

Orange County Public Schools

Avalon Elementary



2015-16 School Improvement Plan

Avalon Elementary

13500 TANJA KING BLVD, Orlando, FL 32828

www.ocps.net/lc/east/eav

School Demographics

| | | |
|-------------------------------|-------------------------------|---|
| School Type | 2014-15 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2) |
| Elementary | No | 26% |
| Alternative/ESE Center | Charter School | 2015-16 Minority Rate (Reported as Non-white on Survey 2) |
| No | No | 45% |

School Grades History

| | | | | |
|--------------|----------------|----------------|----------------|----------------|
| Year | 2014-15 | 2013-14 | 2012-13 | 2011-12 |
| Grade | A* | A | A | A |

**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 is pending approval by the Orange County School Board.

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 |
|-------------|-------------------|-------------------------------|
| 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. We celebrate our different cultures throughout the year including a multicultural fair 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. Bullying, harassment or discrimination are not tolerated and are cause for disciplinary action. 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 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 will deal with the student in the proper manner. Our discipline specialist has attended discipline trainings through the county and is versed in 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 | 9 | 8 | 12 | 8 | 10 | 52 |
| One or more suspensions | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| Course failure in ELA or Math | 14 | 12 | 29 | 27 | 20 | 17 | 119 |
| 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 |
|--|-------------|---|---|---|---|-------|
| | 1 | 2 | 3 | 4 | 5 | |
| Students exhibiting two or more indicators | 1 | 2 | 6 | 3 | 3 | 15 |

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 on select Wednesdays. Parents whose students have chronic attendance issues will need to participate in a truancy meeting with a child study team. Students with perfect attendance are recognized each quarter in conjunction with our honor roll ceremonies.

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 a certified paraprofessional under the supervision of a classroom teacher. This data is also progress monitored. We offer ongoing professional development and PLCs to help 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 mastering grade level standards.

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, we've increased family memberships by 100. Our target is to have 300 PTO family memberships by the end of the 2015-2016 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. We have added another method of communication this year to connect with all stakeholders by creating an official Facebook page. 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:

| Name | Title |
|-------------------|---------------------|
| Aldridge, Jeffrey | Principal |
| Vega, Donald | Assistant Principal |
| Popovich, Tara | Instructional Coach |
| Scott, Michelle | Psychologist |
| Ingoglia, Jessica | Guidance Counselor |
| Angstadt, Tiffany | Instructional Coach |

Duties

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

Jeffrey Aldridge, 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.

Tiffany Angstadt, 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.

Tara Popovich, 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.

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 3rd, 4th, and 5th grade students struggling to master the grade level standards. Tutoring will be provided twice per week in a smaller group setting. 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:

| Name | Stakeholder Group |
|------------------------|----------------------------|
| Jeffrey Aldridge | Principal |
| 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 |
| Tiffany Angstadt | Teacher |

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 2015-2016 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 are available 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:

| Name | Title |
|-------------------|---------------------|
| Aldridge, Jeffrey | Principal |
| Vega, Donald | Assistant Principal |
| Popovich, Tara | Other |
| Hughes, Vicki | Teacher, K-12 |
| Angstadt, Tiffany | Instructional Coach |
| Stallings, Cathy | Instructional Media |
| Leslie, Angie | Teacher, K-12 |
| Johnson, Jillian | Teacher, K-12 |
| Fonseca, Monique | Teacher, K-12 |
| Muse, Wayne | Teacher, K-12 |
| Zaldana, Julie | Teacher, K-12 |

Duties

Describe how the LLT promotes literacy within the school

The major initiative 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 its teachers in several ways. Common planning time and weekly professional learning community (PLC) meetings are held in each team leader's classroom. During these meetings, 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 PLCs on school procedures, the MTSS process and the new Florida Standards.

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

We have five 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

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

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 (PLCs). 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. For 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, a certified paraprofessional 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 progress 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

SAI funds will be used to tutor third, fourth, and fifth grade students with not demonstrating mastery on grade-level standards. Tutoring will take place after school. Each tutor will work with students in a small group setting.

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

Vega, Donald, donald.vega@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 has a half-day VPK unit. These students become familiar with the campus and use many of the same facilities as the K-5 students.

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 six.

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. In addition, each Thursday, faculty and students are encouraged to wear their favorite college team shirt.

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

Career and technology information is supported by Avalon Elementary through a Digital Tools Certificate earned by our students in grades 3-5 in the areas of word processing, spreadsheets, and digital presentations. Two STEM Nights along with extracurricular academic clubs including coding and robotics are available as well to increase an awareness of careers and technology for the students.

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. PLCs 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. Periodically, 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

By incorporating STEM activities, Avalon Elementary has integrated career and technical education through the math and science subject areas. Students and teachers correlate and make connections between standards learned in math and science to the information presented in the activities that take place. In order to build College & Career Readiness all students in grades K-5, students will learn how to use 21st century digital tools. Students in grades 3-5 will earn a digital certificate through the IC3 Spark program purchased by OCPs.

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.

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.

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.** Teachers and administrators will collaborate and reflect through PLCs to plan and implement lessons that fully address the intent of the grade level Florida Standards thus causing an increase in student achievement (Division Priority: Invest in Human Capital).

- G2.** Increase use of standards-based instruction which will lead to an increase in student achievement (Division Priority: Accelerate Student Performance).

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. Teachers and administrators will collaborate and reflect through PLCs to plan and implement lessons that fully address the intent of the grade level Florida Standards thus causing an increase in student achievement (Division Priority: Invest in Human Capital). 1a

G072690

Targets Supported 1b

| Indicator | Annual Target |
|---|---------------|
| FSA Mathematics - Achievement | 78.0 |
| FSA English Language Arts - Achievement | 79.0 |
| FCAT 2.0 Science Proficiency | 84.0 |

Resources Available to Support the Goal 2

- Professional Learning Community development and implementation
- Tutoring opportunities for students not showing mastery of grade-level standards
- Data chats

Targeted Barriers to Achieving the Goal 3

- Lack of rigor in lesson planning and teacher instruction

Plan to Monitor Progress Toward G1. 8

PLC meetings will be routinely attended by a member of the administration team.

Person Responsible

Donald Vega

Schedule

Monthly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Assigned administration team members will collect PLC minutes and participate in discussion of data, planning and deconstruction of standards.

G2. Increase use of standards-based instruction which will lead to an increase in student achievement
(Division Priority: Accelerate Student Performance). 1a

G072691

Targets Supported 1b

| Indicator | Annual Target |
|---|---------------|
| FSA English Language Arts - Achievement | 78.0 |
| FSA Mathematics - Achievement | 79.0 |
| FCAT 2.0 Science Proficiency | 84.0 |

Resources Available to Support the Goal 2

- School-based Instructional Coach
- OCPS Literacy K-12 Plan
- OCPS K-12 Comprehensive Math Plan
- Instructional Management System
- Core Connections Writing Training

Targeted Barriers to Achieving the Goal 3

- Instructional staff requires additional support, resources, tools and training with standards-based instruction to support their classroom instruction.

Plan to Monitor Progress Toward G2. 8

Common formative and summative assessment data will be collected and reviewed throughout the year to determine progress toward increasing student achievement.

Person Responsible

Donald Vega

Schedule

Monthly, from 9/28/2015 to 5/26/2016

Evidence of Completion

Data collection forms will be used to monitor progress towards increasing student achievement.

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. Teachers and administrators will collaborate and reflect through PLCs to plan and implement lessons that fully address the intent of the grade level Florida Standards thus causing an increase in student achievement (Division Priority: Invest in Human Capital). **1**

 G072690

G1.B1 Lack of rigor in lesson planning and teacher instruction **2**

 B189668

G1.B1.S1 Feedback will be provided on lesson plans using school-developed form. **4**

 S201022

Strategy Rationale

Lesson plans should reflect the depth of knowledge required of the standards.

Action Step 1 **5**

Timely lesson plan feedback will be provided to all teachers.

Person Responsible

Donald Vega

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Targeted feedback will be provided to teachers based on level of rigor using lesson plan feedback form.

Action Step 2 5

Monitoring of PLC meetings with guided feedback from leadership team will occur.

Person Responsible

Donald Vega

Schedule

On 6/1/2016

Evidence of Completion

PLC groups will document data discussions, best practices, common assessments and curriculum discussed during meeting. The minutes will be archived on a weekly basis to the school collaboration website.

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

Administration team will monitor the fidelity of implementation by reviewing PLC minutes, providing feedback on PLC meetings and archiving and analyzing lesson plans for rigor.

Person Responsible

Jeffrey Aldridge

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

PLC minutes with feedback, lesson plans and lesson plan feedback forms

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

Lesson plans will be reviewed and monitored for rigor. Successful implementation will result in rigorous instruction with an increase in student achievement.

Person Responsible

Jeffrey Aldridge

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Lesson plans and lesson plan feedback forms

G1.B1.S2 Professional development provided on deconstructing standards in order to develop rigorous lesson meeting the full intent of each standard. 4

 S201023

Strategy Rationale

Full understanding of the extent of each grade-level standard allows for better planning and implementation of standards-based instruction.

Action Step 1 5

Provide professional development on deconstructing standards.

Person Responsible

Jeffrey Aldridge

Schedule

On 10/28/2015

Evidence of Completion

Teachers will develop a math or ELA lesson using the deconstructed standards.

Action Step 2 5

Use PLCs for standards-based planning.

Person Responsible

Jeffrey Aldridge

Schedule

Weekly, from 10/28/2015 to 6/1/2016

Evidence of Completion

Teachers will develop learning targets and evidence-based scales.

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

Assigned members of administration team will monitor PLC meetings for fidelity of implementation

Person Responsible

Jeffrey Aldridge

Schedule

Weekly, from 10/28/2015 to 6/1/2016

Evidence of Completion

PLC minutes will be collected.

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

Actionable feedback will be provided to teachers through iObservation.

Person Responsible

Jeffrey Aldridge

Schedule

Every 3 Weeks, from 10/28/2015 to 6/1/2016

Evidence of Completion

Comments Summary by Building report/Evidence Usage in All Observations report

G2. Increase use of standards-based instruction which will lead to an increase in student achievement (Division Priority: Accelerate Student Performance). 1

G072691

G2.B1 Instructional staff requires additional support, resources, tools and training with standards-based instruction to support their classroom instruction. 2

B189670

G2.B1.S1 Provide direct professional development and coaching support to teachers. 4

S201024

Strategy Rationale

To increase understanding of standards-based instruction

Action Step 1 5

Instructional staff is provided common collaboration and planning time to develop rigorous lessons.

Person Responsible

Jeffrey Aldridge

Schedule

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

Evidence of Completion

Lesson plans will be uploaded weekly on the school collaboration website.

Action Step 2 5

Professional development opportunities will be provided to instructional staff on standards-based instruction.

Person Responsible

Jeffrey Aldridge

Schedule

Monthly, from 9/9/2015 to 5/31/2016

Evidence of Completion

Exit slips, lesson plan feedback and observation feedback on iObservation will provide evidence of completion.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Administration will routinely check and provide feedback on lesson plan.

Person Responsible

Jeffrey Aldridge

Schedule

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

Evidence of Completion

Lesson plans and Professional Learning Community minutes will provide evidence of completion.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Accurately developed lesson plans addressing LAFS and MAFS will be reviewed and archived.

Person Responsible

Donald Vega

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Lesson plans archived on the school collaboration website will provide evidence of effectiveness.

G2.B1.S2 Facilitate Instructional Rounds for teachers to observe ELA and math instruction. 4

S201025

Strategy Rationale

Teachers will collaborate while observing their peers use high yield strategies. Teachers will learn strategies for differentiating instruction and implementing math centers.

Action Step 1 5

Teachers will perform Instructional Rounds targeting ELA and math instruction.

Person Responsible

Tiffany Angstadt

Schedule

Quarterly, from 9/28/2015 to 3/17/2016

Evidence of Completion

Teachers will document the Instructional Rounds using recording sheet to represent new found knowledge of differentiation and learning centers.

Action Step 2 5

Administration team will conduct a follow-up meeting after Instructional Rounds.

Person Responsible

Donald Vega

Schedule

Quarterly, from 9/28/2015 to 3/17/2016

Evidence of Completion

Notes from debriefing session will be collected and archived.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Instructional Rounds worksheet will be collected and analyzed to determine trends.

Person Responsible

Donald Vega

Schedule

Quarterly, from 9/28/2015 to 3/17/2016

Evidence of Completion

Completion of Instructional Rounds worksheet will provide evidence of knowledge acquired by each teacher. In addition, implementation of the acquired strategies will be evident through informal and formal observations.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Students will increase their mastery of LAFS and MAFS as measured by common formative and summative assessments.

Person Responsible

Donald Vega

Schedule

Quarterly, from 1/4/2016 to 5/26/2016

Evidence of Completion

Data from common formative and summative assessments will be collected and analyzed.

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 | Timely lesson plan feedback will be provided to all teachers. | Vega, Donald | 8/24/2015 | Targeted feedback will be provided to teachers based on level of rigor using lesson plan feedback form. | 6/1/2016 weekly |
| G1.B1.S2.A1 | Provide professional development on deconstructing standards. | Aldridge, Jeffrey | 10/28/2015 | Teachers will develop a math or ELA lesson using the deconstructed standards. | 10/28/2015 one-time |
| G2.B1.S1.A1 | Instructional staff is provided common collaboration and planning time to develop rigorous lessons. | Aldridge, Jeffrey | 8/24/2015 | Lesson plans will be uploaded weekly on the school collaboration website. | 6/8/2016 weekly |
| G2.B1.S2.A1 | Teachers will perform Instructional Rounds targeting ELA and math instruction. | Angstadt, Tiffany | 9/28/2015 | Teachers will document the Instructional Rounds using recording sheet to represent new found | 3/17/2016 quarterly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|--------------|--|-------------------|-------------------------------|--|------------------------|
| | | | | knowledge of differentiation and learning centers. | |
| G1.B1.S1.A2 | Monitoring of PLC meetings with guided feedback from leadership team will occur. | Vega, Donald | 8/24/2015 | PLC groups will document data discussions, best practices, common assessments and curriculum discussed during meeting. The minutes will be archived on a weekly basis to the school collaboration website. | 6/1/2016 one-time |
| G1.B1.S2.A2 | Use PLCs for standards-based planning. | Aldridge, Jeffrey | 10/28/2015 | Teachers will develop learning targets and evidence-based scales. | 6/1/2016 weekly |
| G2.B1.S1.A2 | Professional development opportunities will be provided to instructional staff on standards-based instruction. | Aldridge, Jeffrey | 9/9/2015 | Exit slips, lesson plan feedback and observation feedback on iObservation will provide evidence of completion. | 5/31/2016 monthly |
| G2.B1.S2.A2 | Administration team will conduct a follow-up meeting after Instructional Rounds. | Vega, Donald | 9/28/2015 | Notes from debriefing session will be collected and archived. | 3/17/2016 quarterly |
| G1.MA1 | PLC meetings will be routinely attended by a member of the administration team. | Vega, Donald | 8/24/2015 | Assigned administration team members will collect PLC minutes and participate in discussion of data, planning and deconstruction of standards. | 6/1/2016 monthly |
| G1.B1.S1.MA1 | Lesson plans will be reviewed and monitored for rigor. Successful implementation will result in rigorous instruction with an increase in student achievement. | Aldridge, Jeffrey | 8/24/2015 | Lesson plans and lesson plan feedback forms | 6/1/2016 weekly |
| G1.B1.S1.MA1 | Administration team will monitor the fidelity of implementation by reviewing PLC minutes, providing feedback on PLC meetings and archiving and analyzing lesson plans for rigor. | Aldridge, Jeffrey | 8/24/2015 | PLC minutes with feedback, lesson plans and lesson plan feedback forms | 6/1/2016 weekly |
| G1.B1.S2.MA1 | Actionable feedback will be provided to teachers through iObservation. | Aldridge, Jeffrey | 10/28/2015 | Comments Summary by Building report/Evidence Usage in All Observations report | 6/1/2016 every-3-weeks |
| G1.B1.S2.MA1 | Assigned members of administration team will monitor PLC meetings for fidelity of implementation | Aldridge, Jeffrey | 10/28/2015 | PLC minutes will be collected. | 6/1/2016 weekly |
| G2.MA1 | Common formative and summative assessment data will be collected and reviewed throughout the year to determine progress toward increasing student achievement. | Vega, Donald | 9/28/2015 | Data collection forms will be used to monitor progress towards increasing student achievement. | 5/26/2016 monthly |
| G2.B1.S1.MA1 | Accurately developed lesson plans addressing LAFS and MAFS will be reviewed and archived. | Vega, Donald | 8/24/2015 | Lesson plans archived on the school collaboration website will provide evidence of effectiveness. | 6/1/2016 weekly |
| G2.B1.S1.MA1 | Administration will routinely check and provide feedback on lesson plan. | Aldridge, Jeffrey | 8/24/2015 | Lesson plans and Professional Learning Community minutes will provide evidence of completion. | 6/6/2016 weekly |
| G2.B1.S2.MA1 | Students will increase their mastery of LAFS and MAFS as measured by common formative and summative assessments. | Vega, Donald | 1/4/2016 | Data from common formative and summative assessments will be collected and analyzed. | 5/26/2016 quarterly |
| G2.B1.S2.MA1 | Instructional Rounds worksheet will be collected and analyzed to determine trends. | Vega, Donald | 9/28/2015 | Completion of Instructional Rounds worksheet will provide evidence of knowledge acquired by each teacher. In addition, implementation of the acquired strategies will be evident through informal and formal observations. | 3/17/2016 quarterly |

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. Teachers and administrators will collaborate and reflect through PLCs to plan and implement lessons that fully address the intent of the grade level Florida Standards thus causing an increase in student achievement (Division Priority: Invest in Human Capital).

G1.B1 Lack of rigor in lesson planning and teacher instruction

G1.B1.S2 Professional development provided on deconstructing standards in order to develop rigorous lesson meeting the full intent of each standard.

PD Opportunity 1

Provide professional development on deconstructing standards.

Facilitator

Tara Popovich

Participants

Teachers

Schedule

On 10/28/2015

G2. Increase use of standards-based instruction which will lead to an increase in student achievement (Division Priority: Accelerate Student Performance).

G2.B1 Instructional staff requires additional support, resources, tools and training with standards-based instruction to support their classroom instruction.

G2.B1.S1 Provide direct professional development and coaching support to teachers.

PD Opportunity 1

Professional development opportunities will be provided to instructional staff on standards-based instruction.

Facilitator

Tara Popovich

Participants

All instructional staff

Schedule

Monthly, from 9/9/2015 to 5/31/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

| Budget Data | | | | | | |
|--------------------|-------------|--|--------------------------|----------------|---------------|---------------------|
| 1 | G1.B1.S1.A1 | Timely lesson plan feedback will be provided to all teachers. | | | | \$0.00 |
| 2 | G1.B1.S1.A2 | Monitoring of PLC meetings with guided feedback from leadership team will occur. | | | | \$0.00 |
| 3 | G1.B1.S2.A1 | Provide professional development on deconstructing standards. | | | | \$52,440.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | 5100 | 100-Salaries | 0222 - Avalon Elementary | General Fund | | \$52,440.00 |
| 4 | G1.B1.S2.A2 | Use PLCs for standards-based planning. | | | | \$0.00 |
| 5 | G2.B1.S1.A1 | Instructional staff is provided common collaboration and planning time to develop rigorous lessons. | | | | \$0.00 |
| 6 | G2.B1.S1.A2 | Professional development opportunities will be provided to instructional staff on standards-based instruction. | | | | \$52,440.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | 5100 | 100-Salaries | 0222 - Avalon Elementary | General Fund | | \$52,440.00 |
| 7 | G2.B1.S2.A1 | Teachers will perform Instructional Rounds targeting ELA and math instruction. | | | | \$2,400.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | 5100 | 140-Substitute Teachers | 0222 - Avalon Elementary | General Fund | | \$2,400.00 |
| 8 | G2.B1.S2.A2 | Administration team will conduct a follow-up meeting after Instructional Rounds. | | | | \$0.00 |
| | | | | | Total: | \$107,280.00 |