

Collier County Public Schools

# Avalon Elementary School



2015-16 School Improvement Plan

## Avalon Elementary School

3300 THOMASSON DR, Naples, FL 34112

[ no web address on file ]

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	Yes	94%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	86%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	D*	D	C	C

*\*Preliminary Informational Baseline School Grade*

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

### School Board Approval

This plan was approved by the Collier County School Board on 11/10/2015.

### 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, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

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

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

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Avalon will...

- Provide authentic learning opportunities
- Create a safe and structured environment
- Foster good citizenship
- Respect diversity
- Accept only the best from every stakeholder

##### Provide the school's vision statement

Avalon is a community of learners working for the academic success of every child.

#### School Environment

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

Avalon is committed to serving the whole child which includes developing relationships with our students and their families. Some of the ways we accomplish this goal is by creating a Teacher-Student Mentor program; holding Family conferences/student-led conferences; conducting home visits; advertising and recruiting for PTO/SAC Membership, encouraging family attendance at McDonald's Nights, Spaghetti Dinners, Family Movie Nights, Global Garden Events, Family Fun Day, etc. We celebrate students that demonstrate positive character traits through our Superhero luncheon program and the Kiwanis' Terrific Kids program. Our teachers work to get to know their students through daily classroom interactions, eating lunch with small groups of students, and completing their ELL endorsement.

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

At Avalon, school-wide rules, procedures, and expectations are reviewed daily on the morning news program. Students and staff can easily quote the expectations embedded into the Avalon pledge. The morning news program also provides us an opportunity to celebrate successes as a school family. Our Positive Behavior Interventions and Support is taught and reviewed throughout the year and reinforced using Dragon Dollars and classroom kudos. To maintain safety on campus, we have a Youth Relations Bureau Deputy that is visible and assists with arrival and dismissal. He also teaches the Junior Deputy and DARE programs. The 5th grade Safety Patrol also assist with arrival and dismissal. In the mornings, students report directly to the classroom to be welcomed by the teacher and establish a positive start to the day. Second and fourth grade students eat breakfast in their classroom with their teacher every day. Our School Counselor and Leadership team work with students to set personal goals both academic and behavior, track the progress, and then celebrate progress.

##### 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

We utilize the Positive Behavior Interventions and Support to establish clear behavior expectations for the students which are reviewed daily and enforced by all faculty and staff members. Students can earn positive reinforcement as a whole class and as individuals. Many classroom teachers also choose to offer classroom incentives using Class Dojo which allows students to track their behavior by earning points for working with others, raising their hand, showing good citizenship, etc. If disciplinary action is required, teachers input Infractions and Referrals into a Student Pass system to document negative behaviors and/or bring students to the attention of the Administrators. Student Pass is also used to award Positive Referrals for exceptional behavior.

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

School counseling services are provided for students, utilizing parents, staff and community resources in the area of personal and social development. Counseling services may include, but are not restricted to, targeted individual counseling, small group counseling, classroom presentations to support academic success, social skills, stress and anger management. The counselor plans, implements and delivers district adopted school counseling curriculum, based upon Florida’s School Counseling Framework through the coordination of school – wide programs and grade specific classroom presentations, requiring articulation and consultation with administration, teachers, teams, families and/or students to assure all students’ social-emotional needs are being met. Translators are available for our non-English speaking students and their families.

**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**

The Leadership Team meets weekly to analyze these factors utilizing the information from Data Warehouse and Student Pass. The team makes recommendations for next steps, including parent conferences, recommendation for Positive Behavior Support referral, change of placement and/or intervention (MTSS process), and Teacher Mentoring.

Early Warning System:

Attendance below 90%

Arriving late to school more than 5 times, or leaving school early more than 5 times

Level 1 on FCAT math, reading, or writing

Lowest 25% in Reading and Math

One or more suspensions

One or more office and/or guidance referrals

**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	4	8	6	7	4	7	36
One or more suspensions	0	0	2	8	5	2	17
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level		Total
	4	5	
Students exhibiting two or more indicators	10	11	21

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

Avalon uses a variety of research proven strategies to improve academic performance of at-risk students. They include, but are not limited to, creation of a Teacher-Student Mentor program, sending attendance letters and meetings with parents, positive reinforcement of good attendance, goal setting with 4th and 5th grade students, early parent-teacher conferences/Student-led conferences, utilizing the School Counselor for individuals, small groups, or parent conferences, analysis of intervention programs and formative assessments, and examining ways to motivate students, creation of a teacher-run after school program, and provide extra learning opportunities.

**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?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/182310>.

**Description**

A PIP has been uploaded for this school or district - see the link above.

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

Avalon is a neighborhood school with long established ties to the community. Organizations and volunteers have been in place for many years. The relationship consist of support for the whole child, for example, a local church and food bank provides a monthly Food Pantry for families, another group provides school uniforms, the local botanical garden and YMCA support after school enrichment and tutoring programs. During Family Literacy Week, community members and local business leaders read to and with students and distribute books. In addition, a plethora of winter residents provide an abundance of classroom volunteers. The Naples Rotary Club provides books for all students and a dictionary for all third grade students.

**Effective Leadership**

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

**School Leadership Team**

**Membership:**

Name	Title
Campbell, Jessica	Principal
Woofter, Sarah	Assistant Principal
Size, Coleen	Instructional Coach
Mendenhall, Michelle	Other
Ettleman, Lisa	Other
Hemmit, Natalie	Guidance Counselor
Seitz, Jill	Instructional Media
Lamorgese, Lisa	Instructional Coach

### Duties

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

The team is made up of teacher leaders from all support and curricular areas. The team meets regularly to discuss student progress and school and district initiatives. All members contribute to the decision making process for the whole school.

Intervention Support Specialist: collaborates with instructional and leadership staff to maintain records of students' behavior and academic progress monitoring in data warehouse; assists with intensive intervention on a one on one basis

Reading and Math Coach: provide guidance on intervention ideas and proper implementation

Administration: monitors fidelity of interventions school-wide

School Counselor: assists in providing targeted intervention to students with behavior and academic concerns

ELL Contact: provide targeted and intensive interventions while recording data in Data Warehouse

The School Leadership Team worked in conjunction with the MTSS team to create the SIP. The team provided data on: instructional targets based upon analysis of data. The team helped define clear expectations for instruction; facilitated the development of strategies to meet those goals; and aligned processes and procedures.

***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 team meets weekly to closely analyze data from quarterly benchmark assessments, ongoing progress monitoring from various content areas, and MTSS interventions. Once areas of need are identified, the master schedule is revisited and adjusted to ensure that all students have the right resources and personnel. Each academic coach maintains an inventory of resources available for teacher and student use. The MTSS problem solving process is used to determine how to apply resources for the highest student impact.

The Collier County School district provides a systematic and strategic approach to providing services through the District Strategic Plan, 3 Year Academic Plan, and the K-12 Comprehensive Reading Plan. Goals and objectives of each program and department are aligned with these overarching district plans. Additionally:

Title I Parts A, C, D, and School Improvements (1003a and 1003g) Title II, Part A and Title III are managed out of the same Federal State and Competitive Grants Office in Collier County. They share administrative staff so that oversight, coordination, budgeting, staffing, and monitoring are efficiently and effectively coordinated. In addition to informal communications, monthly formal administrative

meetings are held to discuss program needs, issues and coordinate efforts.

Support staff of the Title I Part A, Title I Part C, Title I Part D, and Title X programs meets regularly to coordinate efforts and receive joint staff development for improving their services.

Regularly scheduled Curriculum and Instruction department meetings are scheduled that include district level program coordinators, including Federal, State and Competitive Grants, IDEA, Perkins, Head Start, Supplemental Academic Instruction, Advanced Placement Initiative, Career and Technical education.

Supplemental Staffing and Services:

Title X, LEA, Title I Basic, Title I Migrant coordinate services to assist homeless children, to resolve problems concerning registration and provide support services at all schools. Title I and District jointly fund the Homeless Liaison staff position to support homeless students in all public schools. The LEA provides services in coordination with the McKinney-Vento Homeless Assistance Act.

Title I Migrant, Title I Basic, Title III funds are coordinated to provide at risk students with supplemental instructional support and resources, such as SuccessMaker licenses, Tutors, Resource Teachers. Title I Basic, Title I Migrant and Head Start/VPK collaborate to provide PreK classes and in home literacy support to ensure school readiness for Collier students.

Title I Migrant and school collaboration occurs with local eye doctor to provide eye exams and glasses at no cost to migrant students in need or at a discounted price to our program. Title I Migrant also collaborates with a dentist to provide dentistry at no cost or discounted prices to migrant students in need.

Coordination occurs with Homeless Liaison staff and Title I Migrant staff in identifying eligible students and families that can be served as homeless.

Title I Basic and Title III collaborate in providing workshops and trainings to build the capacity of parents and foster strong connection and engagement between home and school. In addition both grants provide translation services to ensure that non-English speaking parents are able to participate fully in the education of their children.

Title I Migrant could add a section on the Migrant Parent Advisory

Supplemental Staff Development:

Title I Migrant, Title I Basic and Title II Part A funds are coordinated to provide customized staff development that ensures students receive high quality, differentiated instruction.

Title I Part A funds are used in collaboration with Title I SIG 1003g and 1003a, Title II Part A and Reading to fund Reading Coaches at all Elementary schools. Title I Part A and Title I SIG 1003g/1003a funds are used to provide additional Academic Coaches at Title I Elementary, Middle and High Schools. Supplemental coaches are provided to support lowest performing schools and those in differentiated Accountability Priority and Focus status.

Title I Part A, Title II Part A and IDEA fund exam reimbursements and course tuition reimbursement to ensure staff meet HQT.

## School Advisory Council (SAC)

### Membership:

Name	Stakeholder Group
Jessica Campbell	Principal
Schella Dubois	Parent
Connie Ledbetter	Business/Community
Millie Perez	Education Support Employee
Yadira Mireles Valle	Education Support Employee
Maria Olea	Parent
Sheena Lazarre	Parent
Maxima Cruz	Parent
Jasmin Sanchez	Education Support Employee
Luis Cuevas	Business/Community
Madeleinis Castro	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*

During the August SAC meeting, the principal and assistant principal shared the assessment data from the previous school year. The group then reviewed the previous year's school improvement plan and discussed which initiatives were successful and which areas need to be targeted for this year's plan and instructional focus.

*Development of this school improvement plan*

An analysis of student achievement and school performance data occurred at the August SAC meeting. The SAC reviewed various aspects of the school as suggested by the priorities related to the data and gave input into the written plan for school improvement including priorities and strategies. The SAC reviews and provides input on the school's Title 1 Use of Funds, Parent Involvement Policy, and School Parent Compact to support the School Improvement Plan initiatives. SAC will meet monthly to discuss SAC fund expenditures. Student achievement data will be monitored and the associated strategies and priorities within the SIP.

*Preparation of the school's annual budget and plan*

A rough draft of the school's budget and plan is presented to the SAC members with an explanation of allocations and expenditures. The SAC is then able to task questions and offer suggestions for planning and budgeting which are considered by the principal prior to finalizing the documents.

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

Last year, school improvement funds were not awarded until late in the school year. Upon the receipt of the funds, the SAC committee discussed how to best utilize the monies. It was unanimously agreed upon to spend \$3,500 of the \$5,240 on continuing an online reading program, Ticket to Read, which increases student fluency and comprehension. It was recommended that the committee roll over the remaining funds to the next school year, at which time a better assessment of needs could be determined. The 2015-2016 SAC will discuss the projected use of funds during the September and April meetings.

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Campbell, Jessica	Principal
Woofter, Sarah	Assistant Principal
Size, Coleen	Instructional Coach
Seitz, Jill	Instructional Media
Mendenhall, Michelle	Other

**Duties**

**Describe how the LLT promotes literacy within the school**

The goal of the Literacy Leadership Team (LLT) is to assure that the district's K-12 Comprehensive Research-based Reading Plan is implemented with fidelity. A member of the LLT has been assigned to each grade level in order to assist at each of the weekly grade level PLC meetings. The Literacy Leadership Team also meets together quarterly. The focus is on grade level curriculum standards. The team reviews formative assessment data, students' responses to intervention, and links them to instructional decisions. The team collaborates regularly with the aim of problem solving, sharing effective instructional practices, and evaluating implementation. All meetings are documented in the Collier County Public Schools' Data Warehouse. The LLT also organizes several Family Literacy events throughout the school year. The major initiatives of the Literacy Leadership Team this year are to support the strengthening of core instruction by providing leadership in the use of rigorous instruction, relevant engaging lessons, and building reading stamina. Support for the initiatives will be given through:

1. Enhancement of the learning center structure to strengthen independent reading, reading strategies, and in response to a source
2. Teach vocabulary using the root words approach
3. School-wide reading challenge which promotes independent reading choice for all students K-5
4. Support the use of close reading strategies across all academic areas
5. Integration of the Reading Horizons phonics program for all students in K-2

**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**

Each year, the administration works diligently to create instructional teams that will work together and demonstrate expertise in a specific age group/content area with input from teachers as to their personal and professional preferences. Team Leaders are set in place that will help to facilitate growth as a team. Teams are allocated a common planning time daily and provided 35 minutes of team meeting time every afternoon. Academic coaches and leadership team members work with teams to discuss instructional strategies and best classroom practices and problem solve areas of concern. Content area Points of Contact attend District meetings becoming experts in the area and work with their teams bringing their

content knowledge to enhance instructional practice and planning. In addition, District Academic Support personnel work with teachers twice a month to support collaborative planning, model instruction, and create formative assessments.

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

Avalon maintains a high teacher retention rate of at least 85% over the past several years. We attribute the

retention to the positive culture and atmosphere of community that has been created. The staff has established relationships that prosper both within the building and after work hours. Each person holds himself responsible for creating the atmosphere that makes Avalon a desirable place to work.

1. Professional Learning - regularly scheduled Professional Learning based on State and District initiatives, staff input, classroom observations and student data which will enable teachers to be successful in improving student achievement utilizing time during Faculty Meetings, Early Release Days, PLCs, etc.

2. Instructional Leadership - regularly scheduled grade level PLC meetings to collaboratively plan and receive embedded professional development from academic coaches. Bi-monthly meetings with administration to support teachers in MTSS data analysis, instructional strategies development, and provide meaningful feedback.

3. New Teacher Support - Partner new teachers with a qualified mentor; coordinate meetings with specific personnel to orient and support new teachers in the areas of procedures, initiatives, and instructions.

4. Empowering Teachers - Continue to build a supportive, collaborative culture that recognizes faculty efforts both formally and informally and involve teachers in meaningful decision making.

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

The mentor and mentee will meet weekly for planning meetings. The mentor receives release time to observe the mentee and provide feedback. The mentee will also receive release time if needed to observe veteran teachers. In addition a new teacher induction program, monthly meetings are held with teachers new to Avalon. Each meeting covers a separate topic (i.e. classroom management, PBS, RTI, data warehouse). The rationale for the pairings is that the Mentor has a proven record of improving student achievement in primary grades. The Mentor has received clinical educator training and has supported new teachers successfully in the past.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

The district curriculum coordinators create curriculum maps and pacing guides to ensure the Florida Standards are aligned with Collier County's curriculum.

Describe the process through which district leadership monitors whether core instructional and intervention programs are implemented as intended (i.e., "with fidelity"), how alignment with the Florida Standards is maintained, and whether they are effective.

Members of the district-based leadership team will meet regularly to provide data and support district-wide implementation of core and intervention programs. The district will provide leadership and guidance to ensure the implementation of instructional programs and MTSS plans with fidelity along

with providing resources and staff development based on the needs of the schools. The members of the district leadership team include key stakeholders from various departments in the district. Members assist with the development of the MTSS district manual, Strategic Plan, and the DIAP. The District Leadership Team works in conjunction with the school-based teams to create and peer review School Improvement Plans and complete a Master Schedule Review. The team provides data on instructional targets based upon analysis of data. The team helped define clear expectations for instruction; facilitated the development of strategies to meet those goals; and aligned processes and procedures.

The Leadership team monitors the fidelity of the school's instructional programs, the district K - 12 Reading Plan, MTSS and SIP through collection of data based on the district's Strategic Plan and quarterly data dialogues between the Superintendent, key instructional leaders and school-based administrators. Preparatory to data dialogues, data are analyzed based on the Goals, Key Performance Indicators, and Strategies. The District Leadership team reviews, discusses, and monitors student academic and/or behavioral procedures and data while working in conjunction with schools to support identified needs. The team focuses on implementation, data collection, interventions, and supports needed by the instructional staff. Members of the district based MTSS leadership team meet regularly to provide data and support to the schools' problem-solving teams and review school wide MTSS issues. School administrators and teachers from the school-based MTSS team participate in grade level PLCs to facilitate the MTSS process at each grade level. Universal screening and progress monitoring data will be analyzed. The effectiveness of the core instruction, as well as targeted and more intensive interventions, is monitored, and the team collaborates to evaluate effectiveness, problem-solve, and make instructional decisions. Alignment with Florida Standards is key to improving academic performance as measured by state assessments. CCPS addresses this alignment in multiple ways. First, the Collier Teacher Evaluation Model, based on Marzano's methodologies, requires that lessons feature a learning goal with scales. Learning goals are developed from the standards and typically match the wording of benchmarks. Scales are used to identify students' individual progress toward attaining the goal, i.e., the standard. During observations, a key data element is derived from the teachers' use of learning goals and scales. Ongoing progress-monitoring assessments are also designed to demonstrate students' progress toward attaining the goal or standard. Consequently, data chats are standards-driven and serve to maintain a focus on instruction, assessment and achievement built around Florida Standards.

### **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***

The administration meets with grade-level teams bi-weekly to analyze progress monitoring data and quarterly benchmark assessment data and discuss adjustments to instructional strategies and small groups. Based on the data analysis, decisions are made about utilization of resource teachers and push-in support to best meet the needs of students achieving at various levels.

***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:** 5,400

Provide opportunities for all children to meet proficient and advanced levels of student academic achievement.

Activities to ensure that students having difficulty mastering proficient and advanced levels of academic achievement are provided with effective, timely additional assistance

**Strategy Rationale**

Collier County Public Schools has an additional thirty minutes of reading instruction built into each elementary school's schedule above the state average. In addition, the Low 300 schools extended day of thirty minutes daily will meet the Florida House Bill 5101.

Use effective methods and instructional strategies that are based on scientifically based research that

\*strengthen the core academic program;

\*increase the amount of learning time;

\*include strategies for serving under served populations.

Include strategies addressing the needs of all children in the school, but particularly low-achieving children and those at risk of not meeting state standards.

Small group instruction based on individual needs as determined by ongoing progress monitoring data

Enrichment groups

Reading incentive programs

Address how the school will determine if those needs of the children have been met.

Ongoing progress monitoring

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Campbell, Jessica, [campbeje@collierschools.com](mailto:campbeje@collierschools.com)

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

FAIR (grades 3 through 5)

Quarterly Benchmark Assessments

Targeted Weekly Formative Assessment Data in Reading and Math

Data will be analyzed during bi-weekly Data Planning meetings with each grade-level team.

Students receiving intervention or enrichment will be monitored groupings will be flexible based on the data.

**Strategy: After School Program**

**Minutes added to school year: 2,880**

Opportunities for all students in grades 3 through 5 to meet proficient and advanced levels of student academic achievement. STEM activities will be implemented so that students are engaged and able to apply learning across the content areas. These activities are designed to help learners from all levels achieve academic success.

**Strategy Rationale**

- \*strengthen the core academic programs
- \*increase the amount of learning time
- \*provide additional 30-minutes for iReady
- \*increase level of student engagement
- \*include strategies for serving all students

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Woofter, Sarah, woofesa@collierschools.com

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

iReady progress monitoring data

Monthly grade-level reading comprehension probes

Data will be analyzed during weekly Data Planning meetings with the after-school teachers and grade-level teams.

**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**

All schools implement a minimum of two transition activities for incoming kindergarten students and their families each year. The spring event includes an orientation for parents and students with registration available at that time. At this event, parents and students meet the teachers, visit classrooms, learn about the expectations and the curriculum, and tour the school.

At the spring Orientation and also upon registration, a booklet (available in multiple languages) is provided to all parents. This booklet is designed to help parents look at their child's physical, social, emotional, and cognitive development. It provides checklists and tips to help guide them as they work and play with their child. The checklists contain items that are important to the child's success in kindergarten and are specifically designed for four-year-olds. It also contains school enrollment information and suggestions for the first day of school.

Before school begins in mid-August, the schools hold an Open House for all students and parents to attend. The students and parents are given the opportunity to visit their classrooms, tour the school, visit the cafeteria and media center. This helps with the transition to the start of school.

The School District of Collier County is also a VPK provider, both during the school year and during the summer session. The school year program includes the Head Start/ESE Inclusion prekindergarten classes and a few full-day and half-day VPK/child care classes. These

prekindergarten programs are provided in various school sites across the county. Both programs provide opportunities for students to learn the basics for success in school and also provide an easy transition to kindergarten for the students. In addition, during the spring semester, all pre k teachers will submit to the Kindergarten site a pre k transition placement card for every student. 5th to 6th grade transition is supported by a student tour of their projected middle school and the middle school hosts a Parent Night for incoming 6th graders. Incoming 6th graders receive assistance in the course selection process, general procedures, and PBS/behavioral expectations.

### 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***

Not applicable to Elementary School

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

Not applicable to Elementary School

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

Not applicable to Elementary School

***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***

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

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

676

##### Data Uploads

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

The following documents were submitted as evidence for this section:

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#### Problem Identification Summary

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

**Problem Analysis Summary**

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

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## 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.** If staff consistently utilize effective instructional strategies and analyze data to drive ambitious instruction with engaging and rigorous lessons school-wide, then student achievement will increase by 2% as measured by state assessments.

## 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.** If staff consistently utilize effective instructional strategies and analyze data to drive ambitious instruction with engaging and rigorous lessons school-wide, then student achievement will increase by 2% as measured by state assessments. 1a

G069531

**Targets Supported** 1b

Indicator	Annual Target
ELA Achievement District Assessment	43.0
Math Achievement District Assessment	54.0
Science Achievement District Assessment	42.0

**Resources Available to Support the Goal** 2

- Professional development opportunities
- Positive school climate
- Plethora of volunteers and community support
- Strong technological supports
- District support from curriculum coordinators and curricular support materials
- Title 1 stipend
- Pay for extended school day
- Title 1 Resources: Reading Coach, Math Coach, Resource Teachers, After-School Program

**Targeted Barriers to Achieving the Goal** 3

- Staff have not consistently demonstrated utilization of effective instructional strategies when teaching the Florida State Standards.
- Instructional staff was not consistently using digital learning reports to make instructional decisions.

**Plan to Monitor Progress Toward G1.** 8

Analyzing CTEM reports and student assessment data to determine areas of need for professional development

**Person Responsible**

Jessica Campbell

**Schedule**

Biweekly, from 8/31/2015 to 6/3/2016

**Evidence of Completion**

\* CTEM reports \* Ongoing progress monitoring Data \* Benchmark assessment Data \* Standardized testing Data \* Teacher survey feedback for professional development needs \* Data Dialogues

## 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.** If staff consistently utilize effective instructional strategies and analyze data to drive ambitious instruction with engaging and rigorous lessons school-wide, then student achievement will increase by 2% as measured by state assessments. **1**

 G069531

**G1.B1** Staff have not consistently demonstrated utilization of effective instructional strategies when teaching the Florida State Standards. **2**

 B180952

**G1.B1.S1** Teachers will utilize the seven Essential High Leverage Strategies identified by the Marzano Model for Effective Instruction. **4**

 S192332

### Strategy Rationale

If teachers use the seven Essential High Leverage Strategies, the effectiveness of their instruction will increase.

### Action Step 1 **5**

Develop a timeline for implementation of the seven Essential High Leverage Strategies to increase use of effective high yield strategies throughout the year.

#### Person Responsible

Jessica Campbell

#### Schedule

Monthly, from 9/25/2015 to 6/3/2016

#### Evidence of Completion

\* Timeline

**Action Step 2** 5

Monitor teachers for use of seven Essential High Leverage Strategies through classroom observations utilizing the iObservation tool

**Person Responsible**

Jessica Campbell

**Schedule**

Monthly, from 9/25/2015 to 6/3/2016

***Evidence of Completion***

\* CTEM/iObservation reports

**Action Step 3** 5

Provide focused and specific feedback to build capacity of teachers through the iObservation tool

**Person Responsible**

Jessica Campbell

**Schedule**

Monthly, from 9/25/2015 to 6/3/2016

***Evidence of Completion***

\* CTEM/iObservation reports

**Action Step 4** 5

Offer opportunities for teachers to conduct classroom observations and/or instructional rounds with academic coaches

**Person Responsible**

Coleen Size

**Schedule**

Monthly, from 10/21/2015 to 5/27/2016

***Evidence of Completion***

\* Teacher reflections \* Best Practices picture/video library

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

Use of Essential High Leverage Strategies will be monitored through classroom observations by Administration and Teacher Leaders

**Person Responsible**

Jessica Campbell

**Schedule**

Monthly, from 9/14/2015 to 5/2/2016

***Evidence of Completion***

\*CTEM/iObservation Reports

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

Opportunities for professional development in effective instructional strategies will be monitored through participation rates and leadership observation of PD presentations

**Person Responsible**

Jessica Campbell

**Schedule**

Monthly, from 9/14/2015 to 6/3/2016

***Evidence of Completion***

CTEM/iObservation Reports Student Assessment Data

**G1.B1.S2** Teachers will collaboratively plan a minimum of three times a week to plan rigorous, engaging instruction based on data from formative and summative assessments as well as the Florida State Standards and district curriculum maps and pacing guides. 4

 S192333

### Strategy Rationale

If teachers use data to plan for rigorous, engaging instruction, then student achievement will increase.

### Action Step 1 5

Create a collaborative planning schedule with the academic coaches and district curriculum coordinators

#### Person Responsible

Coleen Size

#### Schedule

Weekly, from 8/24/2015 to 6/3/2016

#### Evidence of Completion

Lesson Plans Collaborative Planning Agenda and sign-in sheets Collaborative Planning Schedule

### Action Step 2 5

Monitor weekly lessons plans for rigor, engagement, and Marzano strategies

#### Person Responsible

Sarah Woofter

#### Schedule

Weekly, from 8/25/2015 to 6/3/2016

#### Evidence of Completion

Weekly lesson plans Leadership Team Minutes Focused Feedback Forms

### Action Step 3 5

Administration meets with grade level teams twice per month to discuss delivery of core content and intervention/enrichment strategies and student groupings

**Person Responsible**

Jessica Campbell

**Schedule**

Biweekly, from 9/3/2015 to 6/3/2016

**Evidence of Completion**

MTSS spreadsheet Data Planning notes Student work samples Teacher data binders Digital Learning reports Lesson plans

### Action Step 4 5

Provide professional development on Digital Learning initiatives and reports

**Person Responsible**

Jessica Campbell

**Schedule**

Monthly, from 9/14/2015 to 6/3/2016

**Evidence of Completion**

Early Release Day Agendas

### Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

During School-Based Leadership Meeting, the team will monitor the School Improvement Plan timeline and create additional action steps, as needed.

**Person Responsible**

Jessica Campbell

**Schedule**

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

**Evidence of Completion**

Leadership agenda and minutes

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

Rigorous, engaging instruction will be monitored through classroom observations by Administration and Teacher Leaders

**Person Responsible**

Jessica Campbell

**Schedule**

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

**Evidence of Completion**

CTEM observations and reports

**G1.B2** Instructional staff was not consistently using digital learning reports to make instructional decisions.

2

 B180953

**G1.B2.S1** Teachers will maintain student data using data trackers and digital learning reports to monitor student progress across content area and plan for rigorous, engaging instruction. 4

 S192334

**Strategy Rationale**

If teachers use data to plan for rigorous, engaging instruction, then student achievement will increase.

**Action Step 1 5**

Schedule bi-weekly meetings to review and analyze Tier 1 and Tier 2,3 data, make instructional decisions, and adjust student groupings

**Person Responsible**

Jessica Campbell

**Schedule**

Biweekly, from 9/3/2015 to 5/27/2016

**Evidence of Completion**

Teacher Data Trackers Digital Learning Usage Reports Data Meeting Team Minutes

### Action Step 2 5

Monitor weekly lessons plans for rigor, engagement, and Marzano strategies

**Person Responsible**

Sarah Woofter

**Schedule**

Weekly, from 9/7/2015 to 5/30/2016

**Evidence of Completion**

Weekly Lesson Plans Leadership Team minutes Focused Feedback forms

### Action Step 3 5

Monitor teachers for implementation of lesson plans through classroom observations utilizing the iObservation tool

**Person Responsible**

Jessica Campbell

**Schedule**

Daily, from 9/7/2015 to 6/3/2016

**Evidence of Completion**

### Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

During School-Based Leadership Meeting, the team will monitor the School Improvement Plan timeline and create additional action steps, as needed.

**Person Responsible**

Jessica Campbell

**Schedule**

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

**Evidence of Completion**

Leadership agenda and minutes

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7**

Rigorous, engaging instruction will be monitored through classroom observations by Administration and Teacher Leaders

**Person Responsible**

Jessica Campbell

**Schedule**

Monthly, from 8/31/2015 to 6/3/2016

**Evidence of Completion**

CTEM Observations and Reports

**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	Develop a timeline for implementation of the seven Essential High Leverage Strategies to increase use of effective high yield strategies throughout the year.	Campbell, Jessica	9/25/2015	* Timeline	6/3/2016 monthly
G1.B1.S2.A1	Create a collaborative planning schedule with the academic coaches and district curriculum coordinators	Size, Coleen	8/24/2015	Lesson Plans Collaborative Planning Agenda and sign-in sheets Collaborative Planning Schedule	6/3/2016 weekly
G1.B2.S1.A1	Schedule bi-weekly meetings to review and analyze Tier 1 and Tier 2,3 data, make instructional decisions, and adjust student groupings	Campbell, Jessica	9/3/2015	Teacher Data Trackers Digital Learning Usage Reports Data Meeting Team Minutes	5/27/2016 biweekly
G1.B1.S1.A2	Monitor teachers for use of seven Essential High Leverage Strategies through classroom observations utilizing the iObservation tool	Campbell, Jessica	9/25/2015	* CTEM/iObservation reports	6/3/2016 monthly
G1.B1.S2.A2	Monitor weekly lessons plans for rigor, engagement, and Marzano strategies	Woofter, Sarah	8/25/2015	Weekly lesson plans Leadership Team Minutes Focused Feedback Forms	6/3/2016 weekly
G1.B2.S1.A2	Monitor weekly lessons plans for rigor, engagement, and Marzano strategies	Woofter, Sarah	9/7/2015	Weekly Lesson Plans Leadership Team minutes Focused Feedback forms	5/30/2016 weekly
G1.B1.S1.A3	Provide focused and specific feedback to build capacity of teachers through the iObservation tool	Campbell, Jessica	9/25/2015	* CTEM/iObservation reports	6/3/2016 monthly
G1.B1.S2.A3	Administration meets with grade level teams twice per month to discuss delivery of core content and intervention/enrichment strategies and student groupings	Campbell, Jessica	9/3/2015	MTSS spreadsheet Data Planning notes Student work samples Teacher data binders Digital Learning reports Lesson plans	6/3/2016 biweekly
G1.B2.S1.A3	Monitor teachers for implementation of lesson plans through classroom observations utilizing the iObservation tool	Campbell, Jessica	9/7/2015		6/3/2016 daily
G1.B1.S1.A4	Offer opportunities for teachers to conduct classroom observations and/or instructional rounds with academic coaches	Size, Coleen	10/21/2015	* Teacher reflections * Best Practices picture/video library	5/27/2016 monthly

<b>Source</b>	<b>Task, Action Step or Monitoring Activity</b>	<b>Who</b>	<b>Start Date (where applicable)</b>	<b>Deliverable or Evidence of Completion</b>	<b>Due Date/ End Date</b>
G1.B1.S2.A4	Provide professional development on Digital Learning initiatives and reports	Campbell, Jessica	9/14/2015	Early Release Day Agendas	6/3/2016 monthly
G1.MA1	Analyzing CTEM reports and student assessment data to determine areas of need for professional development	Campbell, Jessica	8/31/2015	* CTEM reports * Ongoing progress monitoring Data * Benchmark assessment Data * Standardized testing Data * Teacher survey feedback for professional development needs * Data Dialogues	6/3/2016 biweekly
G1.B1.S1.MA1	Opportunities for professional development in effective instructional strategies will be monitored through participation rates and leadership observation of PD presentations	Campbell, Jessica	9/14/2015	CTEM/iObservation Reports Student Assessment Data	6/3/2016 monthly
G1.B1.S1.MA1	Use of Essential High Leverage Strategies will be monitored through classroom observations by Administration and Teacher Leaders	Campbell, Jessica	9/14/2015	*CTEM/iObservation Reports	5/2/2016 monthly
G1.B2.S1.MA1	Rigorous, engaging instruction will be monitored through classroom observations by Administration and Teacher Leaders	Campbell, Jessica	8/31/2015	CTEM Observations and Reports	6/3/2016 monthly
G1.B2.S1.MA1	During School-Based Leadership Meeting, the team will monitor the School Improvement Plan timeline and create additional action steps, as needed.	Campbell, Jessica	8/31/2015	Leadership agenda and minutes	6/6/2016 monthly
G1.B1.S2.MA1	Rigorous, engaging instruction will be monitored through classroom observations by Administration and Teacher Leaders	Campbell, Jessica	8/31/2015	CTEM observations and reports	6/6/2016 monthly
G1.B1.S2.MA1	During School-Based Leadership Meeting, the team will monitor the School Improvement Plan timeline and create additional action steps, as needed.	Campbell, Jessica	8/31/2015	Leadership agenda and minutes	6/6/2016 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.** If staff consistently utilize effective instructional strategies and analyze data to drive ambitious instruction with engaging and rigorous lessons school-wide, then student achievement will increase by 2% as measured by state assessments.

**G1.B1** Staff have not consistently demonstrated utilization of effective instructional strategies when teaching the Florida State Standards.

**G1.B1.S1** Teachers will utilize the seven Essential High Leverage Strategies identified by the Marzano Model for Effective Instruction.

### PD Opportunity 1

Offer opportunities for teachers to conduct classroom observations and/or instructional rounds with academic coaches

**Facilitator**

Coleen Size and Lisa Lamorgese

**Participants**

Classroom teachers

**Schedule**

Monthly, from 10/21/2015 to 5/27/2016

## Budget

### Budget Data

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Develop a timeline for implementation of the seven Essential High Leverage Strategies to increase use of effective high yield strategies throughout the year.</b>				<b>\$0.00</b>
<b>2</b>	<b>G1.B1.S1.A2</b>	<b>Monitor teachers for use of seven Essential High Leverage Strategies through classroom observations utilizing the iObservation tool</b>				<b>\$110,013.47</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5200	100-Salaries	0201 - Avalon Elementary School	Title I Part A		\$110,013.47
			<i>Notes: Resource Teachers and Instructional Materials (.5 Resource Teacher, .5 Resource Teacher, .5 ESE Inclusion Teacher)</i>			
<b>3</b>	<b>G1.B1.S1.A3</b>	<b>Provide focused and specific feedback to build capacity of teachers through the iObservation tool</b>				<b>\$0.00</b>

## Budget Data

4	G1.B1.S1.A4	<b>Offer opportunities for teachers to conduct classroom observations and/or instructional rounds with academic coaches</b>				<b>\$0.00</b>
5	G1.B1.S2.A1	<b>Create a collaborative planning schedule with the academic coaches and district curriculum coordinators</b>				<b>\$152,093.54</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	100-Salaries	0201 - Avalon Elementary School	Title I Part A		\$152,093.54
			<i>Notes: Coaches' Salaries and Benefits (1.0 Reading Coach, 1.0 Math Coach)</i>			
6	G1.B1.S2.A2	<b>Monitor weekly lessons plans for rigor, engagement, and Marzano strategies</b>				<b>\$0.00</b>
7	G1.B1.S2.A3	<b>Administration meets with grade level teams twice per month to discuss delivery of core content and intervention/enrichment strategies and student groupings</b>				<b>\$0.00</b>
8	G1.B1.S2.A4	<b>Provide professional development on Digital Learning initiatives and reports</b>				<b>\$0.00</b>
9	G1.B2.S1.A1	<b>Schedule bi-weekly meetings to review and analyze Tier 1 and Tier 2,3 data, make instructional decisions, and adjust student groupings</b>				<b>\$2,887.21</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6150	510-Supplies	0201 - Avalon Elementary School	Title I Part A		\$2,887.21
			<i>Notes: Notes</i>			
10	G1.B2.S1.A2	<b>Monitor weekly lessons plans for rigor, engagement, and Marzano strategies</b>				<b>\$0.00</b>
11	G1.B2.S1.A3	<b>Monitor teachers for implementation of lesson plans through classroom observations utilizing the iObservation tool</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$264,994.22</b>