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Avalon Elementary

13500 TANJA KING BLVD, Orlando, FL 32828

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

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	27%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Orange County Public Schools is to lead our students to success with the support and involvement of families and the community.

Provide the school's vision statement.

The vision of Orange County Public Schools is to be the top producer of successful students in the nation.

School Leadership Team

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	Other
Hamilton, Tameka	Assistant Principal

Duties

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

Jeffrey Aldridge, Principal, and 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 schoolbased 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.

Early Warning Systems

Year 2017-18

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	11	7	10	12	12	15	0	0	0	0	0	0	0	67
One or more suspensions	3	0	3	2	4	1	0	0	0	0	0	0	0	13
Course failure in ELA or Math	3	4	1	1	7	5	0	0	0	0	0	0	0	21
Level 1 on statewide assessment	0	0	0	15	24	23	0	0	0	0	0	0	0	62

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	1	1	1	4	7	7	0	0	0	0	0	0	0	21

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Retained Students: Previous Year(s)	0	0	0	2	0	0	0	0	0	0	0	0	0	2

Date this data was collected

Wednesday 7/18/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data component that performed the lowest is the learning gains of the lowest 25% in mathematics, 39%. This seems to be a trend at Avalon Elementary.

Which data component showed the greatest decline from prior year?

The data component that showed the greatest decline from the prior year is the learning gains of the lowest 25% in mathematics, declining from 49% to 39%.

Which data component had the biggest gap when compared to the state average?

The data component that had the biggest gap when compared to the state average is the math proficiency performance of our ESE students.

Which data component showed the most improvement? Is this a trend?

The data component that showed the most improvement is 5th grade NGSSS Science. Historically, Avalon has always performed well in this area with the exception of last year, in which the overall proficiency score was 72%. However, this year it improved to 80%.

Describe the actions or changes that led to the improvement in this area.

Fifth Grade Math/Science teachers and Avalon leadership team devised an action plan that consisted of thoroughly tracking science instruction with the use of the district's science assessments and modifying teacher instruction based upon the data.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	75%	56%	56%	79%	53%	52%
ELA Learning Gains	60%	55%	55%	60%	52%	52%
ELA Lowest 25th Percentile	47%	48%	48%	49%	42%	46%
Math Achievement	81%	63%	62%	84%	56%	58%
Math Learning Gains	60%	57%	59%	74%	54%	58%
Math Lowest 25th Percentile	39%	46%	47%	59%	41%	46%
Science Achievement	80%	55%	55%	83%	49%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	11 (7)	7 (12)	10 (11)	12 (12)	12 (9)	15 (12)	67 (63)
One or more suspensions	3 (0)	0 (2)	3 (0)	2 (2)	4 (1)	1 (0)	13 (5)
Course failure in ELA or Math	3 (0)	4 (4)	1 (0)	1 (6)	7 (7)	5 (6)	21 (23)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	15 (14)	24 (20)	23 (26)	62 (60)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	79%	55%	24%	57%	22%
	2017	83%	57%	26%	58%	25%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2018	71%	54%	17%	56%	15%
	2017	78%	57%	21%	56%	22%
Same Grade Comparison		-7%				
Cohort Comparison		-12%				
05	2018	76%	55%	21%	55%	21%
	2017	75%	51%	24%	53%	22%
Same Grade Comparison		1%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	86%	61%	25%	62%	24%
	2017	84%	63%	21%	62%	22%
Same Grade Comparison		2%				
Cohort Comparison						
04	2018	78%	62%	16%	62%	16%
	2017	82%	64%	18%	64%	18%
Same Grade Comparison		-4%				
Cohort Comparison		-6%				
05	2018	80%	59%	21%	61%	19%
	2017	76%	56%	20%	57%	19%
Same Grade Comparison		4%				
Cohort Comparison		-2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	80%	53%	27%	55%	25%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	22	30	30	27	41	25	33				
ELL	47	59	44	63	41	29	50				
ASN	95	73		97	73		94				
BLK	60	48		60	44	18	56				
HSP	69	63	47	75	54	38	71				
MUL	77			69							
WHT	80	58	44	87	65	48	89				
FRL	65	56	39	73	50	39	73				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	31	41	37	36	45	42	6				
ELL	59	62	67	63	67	40					
ASN	93	82		85	64		82				
BLK	85	70		79	65		60				
HSP	73	62	57	78	65	46	66				
MUL	75			75							
WHT	83	70	56	85	64	49	75				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
FRL	68	59	53	75	58	44	50				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	DPLC-ELA Learning Gains
Rationale	The overall ELA learning gains and the ELA learning gains for our lowest 25% both decreased from the previous school year (2017) to this school year (2018): Overall ELA Learning Gains: 69% (2017) to 60% (2018) Lowest 25% ELA Learning Gains: 61% (2017) to 47% (2018)
Intended Outcome	As a result of 2019 FSA ELA results, it is our goal to make an increase in our overall ELA learning gains and the ELA learning gains of our lowest 25%.
Point Person	Jeffrey Aldridge (jeffrey.aldridge@ocps.net)
Action Step	
Description	<p>Professional Development will be disseminated to all Avalon Elementary Instructional staff in regards to all information shared with the school's DPLC team, which focuses on the ELA learning focus of:</p> <ul style="list-style-type: none"> -Using close reading strategies, use content specific complex texts to develop text dependent questions -Teach strategies for participating in rigorous discussion and responding to text dependent questions -Plan and facilitate opportunities for students to select and use strategies for close reading, rigorous discussion, and responding to text dependent questions <p>In an effort to include initiatives from our school's Culturally Responsive School Plan, we plan to infuse cross curriculum extra curriculum activities as well, specifically a Multicultural Night and Art Night combined into one big production which includes:</p> <ul style="list-style-type: none"> -Administration, teachers, staff, students, parents, and the community -Each grade level assigned a country and each class must make a display that represents what they learned about the country (displays to be showcased during the night) -Classes, clubs, and community organizations perform various dances and songs -Multicultural student work made and sold
Person Responsible	Jeffrey Aldridge (jeffrey.aldridge@ocps.net)
Plan to Monitor Effectiveness	
Description	<p>PLCs will be monitored weekly through the attendance of administration and PLC notes for the effective use of the planning of standards based instruction with evidence based scales, common assessments, and data driven FBS/Intervention lessons.</p> <p>Data meetings will be held after every common assessment to efficiently monitor the progress all students and guide their MTSS instruction in an effort to provide more consistent and rationale ELA intervention and enrichment lessons.</p> <p>Coaching observations will be provided by administration and actionable coaching feedback given to all instructional staff of iObservation.</p>
Person Responsible	Jeffrey Aldridge (jeffrey.aldridge@ocps.net)

Activity #2	
Title	Math- Learning Gains
Rationale	The overall Math learning gains and the Math learning gains for our lowest 25% both decreased from the previous school year (2017) to this school year (2018): Overall Math Learning Gains: 64% (2017) to 60% (2018) Lowest 25% Math Learning Gains: 49% (2017) to 39% (2018)
Intended Outcome	As a result of 2019 FSA MATH results, it is our goal to make an increase in our overall Math learning gains and the Math learning gains of our lowest 25%.
Point Person	Tameka Hamilton (tameka.hamilton@ocps.net)
Action Step	

-During the Summer Common Planning days, conduct a PD on new school wide initiative that focuses on school-wide math instructional strategies in relation to close reading. These instructional strategies focuses on both systematic and explicit instruction and detailed coverage of significant areas of content in mathematics incorporated with:

- Specific and clear teacher models
- Examples that are sequenced in level of difficulty
- Scaffolding
- Consistent feedback
- Frequent opportunity for cumulative review

Description

In an effort that to include initiatives from our school's Culturally Responsive School Plan, we plan to also infuse the MAO, Initiative of Math Acceleration. Math Acceleration will be geared towards our ESE Students as the ESE teachers will give instruction to ESE students by preteaching MAFS benchmarks. (This initiative relates to the overall improvement of narrowing our math achievement gap, as it is specifically geared towards math.)

-Our Chess Club will make advancements to recruit and retain more female students during the 2018-2019 school year (This initiative relates to the overall improvement of narrowing our math achievement gap, as chess and its concepts have been proven to be an effective tool for improving mathematical capacity in young students.)

Person Responsible Tameka Hamilton (tameka.hamilton@ocps.net)

Plan to Monitor Effectiveness

PLCs will be monitored weekly through the attendance of administration and PLC notes for the effective use of the planning of standards based instruction with evidence based scales, common assessments, and data driven FBS/Intervention lessons.

Description

Data meetings will be held after every common assessment to efficiently monitor the progress of all students and guide their MTSS instruction in an effort to provide more consistent and rationale Math intervention and enrichment lessons.

Coaching observations will be provided by administration and actionable coaching feedback given to all instructional staff of iObservation.

Person Responsible [no one identified]

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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 2018-2019 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.

PFEP Link

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

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.

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.

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.

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.