and respond to all phone calls and emails within 24 hours. We utilize ProgressBook, which is an online grade book, so that parents can login and see how their child is progressing through their grade level curriculum.

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

In general, businesses that wish to partner with our school will contact us directly. However, we also reach out to the Avalon community businesses in our area. Through the county's Partner's in Education program, businesses and organizations share resources with our school by way of people and materials. The key to building and sustaining a meaningful partnership is a win-win relationship between the school and business. The available resources of local partnering businesses intersect, so the partnership can have the greatest impact. When businesses take part in the educational process of our students, they help increase student achievement by expanding students' learning horizons, having more interest in school, making better grades, and realizing a deeper understanding of their role in society toward becoming productive citizens. This community engagement helps to strengthen the work force of the future.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Sanders, Pamela	Principal
Vega, Donald	Assistant Principal
Phelps, Christy	Other
Popovich, Tara	Instructional Coach
Scott, Michelle	Psychologist
Ingoglia, Jessica	Guidance Counselor
Stallings, Cathy	Instructional Media
Cooke, Schenika	Administrative Support

Duties

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

Pamela Sanders, Principal, and Don Vega, Assistant Principal, provide a common vision for the use of data based on decision making, ensure that the school based leadership team is implementing the MTSS process, conduct assessments of MTSS skills of school staff, ensure implementation of intervention support and documentation, guarantee adequate professional development to support the MTSS implementation, and communicate with parents regarding school-based response to intervention plans and activities.

Tara Popovich, Instructional and MTSS Resource Teacher, works and supports instructional staff, collaborates with staff to ensure students' needs are met, documents interventions, provides professional development of response to intervention and follows up to ensure student success.

Christy Phelps, Curriculum Resource Teacher, develops documents necessary to manage and display data; facilitates all district and state assessments and provides professional development to teachers and staff regarding data management and display.

Michelle Scott, School Psychologist, participates in the collection, interpretation, and analysis of data; provides support for intervention fidelity and documentation; facilitates data-based decision making activities.

Jessica Ingoglia, Guidance and Staffing Specialist, creates a safe learning environment by providing behavioral support and interventions, provides support for healthy emotional and social development strategies and programs, collaborates with general education teachers through such activities as co-teaching.

Cathy Stallings, Media Specialist, works with students from kindergarten to 5th grade. She is responsible for promoting literacy, teaching research methods, and planning lessons that relate to the library. She also assists with testing students throughout the year.

Schenika Cooke, Data Clerk, handles all incoming data and keeps spreadsheets up-to-date.

Requests data from teachers on a monthly basis and keeps data boards current as information changes.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS Leadership Team will meet regularly to sustain a culturally embedded problem solving environment to promote an exceptional school with commendable teachers and students.

The team meets once a week to engage in the following activities:

Review data and link to instructional decisions; review progress monitoring data at the grade and classroom level to identify students who are meeting or exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation and practice new processes and skills. The team will also facilitate the process of building consensus while making decisions about implementation.

Any SAI funds that we receive will be used to tutor our target population of retained 3rd grade students and students in 4th and 5th grade who scored a level one on FCAT Reading. Twice a week, seven teachers will provide after school tutoring in small groups. The groups will have no more than 4 students per teacher. Measurement of results will include using current test data. Students identified as being at-risk will be provided with reading intervention strategies in phonics, oral reading fluency and reading comprehension. Teachers will monitor student progress or performance in those areas with curriculum-based measures (CBMs) on easyCBM.com.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Pamela Sanders	Principal
Tara Popovich	Teacher
Kelly Bryant	Teacher
Vicki Hughes	Teacher
Schenika Cooke	Education Support Employee
Michele Casey-Driscoll	Parent
Vikash Palisetti	Parent
Jamie Cole	Parent
Jackie Carroll	Parent
Pat Brown	Parent
Walter Choroco	Parent
Sapna Gandhi-Rao	Parent
India Hill	Parent
Debbie Dowling-Wahba	Parent
Nick Peterman	Business/Community
Brandon Wordhouse	Business/Community

Duties

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

Evaluation of last year's school improvement plan

After all state test scores were released, the SAC committee met to discuss if all goals were met and what some possible new goals could be for the upcoming year.

Development of this school improvement plan

The 2014-2015 School Advisory Council for Avalon Elementary will be proactive in approving and monitoring this year's School Improvement Plan.

Preparation of the school's annual budget and plan

School data and goals are discussed with the SAC members prior to the year's budget being finalized.

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

Funds were given to the SAC committee to use at their discretion with the principal's approval.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Sanders, Pamela	Principal
Vega, Donald	Assistant Principal
Phelps, Christy	Other
Popovich, Tara	Other
Hudgins, Ashly	Teacher, K-12
Golden, Danielle	Teacher, K-12
Tracy, Lynette	Teacher, K-12
Lopez, Suzette	Teacher, K-12
Hughes, Vicki	Teacher, K-12
Ogle, William	Teacher, K-12
Jordan, Nicola	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the Literacy Leadership Team will be to promote reading success. The LLT will meet regularly to discuss and analyze data to establish needs that promote student achievement. In addition to regular meetings, the team will revisit and reevaluate curriculum to be sure it is consistent across all grade levels. Designated members will meet with grade level teams to share reading messages and plans for the school year. Grade level leaders will keep their teams' administrative team member informed of team decisions on their professional development that is aligned with the needs of the staff.

Public and Collaborative Teaching

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

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

Avalon has worked to establish a collaborative culture amongst it's teachers in several ways. Common planning time and weekly professional learning community (PLC) meetings are held in each team leader's classroom, in which all team members come together to engage their peers in educational conversation, professional sharing, or problem-solving to help all children across the grade level to succeed. In addition, on the first and third PLC Tuesday's of the month, this meeting is held in the conference room where members of the administrative team also participate. As teachers attend professional development trainings, they are encouraged to share this knowledge with others during staff meetings. Teachers lead technology trainings as they become adept at using an application that would be worthwhile for other teachers to use in their own classrooms. Our teachers work together to develop these shared technical skills and help to discover common solutions to daily classroom issues.

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

OCPS E-Recruiting System is used to seek out highly qualified applicants. All instructional applicant resumes are reviewed to determine if the applicant is highly qualified. Verbal references are obtained to determine if the candidate is of high quality. All candidates with military preference will be interviewed.

Once hired, the teacher will be provided staff and professional development through PLC's on school procedures, the RTI process and the new Florida Standards.

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

We have two first year teachers requiring mentors. The teachers have been paired with veteran teachers from the same grade level. The mentors have proven to be leaders and willing to share their knowledge and expertise of the grade level curriculum to which they have been assigned.

The mentees and mentors will meet regularly. The mentees will set personal and professional goals for the year with guidance from their mentors.

One of the planned mentoring activities includes observations. Prior to the observation, the mentors will hold a pre-conference to discuss the focus of the observation. During the observation, the mentees will take notes to facilitate discussion during post-conference. In addition, the mentors will observe the mentees deliver a lesson. The mentors will then provide feedback on the lesson.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

We use the countywide adopted textbooks for reading, math, science, and social studies. To ensure that all of the Florida standards are met, our teachers follow the scope and sequence for each subject that is updated by the county each year. We use supplemental materials from the county approved curriculum list to meet any deficiencies that our core instructional programs may have.

Instructional Strategies

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

Teachers analyze their classroom data on a weekly basis when they meet with the grade level professional learning communities (PLC's). Based on this information, teachers form new groupings of students and reteach and remediate as necessary. After the reteaching of the specific skill is complete the students will then move to a new group for remediation on the next standard. Students identified as Tier 2, the teacher will spend an extra thirty minutes a day remediating the student with an intervention program. The student will also be progress monitored once every two weeks to ensure the intervention program is successful. If the program is not successful the teacher will switch to a new intervention program for the student. For students identified as Tier 3, the ESE teacher will spend an additional thirty minutes a day using the Voyager Passport in grades K, 1, and 2 or Read 180 in grade 3, 4, and 5. They will also be progressed monitored for success once every two weeks to ensure the intervention is successful with the student.

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

Strategy: Extended School Day

Minutes added to school year: 1,200

Tier 3 academic students in grades three, four, and five are offered a daily 45 minute session prior to the start of the school day with a certified ESE teacher.

If allocated, SAI funds will be used to tutor third, fourth, and fifth grade students with a Level 1 on last year's FCAT Reading. Tutoring will take place after school. Each tutor will work with no more than two to four students.

Strategy Rationale

Instruction in core academic subjects will be reinforced using progress monitoring data for individual students

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Phelps, Christy, christy.phelps@ocps.net

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

Teachers will monitor student progress or performance in phonics using Journey's, oral reading fluency using EasyCBM, and reading comprehension using ReadWorks.

Student Transition and Readiness

PreK-12 Transition

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

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

Avalon Elementary prepares transitioning preschool children to kindergarten by hosting a Kindergarten Orientation. Parents and students are invited to visit the school and meet their kindergarten, music, art and physical education teachers. The parents and students also have the opportunity to meet the principal and the administration staff.

The kindergarten teachers arrange for the pre-kindergartners to see various classroom activities during the students' visit. In addition, the students become familiar with the layout of the classroom and the school. During the orientation, the Avalon staff encourages parental involvement in the home and in the classroom through the ADDitions program. The PTO is also available to help strengthen the partnership between the home and the school.

Our fifth grade team hosts several different groups from the middle school to introduce to the students what electives they may be eligible to take when they start to decide which classes they want to register for. We also host the middle school librarian who lets the students know about their reading requirements over the summer before entering grade 6.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

The school participates in the county Destination College program. All classrooms have an area designated to a college display. Upper grade students use Cornell notes.

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

N/A

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

Avalon takes a proactive and targeted role in identifying, guiding, fostering, and advising individual students in academic and early career planning. All instructional and administrative teams review student academic progress and goals on a disaggregated basis. PLC's meet weekly to discuss individual student gains and to identify strengths and opportunities for growth across core academics, including, but not limited to reading, math and science for every student, on all grades. Additionally, the 5th grade team partners with Avalon Middle School to plan each students' course and levels of study for entry into the 6th grade.

It is the tenet of Avalon Elementary to provide a world class education for each student. The school strives to extend the educational experience beyond the walls of the school and the boundaries of a student's community. Each week, students in grades 3-5 participate in a "micro-society" environment, known fondly as Kids Town. The school becomes a simulated "township" that is 100% student organized and managed. Students run their own businesses, "earn a living", pay taxes, manufacture products, and run the town's government.

Extra curricula clubs are dedicated to extending academic and theoretical learning to career and competitive real world applications. ChessMates, our chess club open to all grade levels, teaches students to think strategically, operate competitively, demonstrate good sportsmanship, all through the game of chess. Our students perform well – having won 1st place in the county tournament for every year one was available.

Once a year, we participate in Teach-In, which is a day where adult volunteers visit classrooms and share their current professions and their paths through schooling that it took to get them into their jobs.

Each grade level goes on field trips that are chosen based on their academic relevance to grade-specific curriculum.

BYOD program is integrated daily to support research and academics.

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

N/A

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Avalon Elementary School will increase the effectiveness of differentiated and rigorous curriculum in all content areas in the classroom, applying, with fidelity, the Florida Standards for ELA and Math, and the NGSSS for science.

Strategic Goals Detail

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

G1. Avalon Elementary School will increase the effectiveness of differentiated and rigorous curriculum in all content areas in the classroom, applying, with fidelity, the Florida Standards for ELA and Math, and the NGSSS for science. **1a**

G056348

Targets Supported **1b**

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	87.0
ELA/Reading Gains	85.0
ELA/Reading Lowest 25% Gains	86.0
FSA - Mathematics - Proficiency Rate	89.0
Math Gains	89.0
Math Lowest 25% Gains	76.0
FCAT 2.0 Science Proficiency	90.0

Resources Available to Support the Goal **2**

- Marzano's Instructional Framework: identifies a complete set of practices directly related to improved student performance, organized into four domains that develop teacher expertise. Teachers participate in informal and formal observations, which provide targeted feedback to help improve teacher practice. Teachers also write deliberate practice plans and choose a single element to focus on throughout the year. They reflect and document their progress towards increasing their effectiveness with the element.
- OCPS Scope and Sequence: OCPS authored it's instructional scope and sequence based on the Florida and NGSS Standards, which all teachers follow.
- Digital Curriculum (BYOD): Avalon Elementary is a Bring Your Own Device (BYOD) school. Devices are used daily in classrooms integrated throughout the subject areas. Students may use a device that they bring from home or may utilize one of the classroom devices.
- Individual Educational Plans (IEP's): All ESE students have Individual Educational Plans that list more specific needs of students who require them. All teachers that have a student with an IEP keep a copy of the student's IEP on their desk so that they may quickly refer to it and make sure that all student's needs are being met.
- Educational Plans (EP's): All gifted students have Educational Plans (EP'S) with goals that must be met throughout the duration of the plan. Gifted classroom teachers have access to the plans to ensure that gifted enrichment goals are being met.
- Journey's Core and Intervention: Orange County adopted reading curriculum is used daily in every classroom. The intervention piece is used with our Tier 2 students who require an additional 30 minutes of reading intervention daily in their classrooms and is administered by the classroom teacher.
- Core Connections: Writing curriculum that all teachers are being trained in this year and the method in which is being used to teach writing as it is integrated in the new FSA ELA test.
- Istation: Comprehensive intervention program with both a classroom and computer component that is used in all K-2 classrooms.
- Voyager Passport: Reading intervention program for K-2, which all Tier 3 students participate in, and is administered by an ESE teacher.
- Read 180: Reading intervention program for 3-5, which all Tier 3 students participate in, and is administered by an ESE teacher.

- Go Math Core and Intervention: Orange County adopted math curriculum is used daily in every classroom. The intervention piece is used with our Tier 2 students who require an additional 30 minutes of math intervention daily in their classrooms and is administered by the classroom teacher.
- FasstMath: Digital program that teachers use in the computer lab to help students memorize their basic math facts.
- Science Fusion: Orange County adopted science curriculum is used in every classroom.

Targeted Barriers to Achieving the Goal 3

- Students with disabilities needing targeted intervention specific to their learning deficits in reading and math.
- Students in the lowest quartile needing targeted intervention specific to their learning deficits in reading and math.
- Instructional staff will need additional support, resources, tools, and training with our intervention components to support their classroom instruction.

Plan to Monitor Progress Toward G1. 8

Data from direct and indirect assessment including Performance Matters will be collected to monitor the progress toward our goals.

Person Responsible

Pamela Sanders

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Graphs and charts using data from Performance Matters assessments and mini-assessments will be used to monitor the progress towards our goals.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Avalon Elementary School will increase the effectiveness of differentiated and rigorous curriculum in all content areas in the classroom, applying, with fidelity, the Florida Standards for ELA and Math, and the NGSSS for science. **1**

 G056348

G1.B1 Students with disabilities needing targeted intervention specific to their learning deficits in reading and math. **2**

 B142410

G1.B1.S1 Interventions will be administered to students with disabilities and progress monitored to show learning growth. **4**

 S154511

Strategy Rationale

To prove whether or not the selected interventions are working for the student and to plan for future interventions on an individual basis to best meet the needs of all learners.

Action Step 1 **5**

Students with disabilities are identified and placed into proper intervention groups with an ESE teacher.

Person Responsible

Christy Phelps

Schedule

Every 6 Weeks, from 8/11/2014 to 6/3/2015

Evidence of Completion

ESE reports will be pulled from SMS before school starts so that ESE teachers may complete their schedules for the beginning of the school year. As the year progresses, students that are identified as having a disability will be immediately placed into the group which would best meet their needs.

Action Step 2 5

ESE teachers will plan and administer interventions based on the needs written in each student's Individual Educational Plan.

Person Responsible

Nicola Jordan

Schedule

Weekly, from 8/11/2014 to 6/3/2015

Evidence of Completion

Individual ESE teacher's lesson plans and data from iObservation, which reflects data from observations during classroom formal and informal observations.

Action Step 3 5

ESE student data is monitored and reviewed on a weekly basis at ESE PLC meetings with the MTSS coach.

Person Responsible

Tara Popovich

Schedule

Weekly, from 9/3/2014 to 6/3/2015

Evidence of Completion

PLC meeting minutes are documented and collected. ESE student data is discussed and decisions are made based on the effectiveness of the teaching and learning that has taken place.

G1.B2 Students in the lowest quartile needing targeted intervention specific to their learning deficits in reading and math. **2**

 B142411

G1.B2.S1 Interventions will be administered to students in the lowest quartile and progress monitored to show learning growth. **4**

 S154512

Strategy Rationale

To prove whether or not the selected interventions are working with the student and to plan for future interventions on an individual basis to best meet the needs of all learners.

Action Step 1 **5**

Students in the lowest quartile are identified to classroom and ESE teachers so that they may begin interventions, as necessary and to begin documentation of growth from the interventions.

Person Responsible

Donald Vega

Schedule

Biweekly, from 8/11/2014 to 6/3/2015

Evidence of Completion

Teachers meet with administration bi-weekly to discuss individual student data.

Action Step 2 **5**

Regular classroom and ESE teachers will plan and administer interventions to individual students based on their deficient areas in reading and math.

Person Responsible

Donald Vega

Schedule

Weekly, from 8/11/2014 to 6/3/2015

Evidence of Completion

Lesson plans on SharePoint will be monitored and feedback given.

Action Step 3 5

Regular classroom and ESE teachers will document progression students make after being administered interventions.

Person Responsible

Tara Popovich

Schedule

Biweekly, from 8/20/2014 to 6/3/2015

Evidence of Completion

Lesson plans will be checked for interventions and progress reported in bi-weekly PLC grade-level meetings.

G1.B3 Instructional staff will need additional support, resources, tools, and training with our intervention components to support their classroom instruction. 2

 B142412

G1.B3.S1 Monitor implementation and effectiveness of our selected intervention programs. 4

 S154513

Strategy Rationale

To track student achievement within selected intervention programs.

Action Step 1 5

Lesson plans and student assessment data will be reported to administration. Classroom formal and informal observations will provide feedback to teachers to ensure fidelity of implementation of intervention strategies in the classroom, as needs arise.

Person Responsible

Pamela Sanders

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Lesson plans posted on server, and feedback posted on iObservation

Action Step 2 5

County math coach will support rigor in math through classroom observations and professional development for all instructional staff.

Person Responsible

Christy Phelps

Schedule

Monthly, from 10/1/2014 to 5/6/2015

Evidence of Completion

Feedback and notes from county trainer, as well as implementation of learned strategies in classrooms.

Action Step 3 5

In order to increase teacher confidence in the incorporation of daily technology support for their students, they will be offered numerous technical application trainings throughout the year.

Person Responsible

Tara Popovich

Schedule

Biweekly, from 8/13/2014 to 4/29/2015

Evidence of Completion

Professional development sign in sheets and copies of PowerPoints will be turned in at the end of the year.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Students with disabilities are identified and placed into proper intervention groups with an ESE teacher.	Phelps, Christy	8/11/2014	ESE reports will be pulled from SMS before school starts so that ESE teachers may complete their schedules for the beginning of the school year. As the year progresses, students that are identified as having a disability will be immediately placed into the group which would best meet their needs.	6/3/2015 every-6-weeks
G1.B2.S1.A1	Students in the lowest quartile are identified to classroom and ESE teachers so that they may begin interventions, as necessary and to	Vega, Donald	8/11/2014	Teachers meet with administration bi-weekly to discuss individual student data.	6/3/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	begin documentation of growth from the interventions.				
G1.B3.S1.A1	Lesson plans and student assessment data will be reported to administration. Classroom formal and informal observations will provide feedback to teachers to ensure fidelity of implementation of intervention strategies in the classroom, as needs arise.	Sanders, Pamela	8/18/2014	Lesson plans posted on server, and feedback posted on iObservation	6/3/2015 weekly
G1.B1.S1.A2	ESE teachers will plan and administer interventions based on the needs written in each student's Individual Educational Plan.	Jordan, Nicola	8/11/2014	Individual ESE teacher's lesson plans and data from iObservation, which reflects data from observations during classroom formal and informal observations.	6/3/2015 weekly
G1.B2.S1.A2	Regular classroom and ESE teachers will plan and administer interventions to individual students based on their deficient areas in reading and math.	Vega, Donald	8/11/2014	Lesson plans on SharePoint will be monitored and feedback given.	6/3/2015 weekly
G1.B3.S1.A2	County math coach will support rigor in math through classroom observations and professional development for all instructional staff.	Phelps, Christy	10/1/2014	Feedback and notes from county trainer, as well as implementation of learned strategies in classrooms.	5/6/2015 monthly
G1.B1.S1.A3	ESE student data is monitored and reviewed on a weekly basis at ESE PLC meetings with the MTSS coach.	Popovich, Tara	9/3/2014	PLC meeting minutes are documented and collected. ESE student data is discussed and decisions are made based on the effectiveness of the teaching and learning that has taken place.	6/3/2015 weekly
G1.B2.S1.A3	Regular classroom and ESE teachers will document progression students make after being administered interventions.	Popovich, Tara	8/20/2014	Lesson plans will be checked for interventions and progress reported in bi-weekly PLC grade-level meetings.	6/3/2015 biweekly
G1.B3.S1.A3	In order to increase teacher confidence in the incorporation of daily technology support for their students, they will be offered numerous technical application trainings throughout the year.	Popovich, Tara	8/13/2014	Professional development sign in sheets and copies of PowerPoints will be turned in at the end of the year.	4/29/2015 biweekly
G1.MA1	Data from direct and indirect assessment including Performance Matters will be collected to monitor the progress toward our goals.	Sanders, Pamela	8/18/2014	Graphs and charts using data from Performance Matters assessments and mini-assessments will be used to monitor the progress towards our goals.	6/3/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Avalon Elementary School will increase the effectiveness of differentiated and rigorous curriculum in all content areas in the classroom, applying, with fidelity, the Florida Standards for ELA and Math, and the NGSSS for science.

G1.B1 Students with disabilities needing targeted intervention specific to their learning deficits in reading and math.

G1.B1.S1 Interventions will be administered to students with disabilities and progress monitored to show learning growth.

PD Opportunity 1

ESE teachers will plan and administer interventions based on the needs written in each student's Individual Educational Plan.

Facilitator

Christy Phelps

Participants

ESE Teachers

Schedule

Weekly, from 8/11/2014 to 6/3/2015

G1.B2 Students in the lowest quartile needing targeted intervention specific to their learning deficits in reading and math.

G1.B2.S1 Interventions will be administered to students in the lowest quartile and progress monitored to show learning growth.

PD Opportunity 1

Regular classroom and ESE teachers will plan and administer interventions to individual students based on their deficient areas in reading and math.

Facilitator

Christy Phelps

Participants

All instructional staff

Schedule

Weekly, from 8/11/2014 to 6/3/2015

G1.B3 Instructional staff will need additional support, resources, tools, and training with our intervention components to support their classroom instruction.

G1.B3.S1 Monitor implementation and effectiveness of our selected intervention programs.

PD Opportunity 1

Lesson plans and student assessment data will be reported to administration. Classroom formal and informal observations will provide feedback to teachers to ensure fidelity of implementation of intervention strategies in the classroom, as needs arise.

Facilitator

Christy Phelps

Participants

All instructional staff

Schedule

Weekly, from 8/18/2014 to 6/3/2015

PD Opportunity 2

County math coach will support rigor in math through classroom observations and professional development for all instructional staff.

Facilitator

Amanda Soto, County Math Coach

Participants

All instructional staff

Schedule

Monthly, from 10/1/2014 to 5/6/2015

PD Opportunity 3

In order to increase teacher confidence in the incorporation of daily technology support for their students, they will be offered numerous technical application trainings throughout the year.

Facilitator

Tara Popovich

Participants

All instructional staff

Schedule

Biweekly, from 8/13/2014 to 4/29/2015