

2013-2014 SCHOOL IMPROVEMENT PLAN

Avalon Elementary
13500 TANJA KING BLVD
Orlando, FL 32828
407-207-3825

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 24%
Alternative/ESE Center No	Charter School No	Minority Rate 46%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A	2009-10 A
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Avalon Elementary

Principal

Pamela Sanders

School Advisory Council chair

Jackie Carroll

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Donald Vega	Assistant Principal
Christy Phelps	Curriculum Resource Teacher
Grace Felipa-Hayes	Literacy Coach

District-Level Information

District

Orange

Superintendent

Dr. Barbara M Jenkins

Date of school board approval of SIP

1/28/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Jackie Carroll, Chair

Karen Fray-Chinn, Co-chair

Grace Felipa-Hayes, Secretary

Del Cragin, Community Partner

Parent: Jackie, Carroll, Karen Fray-Chinn, Pauline Faletti, Jame Cole, Andrea Tabor and Gloria Ossa

Administration: Pamela Sanders

Teacher: Kelly Bryant, Grace Felipa-Hayes and Tara Ruyter

Classified: Schenika Cooke

Involvement of the SAC in the development of the SIP

The 2013-2014 School Advisory Council for Avalon Elementary will be proactive in approving and monitoring this year's School Improvement Plan.

Activities of the SAC for the upcoming school year

The 2013-2014 School Advisory Council will collect data using a survey of the school's learning environment. The information about the environment of the school will be used to conduct Avalon Elementary's needs assessment. Analyzing the data, the School Advisory will determine issues to focus on during the analysis stage of developing the School Improvement Plan.

Projected use of school improvement funds, including the amount allocated to each project

No allocation of funds for the 2013-2014 School Advisory Council.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Pamela Sanders		
Principal	Years as Administrator: 19	Years at Current School: 12

Credentials

Degrees:
 Bachelor of Arts in Education, Master of Education and Educational Specialist
 Certifications:
 Educational Leadership, Elementary Education, Early Childhood Education, Gifted K-12

Performance Record

2012-2013: Grade A, High Standards in Reading 83%, Math 89%, Writing 78%, Science 89%
 Learning Gains in Reading 66%, Math 71%
 Lowest 25% Making Gains in Reading 63%, Math 71%
 2011-2012: Grade A, High Standards in Reading 85%, Math 85%, Writing 97%, Science 79%
 Learning Gains in Reading 82%, Math 81%
 Lowest 25% Making Gains in Reading 88%, Math 76%
 2010-2011: Grade A, made AYP, High Standards in Reading 95%, Math 98%, Writing 98%, Science 95%
 Learning Gains in Reading 74%, Math 78%
 Lowest 25% Making Gains in Reading 79%, Math 91%
 2009-2010: Grade A, made AYP, High Standards in Reading 94%, Math 95%, Writing 95%, Science 82%
 Learning Gains in Reading 71%, Math 74%
 Lowest 25% Making Gains in Reading 67%, Math 78%
 2008-2009: Grade A, made AYP, High Standards in Reading 97%, Math 97%, Writing 99%, Science 84%
 Learning Gains in Reading 82%, Math 84 %
 Lowest 25% Making Gains in Reading 88%, Math 81%

Donald Vega		
Asst Principal	Years as Administrator: 0	Years at Current School: 11

Credentials	<p>Degrees: Bachelor of Science in Elementary Education and Master of Science in Educational Leadership</p>
Performance Record	<p>2012-2013: Grade A, High Standards in Reading 83%, Math 89%, Writing 78%, Science 89% Learning Gains in Reading 66%, Math 71% Lowest 25% Making Gains in Reading 63%, Math 71% 2011-2012: Grade A, High Standards in Reading 85%, Math 85%, Writing 97%, Science 79% Learning Gains in Reading 82%, Math 81% Lowest 25% Making Gains in Reading 88%, Math 76% 2010-2011: Grade A, made AYP, High Standards in Reading 95%, Math 98%, Writing 98%, Science 95% Learning Gains in Reading 74%, Math 78% Lowest 25% Making Gains in Reading 79%, Math 91% 2009-2010: Grade A, made AYP, High Standards in Reading 94%, Math 95%, Writing 95%, Science 82% Learning Gains in Reading 71%, Math 74% Lowest 25% Making Gains in Reading 67%, Math 78% 2008-2009: Grade A, made AYP, High Standards in Reading 97%, Math 97%, Writing 99%, Science 84% Learning Gains in Reading 82%, Math 84 % Lowest 25% Making Gains in Reading 88%, Math 81%</p>

Instructional Coaches

# of instructional coaches	2
# receiving effective rating or higher (not entered because basis is < 10)	
Instructional Coach Information:	

Christy Phelps		
Part-time / District-based	Years as Coach: 2	Years at Current School: 12
Areas	Other	
Credentials	Bachelor of Science in Elementary Education, Elementary Ed and ESOL Certification	
Performance Record	2012-2013: Grade A, High Standards in Reading 83%, Math 89%, Writing 78%, Science 89% Learning Gains in Reading 66%, Math 71% Lowest 25% Making Gains in Reading 63%, Math 71% 2011-2012: Grade A, High Standards in Reading 85%, Math 88%, Writing 97%, Science 79% Learning Gains in Reading 82%, Math 81% Lowest 25% Making Gains in Reading 88%, Math 76%	

Grace Felipa-Hayes		
Part-time / District-based	Years as Coach: 2	Years at Current School: 10
Areas	Other	
Credentials	Bachelor of Arts in Elementary Education, Masters of Science in Educational Leadership, ESOL, Elementary 1-6, Ed Leadership and National Boards Certification	
Performance Record	2012-2013: Grade A, High Standards in Reading 83%, Math 89%, Writing 78%, Science 89% Learning Gains in Reading 66%, Math 71% Lowest 25% Making Gains in Reading 63%, Math 71% 2011-2012: Grade A, High Standards in Reading 85%, Math 88%, Writing 97%, Science 79% Learning Gains in Reading 82%, Math 81% Lowest 25% Making Gains in Reading 88%, Math 76%	

Classroom Teachers

# of classroom teachers	64
# receiving effective rating or higher	63, 98%
# Highly Qualified Teachers	100%
# certified in-field	64, 100%
# ESOL endorsed	58, 91%

reading endorsed

9, 14%

with advanced degrees

26, 41%

National Board Certified

8, 13%

first-year teachers

2, 3%

with 1-5 years of experience

14, 22%

with 6-14 years of experience

31, 48%

with 15 or more years of experience

17, 27%

Education Paraprofessionals

of paraprofessionals

9

Highly Qualified

9, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

9

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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. Once hired, the teacher will be provided staff and professional development through PLCs on school procedures, Rtl and Common Core.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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 third grade curriculum.

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

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

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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/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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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

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

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

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

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

Vonda Campbell, Varying Exceptionalities Resource Teacher (K-2), Participates in student data collection, integrates core instructional activities/materials into Tier 2 and Tier 3 instruction, and collaborates with general education teachers through activities such as co-teaching.

Nicola Jordan, Stacy Dixon, Meghan Recinos, Varying Exceptionalities Resource Teachers, participate in student data collection, integrate core instructional activities/materials into Tier 2 and Tier 3 instruction, and collaborate with general education teachers through co-teaching.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS team meets routinely throughout the school year to review data. During these meeting instructional decisions will be made based on the needs of the students. Progress monitoring data will also be reviewed at the classroom level and grade level to identify students or classes who are meeting targets. Accordingly, students who are not meeting targets will be identify. in effort to meet the goals and targets of the SIP, the MTSS will design professional development based on data collected from district and state assessments.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline Data: Progress Monitoring and Reporting Network, Performance Matters, Write Score, Diagnostic Reading Assessment, Florida Comprehensive Assessment Test (FCAT)
Progress Monitoring: Progress Monitoring and Reporting Network, Easy CBM, Imagination Station, Read Naturally and Performance Matters Mini-Assessments
Midyear: Performance Matters, Write Score, FAIR, Diagnostic Reading
End of Year: Progress Monitoring and Reporting Network, Performance Matters and FCAT
Frequency of Data Days: once a week for data analysis with all grade level teams

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The MTSS team will meet regularly to discuss the implementation of the MTSS process. During these meetings, members will share and learn MTSS strategies for involving parents in the response to intervention process. The team will also develop and implement goals and programs related to MTSS, the principal and assistant principal will assess the process and conduct ongoing evaluations. This ongoing evaluation allows the MTSS team to continue with certain features of the plan and to revise features that are not working. The outcome will be that Avalon Elementary will educate and involve more parents and families in the response to intervention process.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 1,200

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

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Teachers will monitor student progress or performance in phonics, oral reading fluency and reading comprehension with curriculum-based measures on easyCBM.com.

Who is responsible for monitoring implementation of this strategy?

Don Vega, Assistant Principal

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Pamela Sanders	Principal
Donald Vega	Assistant Principal
Christy Phelps	Curriculum Resource Teacher
Grace Felipa-Hayes	Instructional and MTSS Resource Teacher
Cathy Stallings	Media Specialist
Meghan Recinos	SLD teacher

How the school-based LLT functions

The Literacy Leadership Team (LLT) meets monthly to discuss, share, and plan based on observations and student data. The team supports teachers in the implementation of the K-12 Reading Plan. The LLT promotes the use of a variety of assessment strategies to support students' literacy achievement. The team also promotes and assists teachers in analyzing data for instructional decision-making. Professional learning opportunities to improve literacy are planned, organized, and delivered by the LLT.

Major initiatives of the LLT

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

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

The responsibility of teaching students to read is shared by every teacher. This belief that all teachers can contribute to a student's ability to read is culturally-embedded at Avalon Elementary. Our music, art, science and physical education teachers integrate reading instructional strategies throughout their curriculum. The content area teachers along with the classroom teachers teach vocabulary by emphasizing the relationships among words and word structures, origins and meanings. In addition, each teacher provides frequent opportunities for students to write.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

N/A

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

N/A

Strategies for improving student readiness for the public postsecondary level

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/opportunities for growth across core academics, including (but not limited to) reading, math and science (for every student, on all grades). Additionally, the 5th grade team, partners with Avalon Middle School to plan each students' course (and levels) of study for entry into the 6th grade.

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

and managed. Students run their own businesses, “earn a living”, pay taxes, manufacture products, run the town’s government, etc.

Extra curricula clubs are dedicated to extending academic & theoretical learning to career and competitive real world applications. ChessMates (our chess club open to grades k-5) 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 the last 5 years. This year, our school has launched a new program: ASTEMS (Avalon Science Technology and Math Society). The club will focus on stimulating long-term student interest (with special emphasis among girls) in pursuing careers within these disciplines.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	88%	83%	No	89%
American Indian				
Asian	90%	100%	Yes	91%
Black/African American	60%	69%	Yes	64%
Hispanic	81%	74%	No	83%
White	93%	88%	No	94%
English language learners	74%	61%	No	77%
Students with disabilities	58%	32%	No	63%
Economically disadvantaged	76%	74%	No	78%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	127	27%	30%
Students scoring at or above Achievement Level 4	250	56%	39%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	180	66%	69%
Students in lowest 25% making learning gains (FCAT 2.0)	27	63%	66%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	36	75%	78%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	21	44%	47%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	20	42%	45%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	123	78%	81%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	91%	89%	No	92%
American Indian				
Asian	100%	100%	Yes	100%
Black/African American	89%	83%	No	90%
Hispanic	87%	85%	No	88%
White	93%	91%	No	93%
English language learners	81%	72%	No	83%
Students with disabilities	71%	50%	No	74%
Economically disadvantaged	82%	82%	Yes	84%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	139	30%	33%
Students scoring at or above Achievement Level 4	294	63%	67%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	195	71%	74%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	49	71%	74%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	26	18%	21%
Students scoring at or above Achievement Level 4	98	70%	73%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		5
Participation in STEM-related experiences provided for students	920	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	48	5%	2%
Students retained, pursuant to s. 1008.25, F.S.	10	1%	0%
Students who are not proficient in reading by third grade	28	17%	14%
Students who receive two or more behavior referrals	5	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	4	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Our target is to have 190 PTO family memberships by the end of the 2013-2014 school year. There will also be a minimum of three PTO sponsored activities.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
PTO Family Memberships	185	100%	100%

Goals Summary

- G1.** 86% of the students taking the 2014 FCAT Reading test will score a Level 3 or above.
- G2.** 92% of the students at Avalon Elementary taking the 2014 FCAT Science test will score at or above a Level 3.
- G3.** 81% of the students at Avalon Elementary will score a Level 3.5 or higher on the 2014 FCAT Writing test.
- G4.** 70% of the students at Avalon Elementary will make learning gains on the 2014 FCAT Reading test.
- G5.** 92% of students at Avalon Elementary will score at a Level 3 or above on the 2014 FCAT Math test.

Goals Detail

G1. 86% of the students taking the 2014 FCAT Reading test will score a Level 3 or above.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

Resources Available to Support the Goal

- Highly qualified classroom teachers, Read 180 and Voyager Passport

Targeted Barriers to Achieving the Goal

- Moving students who scored a Level 1 or 2 on prior FCAT Reading test up to a Level 3 or above.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Classroom teachers, curriculum resource teacher, assistant principal and principal

Target Dates or Schedule:

Monitoring for progress towards the reading goal will occur routinely throughout the school year.

Evidence of Completion:

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

G2. 92% of the students at Avalon Elementary taking the 2014 FCAT Science test will score at or above a Level 3.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Cross-curricular lesson plans, STEM lessons, Science Fusion and science teacher

Targeted Barriers to Achieving the Goal

- Ability to read and comprehend grade-level text.

Plan to Monitor Progress Toward the Goal

Data from direct and indirect assessments including Performance Matters will be collected to monitor the progress towards the integration of reading and science.

Person or Persons Responsible

Classroom teachers, science teacher, assistant principal and principal

Target Dates or Schedule:

Monitoring for progress towards the goal will occur throughout the school year.

Evidence of Completion:

Data from Science Performance Matter assessments.

G3. 81% of the students at Avalon Elementary will score a Level 3.5 or higher on the 2014 FCAT Writing test.

Targets Supported

- Writing

Resources Available to Support the Goal

- Student essays are hand scored by the Write Score company according to state mandated criteria and reflect similar findings. Analysis of students writing identifies strengths and weaknesses to inform the most effective instruction.

Targeted Barriers to Achieving the Goal

- Students' prior knowledge of the writing process.

Plan to Monitor Progress Toward the Goal

Data from Write Score will be collected to monitor the progress towards the writing goal.

Person or Persons Responsible

CRT, instructional coach and classroom teachers

Target Dates or Schedule:

Once a month

Evidence of Completion:

Monthly teacher reports and Write Score reports will be used to monitor the progress of the writing goal.

G4. 70% of the students at Avalon Elementary will make learning gains on the 2014 FCAT Reading test.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

Resources Available to Support the Goal

- Highly qualified classroom teachers
- Read 180 comprehensive reading intervention program

Targeted Barriers to Achieving the Goal

- Teachers at varying levels of utilizing data to drive instructional decisions.

Plan to Monitor Progress Toward the Goal

Benchmark data from the fall to winter Performance Matters Reading Assessment will be the criteria for evaluating if 80% of our students are making learning gains.

Person or Persons Responsible

Classroom teachers, curriculum resource teacher, assistant principal and principal

Target Dates or Schedule:

Curriculum resource teacher, assistant principal and principal will meet monthly with PLCs.

Evidence of Completion:

PLC minutes, Performance Matter data and data from progress monitoring

G5. 92% of students at Avalon Elementary will score at a Level 3 or above on the 2014 FCAT Math test.

Targets Supported

Resources Available to Support the Goal

- Highly qualified classroom teachers including curriculum resource teachers and one Exceptional Student Education (ESE) teacher on grades three through five will deliver intensive targeted instruction using the Go Math! comprehensive core curriculum as well as differentiated small group instruction to students identified with math skills deficiencies.

Targeted Barriers to Achieving the Goal

- Students not proficient in basic math skills.

Plan to Monitor Progress Toward the Goal

Data from the fall and winter Performance Matters will be collected to determine progress toward the math goal is satisfactory.

Person or Persons Responsible

Classroom teachers, curriculum resource teacher and assistant principal

Target Dates or Schedule:

Progress towards to math goal will be monitored throughout the school year, after every district benchmark assessment and core curriculum assessment.

Evidence of Completion:

Comparison of the fall and winter Performance Matters Math test and mini-assessment data will be used to gauge progress toward the FCAT Math goal.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. 86% of the students taking the 2014 FCAT Reading test will score a Level 3 or above.

G1.B1 Moving students who scored a Level 1 or 2 on prior FCAT Reading test up to a Level 3 or above.

G1.B1.S1 Provide additional intensive instruction outside of the 90 minute reading block using Read 180, a research-based comprehensive intervention reading program.

Action Step 1

Schedules have been adjusted to allow for an additional 90 minutes of reading instruction for students with a prior year Level 1 score on the FCAT Reading test.

Person or Persons Responsible

3rd grade ESE teacher, 4th grade ESE teacher and 5th grade ESE teacher

Target Dates or Schedule

4 to 5 days a week, through out the 2013-2014 school year

Evidence of Completion

This task will be monitored by the administrative staff conducting weekly classroom walk-throughs.

Facilitator:

Read 180 Consultants

Participants:

3rd grade classroom teachers 3rd grade ESE teacher 4th grade classroom teachers 4th grade ESE teacher 5th grade classroom teachers 5th grade ESE teacher

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

The plan to monitor the fidelity of the implementation involves the observation of each step of the action plan.

Person or Persons Responsible

Curriculum resource teacher, assistant principal and principal

Target Dates or Schedule

Monitoring for fidelity of the implementation will occur on bi-weekly basis throughout the year.

Evidence of Completion

Conducting teacher observations according to the scheduled additional instruction.

Plan to Monitor Effectiveness of G1.B1.S1

Data from Performance Matters tests and mini assessments will be collected and analyzed to determine the effectiveness of the strategy.

Person or Persons Responsible

Classroom teachers, ESE teachers, curriculum resource teacher and assistant principal

Target Dates or Schedule

Monitoring for effectiveness will occur routinely throughout the school year.

Evidence of Completion

Data from Reading Performance Matter assessments will be used as evidence of effectiveness.

G1.B1.S2 Offer morning computer lab and tutoring for below grade-level students in grades three through five.

Action Step 1

Identify students with a prior FCAT Reading score below a Level 3. Invitations will be sent to parents for their child to participate in the program. Tutoring will be based on the specific needs of the student.

Person or Persons Responsible

Assistant Principal, curriculum resource teacher and tutoring teachers

Target Dates or Schedule

Invitations will be sent in mid September and the tutoring will occur from October through April.

Evidence of Completion

Parent permission slips and weekly assessment data will be used as evidence of completion.

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

Weekly assessment data will be used to monitor the fidelity of the tutoring program.

Person or Persons Responsible

Assistant principal, curriculum resource teacher and tutoring teachers

Target Dates or Schedule

Monitoring for fidelity will occur on a bi-weekly basis.

Evidence of Completion

Progress monitoring graphs and charts will be evidence of fidelity.

Plan to Monitor Effectiveness of G1.B1.S2

Weekly assessment data will be used to monitor the fidelity of the tutoring program.

Person or Persons Responsible

Assistant principal, curriculum resource teacher and tutoring teachers

Target Dates or Schedule

The tutoring program will be monitored for effectiveness on a bi-weekly basis from October through April.

Evidence of Completion

Performance Matters Reading assessments will be used as evidence of the effectiveness of the program.

G2. 92% of the students at Avalon Elementary taking the 2014 FCAT Science test will score at or above a Level 3.

G2.B2 Ability to read and comprehend grade-level text.

G2.B2.S1 Integrating reading and science during 90 minute reading block.

Action Step 1

5th grade classroom teacher will integrate science content specifically plants, earth structures and earth in space and time during whole and small group reading instruction.

Person or Persons Responsible

5th grade classroom teachers and science teacher

Target Dates or Schedule

Integration of science and reading will occur throughout the 2014 school year.

Evidence of Completion

Classroom walk-throughs, teacher lesson plans and PLC meetings

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Administrative team will participate in bi-weekly PLC meeting. The administrative team will conduct routine walk-throughs in the 5th grade classrooms and science lab.

Person or Persons Responsible

Classroom teachers, science teacher, assistant principal and principal

Target Dates or Schedule

Monitoring for fidelity of implementation will occur throughout the school year.

Evidence of Completion

Teacher lesson plans, direct and indirect student assessments and PLC minutes

Plan to Monitor Effectiveness of G2.B2.S1

Data from direct and indirect assessments including Performance Matters will be collected to monitor the effectiveness on integrating reading and science.

Person or Persons Responsible

Classroom teachers, science teacher, assistant principal and principal

Target Dates or Schedule

Monitoring for effectiveness of strategy will occur throughout the school year.

Evidence of Completion

Data from direct and indirect assessments will be analyzed to monitor the performance to the strategy and goal. The ultimate evidence of effectiveness is achieving the targeted goal of students scoring a Level 3 or above on the FCAT Science.

G2.B2.S3 Using the scientific process to teach inferencing, compare and contrast, drawing conclusions and reference and research skills.

Action Step 1

Fifth grade teachers and the science teacher will develop and write lessons focusing on the grade level's three weakest reading strategies. The lessons will incorporate the scientific process to find clues, add the clues to what the student already knows or has read and to be able to support their thinking. The science teacher will model the lessons. The fifth grade teachers will observe and provide feedback. The feedback will be used to polish and refine the lessons.

Person or Persons Responsible

Fifth Grade Classroom Teachers and Science Teacher

Target Dates or Schedule

The strategy will occur throughout the 2013-2014 school year.

Evidence of Completion

Lesson plans, observations and classroom walk-throughs

Plan to Monitor Fidelity of Implementation of G2.B2.S3

The administrative team will participate in bi-weekly PLC meetings.

Person or Persons Responsible

Fifth Grade Teachers, Science Teacher, Assistant Principal and Principal

Target Dates or Schedule

Monitoring for the fidelity of implementation will occur throughout the school year.

Evidence of Completion

Teacher lesson plans, PLC minutes and Performance Matters data

Plan to Monitor Effectiveness of G2.B2.S3

Data collected from the Performance Matters Reading and Science test will be used to judge the effectiveness of the strategy.

Person or Persons Responsible

Fifth Grade Teachers, Science Teacher, Assistant Principal and Principal

Target Dates or Schedule

Monitoring for the effectiveness of the strategy will occur routinely throughout the school year.

Evidence of Completion

Classroom walk-throughs, lesson plans and PLC minutes

G2.B2.S4 Build scientific vocabulary and terminology.**Action Step 1**

Fifth grade teachers will build scientific vocabulary and terminology utilizing academic games. Students in each class will represent teams from the NFL. Students will play flashcard football against each other following the NFL schedule. For just ten minutes every Friday afternoon, students ask each other in rapid fire fashion, vocabulary questions. A correct response allows for your team to score "touchdowns". The actual game only takes up 10 minutes of class time per week. Students make their own flashcards during the week, which are required for them to play this game. Then, when done with their daily work throughout the course of the week, students hold "practices" with fellow teammates. These football practices consist simply of them asking each other science vocabulary cards. The game itself is simple and consists mostly of students making their own vocabulary cards and asking each other questions. The NFL theme built in around it is what motivates students so much that they are studying science vocabulary on their own and learning these terms without much class time being used or stressful assessments being given to them.

Person or Persons Responsible

Fifth Grade Teachers and Science Teacher

Target Dates or Schedule

This strategy will occur throughout the 2013-2014 school year.

Evidence of Completion

Data collected from Performance Matter Science test and mini-assessments.

Plan to Monitor Fidelity of Implementation of G2.B2.S4

Classroom teachers will monitor the fidelity of the implementation. Teachers will observe each step of the plan.

Person or Persons Responsible

Fifth Grade Classroom Teachers and Science Teacher

Target Dates or Schedule

Monitoring for fidelity of implementation will occur routinely throughout the school year.

Evidence of Completion

Lesson plans and observations

Plan to Monitor Effectiveness of G2.B2.S4

Data from direct and indirect assessment including Performance Matters will be collected to monitor the effectiveness of the building scientific vocabulary.

Person or Persons Responsible

Fifth Grade Classroom Teachers and Science Teacher

Target Dates or Schedule

Building scientific vocabulary strategy will be monitored for effectiveness routinely throughout the school year.

Evidence of Completion

Data from the Science Performance Matters tests.

G3. 81% of the students at Avalon Elementary will score a Level 3.5 or higher on the 2014 FCAT Writing test.

G3.B1 Students' prior knowledge of the writing process.

G3.B1.S1 Continue training teachers on school developed writing curriculum.

Action Step 1

The CRT and instructional coach will present professional development lessons focusing on organization, support, and conventions in writing.

Person or Persons Responsible

CRT and instructional coach

Target Dates or Schedule

From August 2013-February 2014

Evidence of Completion

Monthly writing prompts, 4 Write Score assessments

Facilitator:

CRT an instructional coach

Participants:

Fourth grade classroom teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S1

The fourth grade teachers will meet with the CRT and instructional coach once a month to discuss their monthly writing assessment data from the timed prompts.

Person or Persons Responsible

CRT and instructional coach

Target Dates or Schedule

Once a month

Evidence of Completion

Scores of monthly writing prompts

Plan to Monitor Effectiveness of G3.B1.S1

The data collected will be the percent of students on target in the areas of focus, organization, support, and conventions. Successful implementation will produce 81% of students scoring on target in the four areas. Poor implementation would produce less than 81% of the students scoring on target. We would need to then remediate those students in their specific area of weakness.

Person or Persons Responsible

Fourth grade teachers

Target Dates or Schedule

Once a month for classroom prompts and in September, October, December, and January for the Orange County Writes assessment graded by Write Score.

Evidence of Completion

The teacher data report from Write Score will be collected as evidence of effectiveness.

G3.B1.S2 Saturday student and parent writing conferences.

Action Step 1

Students will write a narrative and an expository five paragraph essay,. Teachers will assess each essay on the six point scoring rubric used for the FCAT Writes. Parents and students will be given a 15 minute feedback session with their teacher. The teacher will explain the strengths and areas needing improvement. The parents will also be provided strategies to assist their child with the writing process.

Person or Persons Responsible

4th grade classroom teachers

Target Dates or Schedule

Two Saturdays, one in November and one in March

Evidence of Completion

Parent sign-in sheets will show evidence of completion.

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

Teachers scoring sheets and conference notes will be used to monitor the fidelity of implementation.

Person or Persons Responsible

Principal, assistant principal, curriculum resource teacher and fourth grade teachers

Target Dates or Schedule

Two Saturdays, one in November and one in March

Evidence of Completion

Writing scoring sheets and conference notes will be used to monitor for fidelity.

Plan to Monitor Effectiveness of G3.B1.S2

Data from Write Score will be used to judge the effectiveness of the Saturday student and parent writing conferences..

Person or Persons Responsible

Principal, assistant principal, curriculum resource teacher and fourth grade teachers

Target Dates or Schedule

Data from Write Score will be collected in September, October, December and January.

Evidence of Completion

Data from Write Score will be used to track student growth in each of the four writing elements.

G4. 70% of the students at Avalon Elementary will make learning gains on the 2014 FCAT Reading test.

G4.B1 Teachers at varying levels of utilizing data to drive instructional decisions.

G4.B1.S1 Classroom teachers will use data-driven decisions to tailor instruction and intervention to students.

Action Step 1

1. PLCs will write SMART goals based on each quin's material. Example, during the first quin, 75% of the students will score an 80% or above on each unit of instruction. 2. As a professional development activity within their PLCs, teachers will spend time sharing, researching, teaching and model researched-based best practice strategies. 3. Teachers in grades 3 through 5 will deliver instruction using the NGSSS and Common Core Standards, incorporating differentiated instructional strategies from their PLC discussions. 4. At the end of a unit, teachers will administer a common assessment. 5. Teachers bring the assessment results back to the PLCs to discuss the effectiveness of the strategies based on the data collected. 6. Based on the data, teachers decide what skills need to be retaught in to the entire class, decide which skills needs to be moved to mini-lessons or decide which skills need to be retaught to targeted students. 7. Teachers will provided differentiated instruction to targeted students with remediation or enrichment using the data collected.

Person or Persons Responsible

Classroom teachers, curriculum resource teacher, assistant principal and principal

Target Dates or Schedule

This strategy will begin in August and run through June 2014.

Evidence of Completion

Lesson plans and PLC minutes

Plan to Monitor Fidelity of Implementation of G4.B1.S1

The classroom teachers will collect direct and indirect assessments used to analyze data. The teachers within the PLCs will keep minutes of the meetings. The minutes will be reviewed by the administrative team. Administration will ensure fidelity of implementation through routine walk-throughs, observations and discussions with staff.

Person or Persons Responsible

Classroom teachers, curriculum resource teacher, assistant principal and principal

Target Dates or Schedule

Monitoring will take place routinely, once a week, throughout the course of the school year.

Evidence of Completion

The administrative team will keep a log of the walk-throughs observations and discussions with staff. The log will be reviewed and discussed each Friday during weekly administrative team meetings.

Plan to Monitor Effectiveness of G4.B1.S1

Successful implementation of the strategy will be marked by students meeting the SMART goal based on each quin's material.

Person or Persons Responsible

Classroom teachers, curriculum resource teacher, assistant principal and principal

Target Dates or Schedule

Monitoring for effectiveness will occur weekly.

Evidence of Completion

Evidence for effectiveness will be monitored using Data Walls. Data Wall will be interactive as students move between projected FCAT levels according to their progress.

G5. 92% of students at Avalon Elementary will score at a Level 3 or above on the 2014 FCAT Math test.

G5.B1 Students not proficient in basic math skills.

G5.B1.S1 Providing intensive intervention instruction to students identified with specific math skill deficiencies using district-approved core curriculum and intervention programs.

Action Step 1

Using district benchmark assessments, prior FCAT Math test and core curriculum assessments to identify students with specific math skill deficiencies.

Person or Persons Responsible

Principal, assistant principal, curriculum resource teachers and classroom teachers

Target Dates or Schedule

Will be implemented all year; students will be identified after every assessment.

Evidence of Completion

Once students are identified as not being proficient in basic math skills, classroom and ESE teachers will provide specific targeted interventions.

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Once students are identified by district benchmark assessments and core curriculum assessments and teachers provide feedback, they will be identified and monitored on the school Data Wall in order to focus on their specific needs.

Person or Persons Responsible

Principal, assistant principal, curriculum resource teachers and classroom teachers

Target Dates or Schedule

Students will be monitored throughout the school year, after every district benchmark assessments and core curriculum assessments

Evidence of Completion

Visual presentation of the Data Wall will be accessible to the administration team, ESE teachers and classroom teachers. Data Wall will be interactive as students' names will move according to their progress.

Plan to Monitor Effectiveness of G5.B1.S1

Data Wall will draw attention to individual student progress, students are identified with low proficiency in basic math skills immediately and provided with targeted instruction

Person or Persons Responsible

Principal, assistant principal, curriculum resource teachers and classroom teachers

Target Dates or Schedule

Students will be monitored throughout the school year, after every district benchmark assessments and core curriculum assessment.

Evidence of Completion

Teachers will provide progress monitoring which will be used to assess students' math performance and evaluate the effectiveness of the targeted instruction provided.

G5.B1.S2 Students will accelerate the mastery and fluency of basic math facts using the FASST Math program.

Action Step 1

Students will complete a brief FASST Math assessment that will establish a baseline of math fact fluency, identifying exactly which facts need to be targeted for intervention. Students will then work a 10-minute daily instruction session during computer lab time focusing on the students' non-fluent facts. Next, each student will have independent practice while playing engaging and motivating games. Students build fluency and confidence by practicing their learned and fluent facts. Teacher will progress monitor each student using the real time data provided by the FASST Math software.

Person or Persons Responsible

Classroom teachers, curriculum resource teacher and assistant principal

Target Dates or Schedule

Students will work daily on FASST Math and teachers will progress monitor on a bi-weekly basis.

Evidence of Completion

Data collected from the FASST Math software.

Plan to Monitor Fidelity of Implementation of G5.B1.S2

Data from the software will be used to monitor for fidelity of the implementation.

Person or Persons Responsible

Classroom teachers, curriculum resource teacher and assistant principal

Target Dates or Schedule

Monitoring for fidelity of implementation will occur monthly throughout the school year.

Evidence of Completion

Data from the FASST Math software will be used to track the fidelity of the implementation.

Plan to Monitor Effectiveness of G5.B1.S2

Performance Matters Math assessments and mini-assessments will be used to monitor the effectiveness of the FASST Math software.

Person or Persons Responsible

Classroom teachers, curriculum resource teacher and assistant principal

Target Dates or Schedule

District Performance Matter scores and data will be monitored after each administration. Mini-assessments will be monitored regularly throughout the year.

Evidence of Completion

Baseline data from both FASST Math and the fall Performance Matters Math assessment will be compared to the winter Performance Matters Math data to determine the effectiveness of the program.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title II funds

Allocated funds for Title II are being used to support our highly qualified teachers. Avalon Elementary has hired a consultant who will work and train teachers to use the district-approved comprehensive intervention program READ 180. This reading intervention will be used with tier-3 students in grades three through five. The program supports our reading and Multi-Tiered System of Supports (MTSS) goals along with the inclusion of the data-based problem-solving processes built into these goals.

SAI funds

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. 86% of the students taking the 2014 FCAT Reading test will score a Level 3 or above.

G1.B1 Moving students who scored a Level 1 or 2 on prior FCAT Reading test up to a Level 3 or above.

G1.B1.S1 Provide additional intensive instruction outside of the 90 minute reading block using Read 180, a research-based comprehensive intervention reading program.

PD Opportunity 1

Schedules have been adjusted to allow for an additional 90 minutes of reading instruction for students with a prior year Level 1 score on the FCAT Reading test.

Facilitator

Read 180 Consultants

Participants

3rd grade classroom teachers 3rd grade ESE teacher 4th grade classroom teachers 4th grade ESE teacher 5th grade classroom teachers 5th grade ESE teacher

Target Dates or Schedule

4 to 5 days a week, through out the 2013-2014 school year

Evidence of Completion

This task will be monitored by the administrative staff conducting weekly classroom walk-throughs.

G3. 81% of the students at Avalon Elementary will score a Level 3.5 or higher on the 2014 FCAT Writing test.

G3.B1 Students' prior knowledge of the writing process.

G3.B1.S1 Continue training teachers on school developed writing curriculum.

PD Opportunity 1

The CRT and instructional coach will present professional development lessons focusing on organization, support, and conventions in writing.

Facilitator

CRT an instructional coach

Participants

Fourth grade classroom teachers

Target Dates or Schedule

From August 2013-February 2014

Evidence of Completion

Monthly writing prompts, 4 Write Score assessments

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	86% of the students taking the 2014 FCAT Reading test will score a Level 3 or above.	\$44,000
G3.	81% of the students at Avalon Elementary will score a Level 3.5 or higher on the 2014 FCAT Writing test.	\$4,000
G5.	92% of students at Avalon Elementary will score at a Level 3 or above on the 2014 FCAT Math test.	\$5,000
Total		\$53,000

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Program	Personnel	Total
School budget	\$2,000	\$41,000	\$2,000	\$45,000
SAI Funds	\$0	\$0	\$8,000	\$8,000
Total	\$2,000	\$41,000	\$10,000	\$53,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. 86% of the students taking the 2014 FCAT Reading test will score a Level 3 or above.

G1.B1 Moving students who scored a Level 1 or 2 on prior FCAT Reading test up to a Level 3 or above.

G1.B1.S1 Provide additional intensive instruction outside of the 90 minute reading block using Read 180, a research-based comprehensive intervention reading program.

Action Step 1

Schedules have been adjusted to allow for an additional 90 minutes of reading instruction for students with a prior year Level 1 score on the FCAT Reading test.

Resource Type

Evidence-Based Program

Resource

Read 180 is a comprehensive system of curriculum, instruction, assessment, and professional development proven to raise reading achievement for struggling readers.

Funding Source

School budget

Amount Needed

\$36,000

G1.B1.S2 Offer morning computer lab and tutoring for below grade-level students in grades three through five.

Action Step 1

Identify students with a prior FCAT Reading score below a Level 3. Invitations will be sent to parents for their child to participate in the program. Tutoring will be based on the specific needs of the student.

Resource Type

Personnel

Resource

Teachers with a strong background in reading instruction and intervention.

Funding Source

SAI Funds

Amount Needed

\$8,000

G3. 81% of the students at Avalon Elementary will score a Level 3.5 or higher on the 2014 FCAT Writing test.

G3.B1 Students' prior knowledge of the writing process.

G3.B1.S1 Continue training teachers on school developed writing curriculum.

Action Step 1

The CRT and instructional coach will present professional development lessons focusing on organization, support, and conventions in writing.

Resource Type

Professional Development

Resource

Substitute teachers to cover classes during professional development.

Funding Source

School budget

Amount Needed

\$2,000

G3.B1.S2 Saturday student and parent writing conferences.

Action Step 1

Students will write a narrative and an expository five paragraph essay,. Teachers will assess each essay on the six point scoring rubric used for the FCAT Writes. Parents and students will be given a 15 minute feedback session with their teacher. The teacher will explain the strengths and areas needing improvement. The parents will also be provided strategies to assist their child with the writing process.

Resource Type

Personnel

Resource

Teachers with a strong background in the writing process and the scoring rubric for the FCAT Writes.

Funding Source

School budget

Amount Needed

\$2,000

G5. 92% of students at Avalon Elementary will score at a Level 3 or above on the 2014 FCAT Math test.

G5.B1 Students not proficient in basic math skills.

G5.B1.S2 Students will accelerate the mastery and fluency of basic math facts using the FASST Math program.

Action Step 1

Students will complete a brief FASST Math assessment that will establish a baseline of math fact fluency, identifying exactly which facts need to be targeted for intervention. Students will then work a 10-minute daily instruction session during computer lab time focusing on the students' non-fluent facts. Next, each student will have independent practice while playing engaging and motivating games. Students build fluency and confidence by practicing their learned and fluent facts. Teacher will progress monitor each student using the real time data provided by the FASST Math software.

Resource Type

Evidence-Based Program

Resource

FASST Math is an intervention program that uses adaptive software to help students in Grades 2 and higher develop fluency with basic math facts.

Funding Source

School budget

Amount Needed

\$5,000