

Orange County Public Schools

Avalon Elementary



2017-18 Schoolwide Improvement Plan

Avalon Elementary

13500 TANJA KING BLVD, Orlando, FL 32828

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	31%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	51%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

**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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	9
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	38
Appendix 2: Professional Development and Technical Assistance Outlines	41
Professional Development Opportunities	41
Technical Assistance Items	44
Appendix 3: Budget to Support Goals	44

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school’s grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Avalon Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

To be the top producer of successful students in the nation

2. School Environment

a. 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.

The Best Practices for Inclusive Education (BPIE) assessment was used to evaluate and analyze the practice of inclusion at the school level as well as identify the key people who monitor the implementation of best practices and the utilization of resources in order to strengthen the multi-tiered system of support (MTSS).

b. 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. After entering the building, visitors must provide ID and be scanned into the Raptor system before being issued a visitor's badge. 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.

c. 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.

Each teacher has been trained on the use of the school-wide behavior matrix and teachers have taught students the matrix. 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.

d. 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.

BPIE – Best Practices for Inclusive Education – is also used to identify learning opportunities and resources for students with disabilities and shared with stakeholders.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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 teacher so that they know the proper place to begin with their interventions.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	7	12	11	12	9	12	0	0	0	0	0	0	0	63
One or more suspensions	0	2	0	2	1	0	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	4	0	6	7	6	0	0	0	0	0	0	0	23
Level 1 on statewide assessment	0	0	0	14	20	26	0	0	0	0	0	0	0	60

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	2	0	5	6	8	0	0	0	0	0	0	0	21

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

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. Best Practices for Inclusive Education (BPIE) assisted with the development of Tier II and Tier III strategies through Indicator 20 and the multi-tiered system of student supports (MTSS). Daily Tier 2 academic interventions including the use of the i-Ready computer program 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 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. Students who score a Level 1 on FSA ELA, students who are ESE, and students who are receiving Tier 3 support services will be enrolled in READ180 to help close the achievement gap. All students will have access to iReady to support differentiated learning.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. 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 2017-2018 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 a weekly newsletter 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 also added another method of communication 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.

2. 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.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Aldridge, Jeffrey	Principal
Popovich, Tara	Instructional Coach
Scott, Michelle	Psychologist
Ingoglia, Jessica	School Counselor
Angstadt, Tiffany	Instructional Coach
Hamilton, Tameka	Assistant Principal

b. Duties

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

Jeffrey Aldridge, Principal, and Tameka Hamilton, 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.

2. 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Jeffrey Aldridge	Principal
Vikash Palisetti	Parent
Jamie Cole	Parent
India Hill	Parent
Debbie Dowling-Wahba	Parent
Nick Peterman	Business/Community
MaryAlice Green	Teacher
Danielle Golden	Teacher
Laura Neumeister	Business/Community
Ricardo Rivera	Parent
Vivian Rodriguez Sclipa	Parent
Tamara Lauderdale	Parent
Renee McInis	Parent
Donna Overton	Education Support Employee
Kellee Seif	Parent
Jillian Johnson	Teacher

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. 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.

b. Development of this school improvement plan

The 2016-2017 School Advisory Council for Avalon Elementary will be proactive in approving and monitoring this year's School Improvement Plan. Problem-solving and next steps will be discussed at the September SAC meeting. A draft will be shared with the SAC members and additions and edits will be made and approved by SAC as needed.

c. 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.

2. 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. Last year, the SAC committee approved the use of \$8000 to purchase Ready Florida workbooks for ELA.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Aldridge, Jeffrey	Principal
Popovich, Tara	Other
Angstadt, Tiffany	Instructional Coach
Stallings, Cathy	Instructional Media
Johnson, Jillian	Teacher, K-12
Hamilton, Tameka	Assistant Principal
Bovbjerg, Zuleika	Instructional Coach
Recinos, Meghan	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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. Several members of the LLT are also members of Avalon's DPLC. These members will attend district meetings and share information with their teams upon returning. 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.

The LLT will continue to improve the practice of progress monitoring and intervention strategies in all grades with an emphasis on the bottom and top quartiles of students.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. 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.

2. 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.

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

We have one first year teacher requiring a mentor. The teacher has been paired with a veteran teacher from the same grade level. The mentor has proven to be a leader and willing to share her knowledge and expertise of the grade level curriculum to which she has 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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 re-teaching 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, additional minutes of intensive instruction will be provided using a variety of materials. They will also be progress monitored for success once each week to ensure the intervention is successful with the student. Utilizing the Best Practices for Inclusive Education (BPIE) enables the school to determine needs and identify strategies which then can be incorporated into Tier II and Tier III interventions. Indicator 20 of the BPIE specifically focuses on multi-tiered system of student supports (MTSS).

2. 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 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

Angstadt, Tiffany, tiffany.angstadt@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 and reading comprehension using Performance Coach.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Avalon Elementary prepares transitioning preschool children to kindergarten by hosting a Kindergarten Orientation. Parents and students are invited to visit the school and meet their

kindergarten, music, art and physical education teachers. The parents and students also have the opportunity to meet the principal and the administration staff.

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

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

b. College and Career Readiness

1. 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.

In November, different community members are invited to discuss their careers during our Teach-In event. We also host local engineers during an Engineering Day.

2. 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.

3. 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, and 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.

4. 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 OPCS.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.** Increase ELA and Mathematics learning gains in the top quartile (Division Priority: Ensure career and college readiness).
- G2.** Increase ELA, Mathematics, and Science proficiency in all subgroups (Division Priority: Accelerate student performance).
- G3.** Increase ELA and Mathematics learning gains in the lowest quartile (Division Priority: Narrow the achievement gaps).

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Increase ELA and Mathematics learning gains in the top quartile (Division Priority: Ensure career and college readiness). 1a

G095359

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	70.0
FSA Mathematics Achievement	70.0

Targeted Barriers to Achieving the Goal 3

- Lack of rigor in lesson planning and teacher instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- IMS, MTPs, CPalms, instructional coach

Plan to Monitor Progress Toward G1. 8

Common formative assessment data, iReady diagnostic data, Standards Mastery data, and PMA data will all be collected and analyzed throughout the year.

Person Responsible

Jeffrey Aldridge

Schedule

Biweekly, from 9/5/2017 to 5/29/2018

Evidence of Completion

Common formative assessments, iReady diagnostics, PMA

G2. Increase ELA, Mathematics, and Science proficiency in all subgroups (Division Priority: Accelerate student performance). 1a

G095360

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	83.0
FSA ELA Achievement	82.0
FCAT 2.0 Science Proficiency	75.0

Targeted Barriers to Achieving the Goal 3

- Lack of rigor in lesson planning and teacher instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- Time scheduled for Professional Learning Communities
- Tutoring opportunities for students not showing mastery of grade-level standards
- Data chats

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Tameka Hamilton

Schedule

Monthly, from 8/29/2017 to 5/29/2018

Evidence of Completion

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

G3. Increase ELA and Mathematics learning gains in the lowest quartile (Division Priority: Narrow the achievement gaps). 1a

G095361

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	70.0
Math Lowest 25% Gains	70.0

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.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G3. 8

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

Person Responsible

Tameka Hamilton

Schedule

Monthly, from 8/29/2017 to 5/30/2018

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. Increase ELA and Mathematics learning gains in the top quartile (Division Priority: Ensure career and college readiness). 1

G095359

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

B256718

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

S271512

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

Jeffrey Aldridge

Schedule

Biweekly, from 8/14/2017 to 5/28/2018

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

Jeffrey Aldridge

Schedule

Weekly, from 8/29/2017 to 5/29/2018

Evidence of Completion

PLC groups will document data discussions, best practices, common assessments, and curriculum during meetings. The minutes will be archived on a weekly basis to the school's collaboration site.

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 8/15/2017 to 5/31/2018

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 8/15/2017 to 5/31/2018

Evidence of Completion

Lesson plans and lesson plan feedback forms

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

 S271513

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

Quarterly, from 8/30/2017 to 5/29/2018

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 8/29/2017 to 5/29/2018

Evidence of Completion

Teachers will develop evidence-based scales and daily learning targets.

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 8/15/2017 to 5/31/2018

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

Weekly, from 8/29/2017 to 5/1/2018

Evidence of Completion

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

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

Weekly, from 8/29/2017 to 5/1/2018

Evidence of Completion

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

G1.B1.S3 Professional development provided on evidence-based scales. 4

 S271514

Strategy Rationale

Development and implementation of evidence-based scales allows teachers to more accurately determine progression of students during lessons.

Action Step 1 5

Professional development will be provided on design and implementation of evidence-based scales.

Person Responsible

Tameka Hamilton

Schedule

Quarterly, from 8/30/2017 to 4/25/2018

Evidence of Completion

Teachers will develop evidence-based scales for use in their classroom.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

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

Person Responsible

Jeffrey Aldridge

Schedule

Weekly, from 8/23/2017 to 5/23/2018

Evidence of Completion

PLC minutes will be collected, evidence-based scales

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

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

Person Responsible

Jeffrey Aldridge

Schedule

Weekly, from 8/22/2017 to 5/29/2018

Evidence of Completion

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

G2. Increase ELA, Mathematics, and Science proficiency in all subgroups (Division Priority: Accelerate student performance). 1

G095360

G2.B1 Lack of rigor in lesson planning and teacher instruction 2

B256720

G2.B1.S1 Feedback will be provided on lesson plans using school-developed form. 4

S271515

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

Jeffrey Aldridge

Schedule

Weekly, from 8/29/2017 to 5/29/2018

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

Jeffrey Aldridge

Schedule

Weekly, from 8/29/2017 to 5/29/2018

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 G2.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 8/15/2017 to 5/31/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.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 8/15/2017 to 5/31/2018

Evidence of Completion

Lesson plans and lesson plan feedback forms

G2.B1.S2 Professional development provided on information learned in DPLC. 4

S271516

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 information gained from DPLC.

Person Responsible

Jeffrey Aldridge

Schedule

Every 2 Months, from 9/6/2017 to 5/23/2018

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 8/30/2017 to 5/29/2018

Evidence of Completion

Teachers will develop learning targets and evidence-based scales.

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

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

Person Responsible

Jeffrey Aldridge

Schedule

Weekly, from 8/30/2017 to 5/30/2018

Evidence of Completion

PLC minutes will be collected.

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

Actionable feedback will be provided to teachers through iObservation.

Person Responsible

Jeffrey Aldridge

Schedule

Every 3 Weeks, from 8/29/2017 to 4/28/2018

Evidence of Completion

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

G2.B1.S3 Professional development provided on evidence-based scales. 4

S271517

Strategy Rationale

Development and implementation of evidence-based scales allows teachers to more accurately determine progression of students during lessons.

Action Step 1 5

Teachers will be provided professional development on creation of evidence-based scales.

Person Responsible

Tameka Hamilton

Schedule

Quarterly, from 9/13/2017 to 5/30/2018

Evidence of Completion

Scales will be gathered and then shared with collegial circle for input.

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Evidence-based scales will be reviewed with instructional staff.

Person Responsible

Tameka Hamilton

Schedule

Quarterly, from 8/14/2017 to 4/1/2018

Evidence of Completion

Evidence-based scales will be created and used in student academic notebooks. Use of the scales will be monitored during regular classroom observations.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Members of the administration team will monitor by attending PLC meetings and performing classroom observations.

Person Responsible

Tameka Hamilton

Schedule

Weekly, from 8/29/2017 to 4/24/2018

Evidence of Completion

PLC meeting notes and evidence-based scales

G3. Increase ELA and Mathematics learning gains in the lowest quartile (Division Priority: Narrow the achievement gaps). 1

G095361

G3.B1 Instructional staff requires additional support, resources, tools and training with standards-based instruction to support their classroom instruction. 2

B256722

G3.B1.S1 Provide direct professional development and coaching support to teachers. 4

S271519

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 8/29/2017 to 5/29/2018

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 8/29/2017 to 5/30/2018

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 G3.B1.S1 6

Administration will routinely check and provide feedback on lesson plan.

Person Responsible

Jeffrey Aldridge

Schedule

Weekly, from 8/15/2017 to 5/31/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

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

Person Responsible

Tameka Hamilton

Schedule

Weekly, from 8/15/2017 to 5/31/2018

Evidence of Completion

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

G3.B1.S2 Facilitate Instructional Rounds for teachers to observe ELA and math instruction. 4

 S271520

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 9/26/2017 to 4/3/2018

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

Tameka Hamilton

Schedule

Quarterly, from 9/26/2017 to 4/3/2018

Evidence of Completion

Notes from debriefing session will be collected and archived.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

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

Person Responsible

Tameka Hamilton

Schedule

Quarterly, from 8/14/2017 to 5/30/2018

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 G3.B1.S2 7

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

Person Responsible

Tameka Hamilton

Schedule

Quarterly, from 9/5/2017 to 5/30/2018

Evidence of Completion

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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G2.B1.S3.MA1 M389217	Evidence-based scales will be reviewed with instructional staff.	Hamilton, Tameka	8/14/2017	Evidence-based scales will be created and used in student academic notebooks. Use of the scales will be monitored during regular classroom observations.	4/1/2018 quarterly
G3.B1.S2.A1 A364040	Teachers will perform Instructional Rounds targeting ELA and math instruction.	Angstadt, Tiffany	9/26/2017	Teachers will document the Instructional Rounds using recording sheet to represent new found knowledge of differentiation and learning centers.	4/3/2018 quarterly
G3.B1.S2.A2 A364041	Administration team will conduct a follow-up meeting after Instructional Rounds.	Hamilton, Tameka	9/26/2017	Notes from debriefing session will be collected and archived.	4/3/2018 quarterly
G2.B1.S3.MA1 M389216	Members of the administration team will monitor by attending PLC meetings and performing classroom...	Hamilton, Tameka	8/29/2017	PLC meeting notes and evidence-based scales	4/24/2018 weekly
G1.B1.S3.A1 A364032	Professional development will be provided on design and implementation of evidence-based scales.	Hamilton, Tameka	8/30/2017	Teachers will develop evidence-based scales for use in their classroom.	4/25/2018 quarterly
G2.B1.S2.MA1 M389214	Actionable feedback will be provided to teachers through iObservation.	Aldridge, Jeffrey	8/29/2017	Comments Summary by Building report/Evidence Usage in All Observations report	4/28/2018 every-3-weeks
G1.B1.S2.MA1 M389206	Actionable feedback will be provided to teachers through iObservation.	Aldridge, Jeffrey	8/29/2017	Comments Summary by Building report/Evidence Usage in All Observations report.	5/1/2018 weekly
G1.B1.S2.MA1 M389207	Actionable feedback will be provided to teachers through iObservation.	Aldridge, Jeffrey	8/29/2017	Comments Summary by Building report/Evidence Usage in All Observations report.	5/1/2018 weekly
G2.B1.S2.A1 A364035	Provide professional development on information gained from DPLC.	Aldridge, Jeffrey	9/6/2017	Teachers will develop a math or ELA lesson using the deconstructed standards.	5/23/2018 every-2-months
G1.B1.S3.MA1 M389210	Assigned members of administration team will monitor PLC meetings for fidelity of implementation.	Aldridge, Jeffrey	8/23/2017	PLC minutes will be collected, evidence-based scales	5/23/2018 weekly
G1.B1.S1.A1 A364028	Timely lesson plan feedback will be provided to all teachers.	Aldridge, Jeffrey	8/14/2017	Targeted feedback will provided to teachers based on level of rigor using lesson plan feedback form.	5/28/2018 biweekly
G1.MA1 M389211	Common formative assessment data, iReady diagnostic data, Standards Mastery data, and PMA data will...	Aldridge, Jeffrey	9/5/2017	Common formative assessments, iReady diagnostics, PMA	5/29/2018 biweekly
G2.MA1 M389218	PLC meetings will be routinely attended by a member of the administration team.	Hamilton, Tameka	8/29/2017	Assigned administration team members will collect PLC minutes and participate in discussion of data, planning and deconstruction of standards.	5/29/2018 monthly
G1.B1.S1.A2 A364029	Monitoring of PLC meetings with guided feedback from leadership team will occur.	Aldridge, Jeffrey	8/29/2017	PLC groups will document data discussions, best practices, common assessments, and curriculum during meetings. The minutes will be archived on a weekly basis to the school's collaboration site.	5/29/2018 weekly
G2.B1.S1.A1 A364033	Timely lesson plan feedback will be provided to all teachers.	Aldridge, Jeffrey	8/29/2017	Targeted feedback will be provided to teachers based on level of rigor using lesson plan feedback form.	5/29/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A2 A364034	Monitoring of PLC meetings with guided feedback from leadership team will occur.	Aldridge, Jeffrey	8/29/2017	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.	5/29/2018 weekly
G3.B1.S1.A1 A364038	Instructional staff is provided common collaboration and planning time to develop rigorous lessons.	Aldridge, Jeffrey	8/29/2017	Lesson plans will be uploaded weekly on the school collaboration website.	5/29/2018 weekly
G1.B1.S2.A1 A364030	Provide professional development on deconstructing standards.	Aldridge, Jeffrey	8/30/2017	Teachers will develop a math or ELA lesson using the deconstructed standards.	5/29/2018 quarterly
G1.B1.S2.A2 A364031	Use PLCs for standards-based planning.	Aldridge, Jeffrey	8/29/2017	Teachers will develop evidence-based scales and daily learning targets.	5/29/2018 weekly
G2.B1.S2.A2 A364036	Use PLCs for standards-based planning.	Aldridge, Jeffrey	8/30/2017	Teachers will develop learning targets and evidence-based scales.	5/29/2018 weekly
G1.B1.S3.MA1 M389209	Accurately developed lesson plans addressing LAFS and MAFS will be reviewed and archived.	Aldridge, Jeffrey	8/22/2017	Lesson plans archived on the school collaboration website will provide evidence of effectiveness.	5/29/2018 weekly
G3.MA1 M389223	Common formative and summative assessment data will be collected and reviewed throughout the year...	Hamilton, Tameka	8/29/2017	Data collection forms will be used to monitor progress towards increasing student achievement.	5/30/2018 monthly
G3.B1.S1.A2 A364039	Professional development opportunities will be provided to instructional staff on standards-based...	Aldridge, Jeffrey	8/29/2017	Exit slips, lesson plan feedback and observation feedback on iObservation will provide evidence of completion.	5/30/2018 monthly
G2.B1.S2.MA1 M389215	Assigned members of administration team will monitor PLC meetings for fidelity of implementation	Aldridge, Jeffrey	8/30/2017	PLC minutes will be collected.	5/30/2018 weekly
G3.B1.S2.MA1 M389221	Students will increase their mastery of LAFS and MAFS as measured by common formative and summative...	Hamilton, Tameka	9/5/2017	Data from common formative and summative assessments will be collected and analyzed.	5/30/2018 quarterly
G3.B1.S2.MA1 M389222	Instructional Rounds worksheet will be collected and analyzed to determine trends.	Hamilton, Tameka	8/14/2017	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.	5/30/2018 quarterly
G2.B1.S3.A1 A364037	Teachers will be provided professional development on creation of evidence-based scales.	Hamilton, Tameka	9/13/2017	Scales will be gathered and then shared with collegial circle for input.	5/30/2018 quarterly
G1.B1.S1.MA1 M389204	Lesson plans will be reviewed and monitored for rigor. Successful implementation will result in...	Aldridge, Jeffrey	8/15/2017	Lesson plans and lesson plan feedback forms	5/31/2018 weekly
G1.B1.S1.MA1 M389205	Administration team will monitor the fidelity of implementation by reviewing PLC minutes, providing...	Aldridge, Jeffrey	8/15/2017	PLC minutes with feedback, lesson plans and lesson plan feedback forms.	5/31/2018 weekly
G2.B1.S1.MA1 M389212	Lesson plans will be reviewed and monitored for rigor. Successful implementation will result in...	Aldridge, Jeffrey	8/15/2017	Lesson plans and lesson plan feedback forms	5/31/2018 weekly
G2.B1.S1.MA1 M389213	Administration team will monitor the fidelity of implementation by reviewing PLC minutes, providing...	Aldridge, Jeffrey	8/15/2017	PLC minutes with feedback, lesson plans and lesson plan feedback forms	5/31/2018 weekly
G3.B1.S1.MA1 M389219	Accurately developed lesson plans addressing LAFS and MAFS will be reviewed and archived.	Hamilton, Tameka	8/15/2017	Lesson plans archived on the school collaboration website will provide evidence of effectiveness.	5/31/2018 weekly

Orange - 0222 - Avalon Elementary - 2017-18 SIP
Avalon Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.MA1  M389220	Administration will routinely check and provide feedback on lesson plan.	Aldridge, Jeffrey	8/15/2017	Lesson plans and Professional Learning Community minutes will provide evidence of completion.	5/31/2018 weekly
G1.B1.S2.MA1  M389208	Assigned members of administration team will monitor PLC meetings for fidelity of implementation.	Aldridge, Jeffrey	8/15/2017	PLC minutes will be collected.	5/31/2018 weekly

V. Professional Development Opportunities

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

G1. Increase ELA and Mathematics learning gains in the top quartile (Division Priority: Ensure career and college readiness).

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 lessons meeting the full intent of each standard.

PD Opportunity 1

Provide professional development on deconstructing standards.

Facilitator

Tara Popovich

Participants

All instructional staff

Schedule

Quarterly, from 8/30/2017 to 5/29/2018

G1.B1.S3 Professional development provided on evidence-based scales.

PD Opportunity 1

Professional development will be provided on design and implementation of evidence-based scales.

Facilitator

Tameka Hamilton

Participants

All instructional staff

Schedule

Quarterly, from 8/30/2017 to 4/25/2018

G2. Increase ELA, Mathematics, and Science proficiency in all subgroups (Division Priority: Accelerate student performance).

G2.B1 Lack of rigor in lesson planning and teacher instruction

G2.B1.S2 Professional development provided on information learned in DPLC.

PD Opportunity 1

Provide professional development on information gained from DPLC.

Facilitator

DPLC Team

Participants

Teachers

Schedule

Every 2 Months, from 9/6/2017 to 5/23/2018

G2.B1.S3 Professional development provided on evidence-based scales.

PD Opportunity 1

Teachers will be provided professional development on creation of evidence-based scales.

Facilitator

Tameka Hamilton

Participants

All instructional staff

Schedule

Quarterly, from 9/13/2017 to 5/30/2018

G3. Increase ELA and Mathematics learning gains in the lowest quartile (Division Priority: Narrow the achievement gaps).

G3.B1 Instructional staff requires additional support, resources, tools and training with standards-based instruction to support their classroom instruction.

G3.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 8/29/2017 to 5/30/2018

VI. Technical Assistance Items

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

VII. Budget

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.				\$0.00
4	G1.B1.S2.A2	Use PLCs for standards-based planning.				\$0.00
5	G1.B1.S3.A1	Professional development will be provided on design and implementation of evidence-based scales.				\$52,440.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	100-Salaries	0222 - Avalon Elementary	General Fund		\$52,440.00
6	G2.B1.S1.A1	Timely lesson plan feedback will be provided to all teachers.				\$0.00
7	G2.B1.S1.A2	Monitoring of PLC meetings with guided feedback from leadership team will occur.				\$0.00
8	G2.B1.S2.A1	Provide professional development on information gained from DPLC.				\$52,440.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	100-Salaries	0222 - Avalon Elementary	General Fund		\$52,440.00
9	G2.B1.S2.A2	Use PLCs for standards-based planning.				\$0.00
10	G2.B1.S3.A1	Teachers will be provided professional development on creation of evidence-based scales.				\$0.00
11	G3.B1.S1.A1	Instructional staff is provided common collaboration and planning time to develop rigorous lessons.				\$0.00
12	G3.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	2017-18
	5100	100-Salaries	0222 - Avalon Elementary	General Fund		\$52,440.00
13	G3.B1.S2.A1	Teachers will perform Instructional Rounds targeting ELA and math instruction.				\$2,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	140-Substitute Teachers	0222 - Avalon Elementary	General Fund		\$2,400.00
14	G3.B1.S2.A2	Administration team will conduct a follow-up meeting after Instructional Rounds.				\$0.00
Total:						\$159,720.00