Avalon Elementary School

2021-22 Schoolwide Improvement Plan

Table of Contents

Avalon Elementary School

3300 THOMASSON DR, Naples, FL 34112

https://www.collierschools.com/ave

Demographics

Principal: Lynda Walcott

Start Date for this Principal: 8/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (52%) 2017-18: C (51%) 2016-17: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

Table of Contents

Avalon Elementary School

3300 THOMASSON DR, Naples, FL 34112

https://www.collierschools.com/ave

School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	92%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	89%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

This plan is pending approval by the Collier 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.

Our mission is to provide a safe and positive learning environment to equip students with skills and strategies to be confident life-long learners.

Provide the school's vision statement.

A strong community collectively working to bring every child to their highest personal potential.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Kubin, Amanda	Assistant Principal	Assists the Principal in providing a common vision for the use of data-based decision making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.
Nocifora, Cassandra	Reading Coach	Develops, leads, and evaluates school core content standards/program; identifies and analyzes literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis (iReady); participates in the design and delivery of professional development; and provides support for assessment, implementation, and monitoring.
Shirk, Michele	Math Coach	Demonstrates teaching and planning in the area of mathematics through the coaching model. Provides teacher training in mathematics content and instructional strategies; problem solving strategies; differentiating mathematics instruction to meet the needs of the students; student assessment techniques and strategies; and reading strategies for the content area of mathematics. Collaborates with individual teachers and teams through co-planning, co-teaching, coaching and modeling. Assists administrative and instructional staff in interpreting data and designing approaches to improve student achievement and instruction. Facilitates teachers' use of successful, evidence based instructional strategies, including differentiated instruction for diverse learners such as those with limited English proficiency or disabilities.
Taylor, Penny	School Counselor	Participates in student data collection, integrates behavioral intervention materials/activities into instruction, and collaborates with general education teachers through such activities as co- teaching, PBIS strategies and interventions.
Walcott, Lynda	Principal	Provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing MTSS, conducts assessment of skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities. Additionally, the Principal, in collaboration with the Leadership Team, provides professional development on purposeful differentiation both in the planning process and implementation in the classroom. Lesson plans, SSPs, and classroom application are monitored.

Demographic Information

Principal start date

Saturday 8/1/2020, Lynda Walcott

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Total number of teacher positions allocated to the school

31

Total number of students enrolled at the school

365

Identify the number of instructional staff who left the school during the 2020-21 school year.

11

Identify the number of instructional staff who joined the school during the 2021-22 school year.

7

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	56	57	65	64	60	62	0	0	0	0	0	0	0	364
Attendance below 90 percent	4	11	14	7	9	17	0	0	0	0	0	0	0	62
One or more suspensions	0	2	0	5	3	12	0	0	0	0	0	0	0	22
Course failure in ELA	0	3	9	6	0	0	0	0	0	0	0	0	0	18
Course failure in Math	0	1	4	7	3	0	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	9	16	19	0	0	0	0	0	0	0	44
Level 1 on 2019 statewide FSA Math assessment	0	0	0	7	19	15	0	0	0	0	0	0	0	41
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	4	2	9	13	0	0	0	0	0	0	0	29

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	9	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Thursday 9/16/2021

2020-21 - 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	
Number of students enrolled	50	62	60	78	70	77	0	0	0	0	0	0	0	397
Attendance below 90 percent	0	13	4	4	6	4	0	0	0	0	0	0	0	31
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

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	4	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	
Number of students enrolled	50	62	60	78	70	77	0	0	0	0	0	0	0	397
Attendance below 90 percent	0	13	4	4	6	4	0	0	0	0	0	0	0	31
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

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	4	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				41%	60%	57%	46%	61%	56%
ELA Learning Gains				51%	59%	58%	63%	62%	55%
ELA Lowest 25th Percentile				46%	51%	53%	55%	54%	48%
Math Achievement				57%	68%	63%	48%	69%	62%
Math Learning Gains				64%	64%	62%	50%	65%	59%
Math Lowest 25th Percentile				51%	55%	51%	55%	55%	47%
Science Achievement				56%	59%	53%	41%	60%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	36%	61%	-25%	58%	-22%
Cohort Comparison						
04	2021					
	2019	33%	58%	-25%	58%	-25%
Cohort Comparison		-36%				
05	2021					
	2019	49%	60%	-11%	56%	-7%
Cohort Comparison		-33%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	46%	68%	-22%	62%	-16%
Cohort Comparison						
04	2021					
	2019	56%	65%	-9%	64%	-8%
Cohort Comparison		-46%				
05	2021					
	2019	60%	67%	-7%	60%	0%
Cohort Comparison		-56%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	51%	56%	-5%	53%	-2%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Grades K-2 iReady
Grades 3-5 District Quarterly Benchmark Assessments in ELA, Math, and Science (Grade 5 Only)

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	(6/62) 10%	(13/62) 21%	(28/64) 44%
	Economically Disadvantaged	(6/60) 10%	(13/60) 22%	(3/7) 43%
	Students With Disabilities		(2/16) 13%	(4/16) 25%
	English Language Learners	(4/43) 9%	(2/41) 5%	(12/43) 28%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	(10/59) 17%	(23/61) 38%	(32/62) 52%
	Economically Disadvantaged	(8/54) 15%	(20/56) 36%	(2/2) 100%
	Students With Disabilities	(1/9) 11%	(2/9) 22%	(1/8) 13%
	English Language Learners	(1/37) 3%	(11/36) 31%	(17/38) 45%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 3				
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	(27/77) 35%	(32/76) 42%	(21/73) 29%
	Economically Disadvantaged	(26/75) 35%	(31/74) 42%	(21/71) 30%
	Students With Disabilities	(4/15) 27%	(2/15) 13%	
	English Language Learners	(9/42) 21%	(12/41) 29%	(7/40) 18%
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	(37/77) 48%	(40/76) 53%	(23/65) 35%
	Economically Disadvantaged	(17/62) 27%	(21/60) 35%	(22/59) 37%
	Students With Disabilities	(1/12) 8%		(1/10) 10%
	English Language Learners	(6/30) 20%	(7/30) 23%	(10/30) 33%

Grade 4				
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	(19/68) 28%	(23/66) 35%	(23/65) 35%
	Economically Disadvantaged	(17/62) 27%	(21/60) 35%	(22/59) 37%
	Students With Disabilities	(1/12) 8%		(1/10) 10%
	English Language Learners	(6/30) 20%	(7/30) 23%	(10/30) 33%
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	(45/68) 66%	(45/66) 68%	(18/65) 28%
	Economically Disadvantaged	(40/62) 65%	(40/60) 67%	(16/59) 27%
	Students With Disabilities	(6/12) 50%	(5/11) 45%	(2/10) 20%
	English Language Learners	(20/30) 67%	(21/30) 70%	(7/30) 23%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	(27/77) 35%	(28/79) 35%	(23/81) 28%
	Economically Disadvantaged	(25/71) 35%	(26/74) 35%	(21/76) 28%
	Students With Disabilities	(2/14) 14%	(2/15) 13%	(1/14) 7%
	English Language Learners	(6/32) 19%	(7/30) 23%	(5/30) 17%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	(27/77) 35%	(34/79) 43%	(19/81) 23%
	Economically Disadvantaged	(24/71) 34%	(31/74) 42%	(18/76) 24%
	Students With Disabilities	(3/14) 21%	(6/15) 40%	(2/14) 14%
	English Language Learners	(12/32) 38%	(13/30) 43%	(3/30) 10%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	(29/77) 38%	(32/79) 41%	0
	Economically Disadvantaged	(26/71) 37%	(29/74) 39%	0
	Students With Disabilities	(4/14) 29%	(4/15) 27%	0
	English Language Learners	(8/32) 25%	(10/30) 33%	0

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	8	56	75	27	56	60	21				
ELL	35	51	60	43	59	67	31				
BLK	41			41							
HSP	43	54	50	46	58	50	44				
WHT	30			68							
FRL	41	49	53	48	56	53	41				
2019 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 2017-18	C & C Accel 2017-18
SWD	21	61		36	78	82					
ELL	29	40	45	54	63	57	48				
BLK	43	54		43	46						
HSP	39	49	50	60	66	54	55				

2019 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 2017-18	C & C Accel 2017-18
WHT	42			58							
FRL	38	49	44	56	63	50	56				
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	17	43		22	15						
ELL	36	61	46	44	48	63	33				
BLK	52	77		55	67						
HSP	43	63	60	46	45	54	42				
WHT	50	50		50	60		44				
FRL	43	62	55	47	50	55	42				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	385
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	49
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Drops in math achievement and learning gains. ELL drop in math in grades 3, 4, 5.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

ELA Achievement and Gains, Math Achievement and Gains, ELL (LY) Performance Overall.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

At least 5 new teachers in the testing grades, loss of 2 resource teachers, and both remaining resource teachers new to their positions. Two administrators new to the school, as well as brand new Reading Coach and ESE Program Specialist.

District support for establishing a framework for the math block at AVE, as well as ELL support with use of vocabulary and proper terminology, will be provided weekly.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Third grade outperformed the rest of the school in almost every area.

What were the contributing factors to this improvement? What new actions did your school take in this area?

We attribute this to the strong adult relationships on this team, as well as the continuity of instruction (they didn't lose any teachers throughout the course of the year).

What strategies will need to be implemented in order to accelerate learning?

Teachers are being reinforced to raise expectations and teach TO the standards, not lift UP to the standards. Our staff and students should be reinforced to "begin with the end in mind" so that they know where they are headed and focus less on what their shortcomings are.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

We will implement any and all district provided PD including content related to the B.E.S.T standards, new ELA adoption and materials, new ELA curriculum maps. Teachers need support with the paradigm shift of acceleration in place of remediation, and what scaffolding "looks like" from one content area (and grade level) to the next. We are also calling upon the online and human resources available through Leader In Me, as we move towards that direction. Not only will it help our academics, but it should support the emotional weight that teachers are carrying as students come to us with fewer foundational skills and abilities after COVID.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Building capacity of team leaders and teachers through sharing instructional practices (Dynamite Dragons Workshops- peer to peer PD before school in brief sessions of 10-15 min). Also "7 min for 7 Habits" is something we'd like to start as our teachers get more familiar with the Leader in Me online resources. Cultivating a sense of connectedness and schoolwide accountability to each other will help ensure a linear trajectory of best practices into the coming years.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Increase ELA Achievement: For the last several years, overall ELA Achievement has been stagnant- around 41% of students performing at or above grade level. Third grade ELA achievement increased 4 points (from 36% to 40% proficient), and fourth grade ELA achievement increased 8 points (from 33% to 41% proficient). However, fifth grade scores declined 8 points, from 49% proficient to 41% proficient. None of these grade levels are seeing greater than 50% proficiency, and therefore Overall ELA Achievement will be included as an area of focus for School Improvement this year. Support and progress monitoring in the primary grades is important as our school begins not only to raise expectations for rigorous on-grade level instruction in combination with data-based decisions about appropriate use for research-based tiered interventions. If core, on-grade level instruction is stronger at ALL grade levels, the need for interventions will decrease, and overall student achievement at all grade levels will increase. For this reason, we would like to include our primary ELA achievement data. Grade K: 89% at or above grade level Grade 1: 44% at or above grade level Grade 2: 52% at or above grade level
Measurable Outcome:	During the 2021-2022 school year, an increase of 3% in ELA Achievement in grades 3, 4 and 5 is expected at Avalon Elementary. This would increase the overall achievement level from 41% to 44%.
Monitoring:	Administration and Academic coaches will monitor iReady Diagnostic 1-3, classroom grades and grade level common assessments, District-Wide Quarterly Benchmark Assessments
Person responsible for monitoring outcome:	Lynda Walcott (walcol@collierschools.com)
Evidence-based Strategy:	Strengthen Core Instruction through: • Coaching support in planning- with a focus on standards, delivery techniques, monitoring strategies, careful data review, and adjustments needed. • Peer observation with targeted observational checklists and notation forms to help navigate teachers towards observing for specific strategies and methods • Use of FTEM as embedded professional Development
Rationale for Evidence-based Strategy:	Our district has adopted a new reading series which requires a great deal of careful planning for effective implementation. We would like our teachers to focus on strengthening our core instruction through these specific avenues, with the goal in mind that this will ultimately improve ELA Achievement schoolwide, for all subgroups.

Action Steps to Implement

Coaching support in planning- with a focus on standards, delivery techniques, monitoring strategies, careful data review, and adjustments needed.

Person Responsible	Cassandra Nocifora (nocifc@collierschools.com)

Peer observation with targeted observational checklists and notation forms to help navigate teachers towards observing for specific strategies and methods

| **Person Responsible** | Amanda Kubin (kubina@collierschools.com) |

Use of FTEM as embedded professional Development

| **Person Responsible** | Amanda Kubin (kubina@collierschools.com) |

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Increase percentage of students making an ELA Gain: Since 2018, the number of students making a gain has been on steady decline, going from 63% of students making a gain down to 51% and then down again to 49%.
Measurable Outcome:	During the 2021-2022 school year, an increase of 3% in the percentage of 4th and 5th students who make a gain is expected. This would mean an increase from 49% of students making a gain, up to 52% making a gain.
Monitoring:	Administration and Academic coaches will monitor iReady diagnostic data to measure student growth at each grade level since it is a consistent measure from one assessment period to the next. Some questions to consider will be- how many students dropped? Who are they? What are their needs? How will we adjust instruction to meet their needs? This analysis will be conducted three times per year, once after each diagnostic assessment period.
Person responsible for monitoring outcome:	Lynda Walcott (walcol@collierschools.com)
Evidence-based Strategy:	Reciprocal Teaching: Students discuss with their teacher how to apply four comprehension strategies—generating questions, summarizing, clarifying, and predicting—to passages of text. Graphical Summaries: Graphic outlines include things such as mind maps, flow-charts and Venn diagrams. These will help students to summarize what they have learned as well as make connections with other content they've been taught. Effective implementation of research based tiered-interventions, as well as monthly MTSS meetings to discuss progress of EACH student receiving those tiered, targeted interventions Encouraging the use of MEANINGFUL annotations on text in all subject areas, at all grade levels 1-5, with an explicit system of annotation
Rationale for Evidence-based Strategy:	Strengthening core instruction through the use of Reciprocal Teaching and Graphical Summaries should ultimately improve student achievement and gains for all students. However, individualizing tiered interventions to address specific needs, and careful monitoring and adjustment of those interventions, will help increase achievement for those students who may be experiencing a stagnation in their learning and need additional support.

Action Steps to Implement

Effective implementation of research based tiered-interventions, as well as monthly MTSS meetings to discuss progress of EACH student receiving those tiered, targeted interventions. Create schoolwide document to track ongoing progress for all academic and behavioral concerns, store in TEAMS. Solicit district support to guide each MTSS meeting with teachers.

Person Responsible	Amanda Kubin (kubina@collierschools.com)

Encouraging the use of MEANINGFUL annotations on text in all subject areas, at all grade levels 1-5, with an explicit system of annotation. Provide PD on annotation expectations, and encourage literacy coach to reinforce through planning sessions.

Person Responsible	Amanda Kubin (kubina@collierschools.com)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Increase Math Achievement: From 2019 to 2021, our Math Achievement dropped from 57% proficient down to 48% proficient. Math achievement is also a district-wide focus this year.
Measurable Outcome:	During the 2021-2022 school year, an increase of 3% in math achievement at grades 3, 4, and 5 is expected. This would increase the overall achievement level from 48% to 51%.
Monitoring:	Administration and Academic coaches will monitor data from a district-adopted program called ALEKS (monthly) to help us monitor student progress, in addition to district-wide quarterly benchmark assessments for grades 3-5 on a quarterly basis.
Person responsible for monitoring outcome:	Lynda Walcott (walcol@collierschools.com)
Evidence-based Strategy:	Strengthen Core Instruction through coaching support in planning- with a focus on intentional planning for framework of the math block and posing purposeful questions to facilitate meaningful mathematical discourse among students. Use teacher-to-teacher peer observation with targeted observational checklists and notation forms to help navigate teachers towards observing for specific strategies and methods.
Rationale for Evidence-based Strategy:	We will facilitate discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments. We will use purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships. We would like our teachers to focus on strengthening our core instruction through these specific avenues, with the goal in mind that this will ultimately improve Math Achievement schoolwide, for all subgroups.

Action Steps to Implement

Coaching support in planning- District math specialist will join our math coach biweekly to not only plan for instruction with teams but also conduct information instructional rounds to check for proper framing of the math block as well as purposeful questioning to support student discourse.

Person Responsible	Michele Shirk (shirkm@collierschools.com)

Peer observation with targeted observational checklists and notation forms to help navigate teachers towards observing for specific strategies and methods.

Person Responsible	Amanda Kubin (kubina@collierschools.com)

#4. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	From 2019 to 2021, the percentage of students making a Math Gain went from 64% down to 54%.
Measurable Outcome:	During the 2021-2022 school year, an increase of 3% in the percentage of 4th and 5th students who make a gain is expected. This would mean an increase from 54% of students making a gain, up to 57% making a gain.
Monitoring:	Administration and Academic coaches will monitor students' personal math achievement goals on classroom/ grade level common assessments. Each teacher will have students track their goals and progress, then reward and remediate the results. District quarterly benchmark assessments often assess different content standards in math from one quarter to the next, so this standardized measure would not be effective when trying to monitor progress on student learning gains.
Person responsible for monitoring outcome:	Lynda Walcott (walcol@collierschools.com)
Evidence-based Strategy:	Strengthen Core Instruction through coaching support in planning- with a focus on intentional planning for framework of the math block and posing purposeful questions to facilitate meaningful mathematical discourse among students.
	Effective implementation of research based tiered-interventions, as well as monthly MTSS meetings to discuss progress of EACH student receiving those tiered, targeted interventions.
Rationale for Evidence-based Strategy:	Strengthening core instruction should ultimately improve student achievement and gains for all students. However, individualizing tiered interventions to address specific needs, and careful monitoring and adjustment of those interventions, will help increase achievement for those students who may be experiencing a stagnation in their learning and need additional support.

Action Steps to Implement

Strengthen Core Instruction through coaching support in planning- with a focus on intentional planning for framework of the math block and posing purposeful questions to facilitate meaningful mathematical discourse among students. Use teacher-to-teacher peer observation with targeted observational checklists and notation forms to help navigate teachers towards observing for specific strategies and methods. Peer observation with targeted observational checklists and notation forms to help navigate teachers towards observing for specific strategies and methods.

Person Responsible	Michele Shirk (shirkm@collierschools.com)

Effective implementation of research based tiered-interventions, as well as monthly MTSS meetings to discuss progress of EACH student receiving those tiered, targeted interventions. Create schoolwide document to track ongoing progress for all academic and behavioral concerns, store in TEAMS. Solicit district support to guide each MTSS meeting with teachers.

Person Responsible	Amanda Kubin (kubina@collierschools.com)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Avalon falls within the moderate category when compared to other elementary schools in the state, based on a reported 0.4 incidents per 100 students. When reviewing incident type and rank, Avalon is in the VERY LOW range for violent and property incidents, at 0 incidents per 100 students. However, due to 2 tobacco incidents, we are reported in the VERY HIGH category of drug and public order incidents.
On a more global view of Avalon's student discipline and school culture, we consider our Panorama data to be very useful. The panorama data showed that our students feel highly connected to the adults, and the adult data showed high connection to students. This means that since the level of trust and connection is so strong, students will be more likely to ask adults for help when needed. The Connect for Success program that we've started implementing this year will strengthen these relationships even more, on top of providing students with mindset and conflict-resolution guidance.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Based on Panorama Survey data taken in the spring of 2021, there is a definite need to connect and strengthen relationships between and among our staff. The students feel a positive culture and connection to their teachers, and likewise, but the adults reflected not feeling as connected to each others.

As a result, this year we will focus on how to strengthen adult-to-adult relationships which will impact collaboration and cohesiveness for a shared academic and social-emotional vision at Avalon:

• Norm Revisions/ Creation- Starting at Leadership, Team Leaders, Grade Level Teams, into Classrooms
• Dynamite Dragons- Short, practical PD sessions where teachers can showcase an instructional strategy for their peers.
• Connect for Success- and Custom Made Co-Teaching Guide to help non-instructional staff and classroom teachers bond and therefore more effectively work together
• Dragon Fire Fridays- Blank customized notes of encouragement that each staff member will receive, with the intention that everyone writes to a colleague. One Friday/ Month.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

School Administration- Serve as instructional leaders, set the tone and vision for the school, and builds systems to support relationship-building, support PBIS, and build capacity for leadership in others.

Leadership Team- influence students and staff to participate in and take ownership of the vision that we are building for Avalon, support the tone we set, carry out PBIS strategies and build leadership capacity in others through their own specific departments and methods.

Team Leaders- carry out the responsibilities entrusted to them which means not only relaying information but also serving as the instructional leaders and mentors for their teams, ensuring that PBIS initiatives are being followed.

Students are expected to be shown and taught to recognize their own leadership capacity, and carry out those skills by acting as learners and leaders in their classrooms.

Parents- Participate as learners and leaders within our school community by attending events, maintaining regular communication with teachers, assist students with academics in the home setting when possible, and communicate resource needs to our school counselor in order to be matched with the goods and/or services that their families need in order to be happy, healthy, and successful.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA				$155,324.96
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	130-Other Certified Instructional Personnel	0201 - Avalon Elementary School	Title, I Part A	0.5	$50,774.77
			Notes: Resource Teachers Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance $9,681 & Life insurance $70			
	5100	150-Aides	0201 - Avalon Elementary School	Title, I Part A	1.5	$50,780.08
			Notes: Title I Tutors Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance $9,681 & Life insurance $70			
	6150	160-Other Support Personnel	0201 - Avalon Elementary School	Title, I Part A	0.5	$11,229.52
			Notes: PI Assistant Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance $9,681 & Life insurance $70			
	5100	510-Supplies	0201 - Avalon Elementary School	Title, I Part A		$9,808.10
			Notes: Student Supplies			
	6150	510-Supplies	0201 - Avalon Elementary School	Title, I Part A		$1,538.09
			Notes: PI Supplies			

	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	510-Supplies	0201 - Avalon Elementary School	Title, I Part A		$1,500.00
		Notes: Staff Dev Supplies				
	6400	750-Other Personal Services	0201 - Avalon Elementary School	Title, I Part A		$1,500.00
		Notes: Guest Teachers for staff development trainings coverage				
	7730	330-Travel	0201 - Avalon Elementary School	Title, I Part A		$12,317.66
		Notes: Staff Dev Travel - admin Staff				
	6400	310-Professional and Technical Services	0201 - Avalon Elementary School	Title, I Part A		$13,790.00
		Notes: Staff Dev Travel - Instructional Staff				
	6150	510-Supplies	0201 - Avalon Elementary School	Title, I Part A		$1,711.74
		Notes: PI Supplies				
	6150	160-Other Support Personnel	0201 - Avalon Elementary School	Title, I Part A		$200.00
		Notes: PI Translations				
	6150	519-Technology-Related Supplies	0201 - Avalon Elementary School	Title, I Part A		$175.00
2	**III.A.**	**Areas of Focus: Instructional Practice: ELA**				**$0.00**
3	**III.A.**	**Areas of Focus: Instructional Practice: Math**				**$84,392.80**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	130-Other Certified Instructional Personnel	0201 - Avalon Elementary School	Title, I Part A	0.5	$42,196.40
		Notes: Resource Teachers Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance $9,681 & Life insurance $70				
	6400	130-Other Certified Instructional Personnel	0201 - Avalon Elementary School	Title, I Part A	0.5	$42,196.40
		Notes: Math Coach Salaries and benefits Benefits - Retirement (10.82%), Social Security/ Medicare (7.65%), Workers Compensation (.40%), Group health insurance $9,681 & Life insurance $70				
4	**III.A.**	**Areas of Focus: Instructional Practice: Math**				**$0.00**
					Total:	**$239,717.76**