



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Avon Elementary School

705 WINTHROP ST

Avon Park, FL 33825

863-452-4355

<http://www.highlands.k12.fl.us/~aes/>

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 83%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 63%

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## School Grades History

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<b>2013-14</b> C	<b>2012-13</b> D	<b>2011-12</b> C	<b>2010-11</b> D
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## SIP Authority and Template

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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

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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

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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

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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

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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

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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

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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

Avon Elementary School

##### Principal

Pamela M. Burnham

##### School Advisory Council chair

Debra Thompson

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

Name	Title
Cindy Murphy	LCRT
Lisa Elder	ESE Team Leader
Becky Long	Kindergarten Team Leader
Summer Laye	1st Grade Team Leader
Megan McNamara	2nd Grade Team Leader
Christy Thompson	3rd Grade Team Leader
Kelly Hall	4th Grade Team Leader
Kim Ferguson	5th Grade Team Leader
Martie Brooker	Guidance

#### District-Level Information

##### District

Highlands

##### Superintendent

Mr. Wallace P Cox

##### Date of school board approval of SIP

10/8/2013

### 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

Debra Thompson..Chairperson  
 Donna Webley..Teacher  
 Ashley Rowe..NonInstructional\*  
 Cindy Murphy..Teacher  
 Lori Howerton..Parent/Student  
 Nicole Barben..Parent/Student  
 Shannon McCracken..Business

Keri Pritchett..Parent/Student  
 William Barben..Business  
 Sharon Avedisian..Parent/Student\*  
 Glenda Pruitt..Parent/Student\*  
 Anna Miranda..Parent/Student\*  
 Suzy Vegas..NonInstructional\*  
 Karla Gracia..Parent/Student\*  
 Felicia Ochoa..ESE\*  
 Catalina Cuellar..Parent/Student\*  
 Chelsea Lemay..Parent/Student\*  
 Tiffany Lee..Parent/Student\*  
 Jackeline Orellana..Parent/Student\*

**Involvement of the SAC in the development of the SIP**

At the May 2013 SAC meeting, any available data for the 2012-13 school year was reviewed. At the September 9, 2013 meeting the information was reviewed. Plans for the current school year were discussed and voted on with members present. These include: departmentalization of 4th grade subject areas, 5th grade team teaching with some departmentalization, after school tutoring in 4th and 5th grades, in- class tutoring with special area teachers going into the classrooms, Tier 2 and Tier 3 research based interventions throughout the school using the Reading Street program, .5 unit math resource coach for grades K-2, 5th grade paraprofessional with an emphasis on science instruction in a lab setting, and utilization of computer labs before school.

**Activities of the SAC for the upcoming school year**

The SAC will meet 5 times (additional meetings if needed) during the current school year. At these meetings updates will be given regarding school curriculum and student learning. Discussions will be held and decisions will be made at each meeting.

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

NA

**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 M. Burnham**

Principal      Years as Administrator: 17      Years at Current School: 12

**Credentials**BSE-Elementary Education  
MSE-Guidance and Counseling K-12  
Masters and Certification in Educational Leadership K-12**Performance Record**

School Grades: 4 A's, 4 B's, 2 C's, 2 D's

**Debra Thompson**

Asst Principal      Years as Administrator: 6      Years at Current School: 0

**Credentials**BA-Elementary Education  
MA-Educational Leadership**Performance Record**

3 A's, 2 B's, 1 C

**Instructional Coaches****# of instructional coaches**

2

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Instructional Coach Information:****Cindy Murphy**

Full-time / School-based      Years as Coach: 6      Years at Current School:

**Areas**

Reading/Literacy

**Credentials**BA-Elementary Education  
Reading Endorsement K-12  
ELL Endorsement K-12**Performance Record**

2 A's, 1 B, 2 C's, and 2 D's

**Sara Franza**

Part-time / School-based      Years as Coach: 0      Years at Current School: 10

**Areas**

Mathematics

**Credentials**Elementary Education 1-6  
ELL Grades K-12  
MSE Reading Grades K-12  
SLD Grades K-12**Performance Record**



**Classroom Teachers****# of classroom teachers**

41

**# receiving effective rating or higher**

41, 100%

**# Highly Qualified Teachers**

100%

**# certified in-field**

41, 100%

**# ESOL endorsed**

32, 78%

**# reading endorsed**

6, 15%

**# with advanced degrees**

7, 17%

**# National Board Certified**

5, 12%

**# first-year teachers**

0, 0%

**# with 1-5 years of experience**

7, 17%

**# with 6-14 years of experience**

10, 24%

**# with 15 or more years of experience**

24, 59%

**Education Paraprofessionals****# of paraprofessionals**

7

**# Highly Qualified**

7, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 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**

School based strategies include: Internships from local colleges, job postings through Heartland Consortium, and peer and mentor teachers assigned to new teachers to retain them.

### **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**

Peer evaluators are assigned to beginning teachers or teachers in need of improvement to support, observe, collaborate and coach. Peer mentors are assigned to any new teachers on our campus to support and assist them with planning and collaboration, classroom management techniques, and routines and procedures. These evaluators and mentors are assigned based on compatibility, grade level assignments, experience, and intrapersonal skills.

### **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 meets monthly with all team members. The school psychologist, reading coach and guidance counselor review and input data weekly. Students may be referred to this team for assistance when experiencing difficulty academically or behaviorally. This is done through progress monitoring, or directly to the guidance counselor, administration, reading coach, or other team member when ordinary classroom accommodations and intervention strategies fail to resolve the student's deficiency. A meeting is then scheduled for the MTSS team to meet with the classroom teacher to share concerns and look cooperatively with the team for solutions. Parents are invited to attend these meetings as well. The team clarifies the concern and reviews available data in order to specifically define the issue (hypothesis and goal setting take place at this time).

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

The leadership team members serve as liasons to their grade levels. Progress monitoring requires scheduling, shared decision making on grade level benchmarks/expectations for each 9 weeks period. Additionally, strategies for delivering tier 2 and tier 3 interventions/scheduling are based on feedback from team leader input. The MTSS team consults with these team members monthly (or as needed).

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

As progress monitoring takes place, conversation includes whether core instruction and supporting tier 2 intervention strategies are appropriate. This determination will reflect on the fidelity of MTSS and students identified as needing additional support. Curriculum leadership team meetings and weekly grade level meetings are two areas for this conversation to take place. Weekly MTSS meetings also look strongly at systems as additional data and graphing are available to a smaller group.

### **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**

Avon Elementary actively participates with the A3 system used by the Highlands County School District. This system is accessed by teachers, support personnel, and administration. The A3 system provides several purposes:

- archived academic data of our students (FCAT scores, Performance Matters, FAIR, SM6, etc.)
- archived attendance and discipline referral information
- current progress monitoring data (academic data, attendance, and discipline)
- documentation of students who require additional interventions via PMP (Progress Monitoring Plan) or more intense monitoring and interventions (SOS referral system)

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

The Rtl team members were involved in training for 3 years in the Florida Problem Solving/Response to Intervention state-wide initiative, a collaborative project between the FLDOE and USF. Five days of training was provided for our school's Rtl team. As training began for the team, teachers at Avon Elementary were introduced to the Rtl model and given an overview and background information. The process continues to evolve as teachers gain skills in using the problem solving/response to intervention process daily in their classrooms. The team continually meets to analyze the effectiveness of the prescribed interventions. Our teachers continue to receive support as they meet with the guidance counselor, administration, and literacy coach through progress monitoring meetings held 4 times yearly.

### **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:** Summer Program

**Minutes added to school year:** 7,560

Summer programs are available for 3rd grade reading camp students, migrant students, and ESY for qualifying ESE students.

#### **Strategy Purpose(s)**

- Instruction in core academic subjects

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

Pre and post assessments are given to the students who attend summer school programs.

#### **Who is responsible for monitoring implementation of this strategy?**

The principal, teachers, and district office staff monitor the effectiveness of summer programs.

### **Literacy Leadership Team (LLT)**

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

Name	Title
Pam Burnham	Principal
Debra Thompson	Assistant Principal
Cindy Murphy	LCRT
Sara Franza	K-2 Math Coach
Becky Long	K Team Leader
Summer Laye	1st Grade Team Leader
Megan McNamara	2nd Grade Team Leader
Christy Thompson	3rd Grade Team Leader
Kelly Hall	4th Grade Team Leader
Lisa Elder	Lead ESE Teacher
Martie Brooker	Support Team Leader

### How the school-based LLT functions

The school (literacy) leadership team met July 18th and 19th to review data from 2012-13; including FCAT scores, discipline data, attendance data, and end of the year progress monitoring data. The team used the model provided in the 4 Disciplines of Execution to establish school wide goals for this year as well as identifying resources needed, scheduling, and professional development.

### Major initiatives of the LLT

- Action Teams: specific teams established to meet weekly to monitor and create a cadence of accountability. -After school tutoring will begin in October to focus on 4th and 5th grade below level students.
- Staff development and learning communities will focus on classroom student engagement strategies and higher level questioning.

## Every Teacher Contributes to Reading Instruction

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

#### 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

In May of each year, the preschool agencies in the Avon Park area are scheduled for school visits. Students who will be entering school in August are given the opportunity to visit kindergarten classrooms as well as other areas of importance throughout the campus. Students are given "Welcome To School" packets with a variety of school materials in them. Parents are also given packets of information regarding what to expect as their child enters kindergarten. An open house/orientation was held on August 15th. A kindergarten parent night was held during the second week of school. Parents were invited to come to their child's classroom to receive first hand information regarding the daily schedule, academic expectations, etc. The school guidance counselor works with any students and parents that may have difficulty adjusting to the transition to 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**

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

**Strategies for improving student readiness for the public postsecondary level**

## 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	65%	55%	No	69%
American Indian				
Asian				
Black/African American	55%	48%	No	60%
Hispanic	53%	46%	No	57%
White	75%	65%	No	78%
English language learners	43%	29%	No	48%
Students with disabilities	44%	22%	No	50%
Economically disadvantaged	60%	51%	No	64%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	80	28%	45%
Students scoring at or above Achievement Level 4	47	16%	30%

#### 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>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	107	55%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	27	55%	65%

**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)	44	65%	68%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	25	37%	39%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	22	32%	34%

**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	50	53%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

**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	60%	52%	No	64%
American Indian				
Asian				
Black/African American	45%	35%	No	51%
Hispanic	51%	49%	No	56%
White	70%	59%	No	73%
English language learners	51%	39%	No	56%
Students with disabilities	43%	19%	No	49%
Economically disadvantaged	56%	47%	No	60%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	67	24%	40%
Students scoring at or above Achievement Level 4	76	27%	35%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		75%
Students scoring at or above Level 7	[data excluded for privacy reasons]		25%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	81	42%	55%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	80	41%	55%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

**High School Mathematics**

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	60%		No	64%
American Indian				
Asian				
Black/African American	45%		No	51%
Hispanic	51%		No	56%
White	70%		No	73%
English language learners	51%		No	56%
Students with disabilities	43%		No	49%
Economically disadvantaged	56%		No	60%

**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			



**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)			
Students in lowest 25% making learning gains (EOC)			

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**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	18	19%	35%
Students scoring at or above Achievement Level 4	11	11%	20%

**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>	0%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	100%

**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)			
Participation in STEM-related experiences provided for students			

**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses			
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses			
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

**Area 7: Social Studies**

**U.S. History End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**Civics End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**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	42	7%	5%
Students retained, pursuant to s. 1008.25, F.S.	32	5%	3%
Students who are not proficient in reading by third grade	39	41%	35%
Students who receive two or more behavior referrals	46	7%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	10	2%	1%

**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**

Avon Elementary School focuses on providing students with the tools to be successful leaders. . . now and in the future. We believe in the development of the whole child, socially, emotionally, academically, and ethically. In order to do this, a cooperative relationship must be built with parents so that all work together to nurture in each child the characteristics of responsibility, kindness, and good judgement.

**Specific Parental Involvement Targets**

<b>Target</b>	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
K-5 Grade Level Parent Night Meetings	6	100%	100%
Chorus Performances	6	100%	100%
Harvest Festival On Main/October 19, 2013	1	100%	100%
Volunteer Coffee Club Weekly	35	100%	100%
Leader In Me Parent Night	1	100%	100%
Monthely School Newsletter	10	100%	100%
Crafty Christmas	1	100%	100%
Family Fitness Night	1	100%	100%
Parent Teacher Conference Nights	2	100%	100%
The Arts At Avon	1	100%	100%
Title I Meetings	2	100%	100%
SAC	5	100%	100%
PTO	7	100%	100%
Jingle Bell Fun Run-December 13, 2013	1	100%	100%
Boosterthon Fun Run-January 17, 2014	1	100%	100%
5th Grade Parent & Student Transition To Middle School Event	1	100%	100%

**Area 10: Additional Targets****Additional targets for the school****Specific Additional Targets**

<b>Target</b>	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
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## Goals Summary

- G1.** Use effective strategies to increase reading comprehension across the content area.

## Goals Detail

**G1. Use effective strategies to increase reading comprehension across the content area.****Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

**Resources Available to Support the Goal**

- Resources include: professional development days, Kagan structures school wide, book study on higher level questioning, professional learning communities, Title I funding, AR, USDA grant and PE program, Covey's 7 habits of Highly Effective Kids, technology, K-2 math coach, content specialists from district office, reading coach, and weekly grade level collaboration.

**Targeted Barriers to Achieving the Goal**

- Teachers are challenged with learning newly adopted ELA and math textbooks and the time involved to implement instruction effectively.
- CCSS has been implemented in kindergarten and first grade. However, teachers continue to struggle with the change in standards. Now, we are implementing CCSS in grades 2-5, with grades 3-5 being assessed using NGSSS. Teachers find it difficult and overwhelming to blend them for the current school year.
- Students' lack of readiness for school when they begin in kindergarten and students' lack of motivation to engage in learning which broadens the achievement gap.

### **Plan to Monitor Progress Toward the Goal**

Student academic data and classroom observations

#### **Person or Persons Responsible**

Administration, Teachers, Guidance. Curriculum Resource Teacher

#### **Target Dates or Schedule:**

Student academic data is collected weekly by classroom teachers and monitored 4 times yearly by administration and guidance. Teachers are monitored weekly by classroom walk through 3 to 6 informal observations yearly, and 1 to 2 formal observations annually.

#### **Evidence of Completion:**

Evidence of teachers completion of Professional Development activities is monitored through the county-wide ERO system. Copies of informal and formal observations are maintained by administrators as well as individual teachers and uploaded on FASTe district-wide system.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Use effective strategies to increase reading comprehension across the content area.

**G1.B4** Teachers are challenged with learning newly adopted ELA and math textbooks and the time involved to implement instruction effectively.

**G1.B4.S1** Continue to collaborate with district resource teachers and school leadership team in providing support for teachers. Teachers have a common planning during the day to meet with academic coach.

### **Action Step 1**

Use half day professional development opportunities to collaborate with grade level teams and district resource teachers. In addition to these half days, grade level teams will be provided 2 whole days this year to focus on planning for appropriate pacing and classroom instruction. One resource to be used is "Highly Effective Questioning" (book study).

### **Person or Persons Responsible**

Teachers, District Resource Staff, Reading Coach, and Administration

### **Target Dates or Schedule**

November 13, 2013, January 6, 2014, February 13, 2014, March 5, 2014, and May 14, 2014  
Additional team planning days to be determined by the grade levels

### **Evidence of Completion**

Completion of "Highly Effective Questioning" book study by Hannel and Hannel, classroom observations, and lesson plans, attendance roster, teacher evaluations both informal and formal

### **Facilitator:**

Kim Ervin, Pam Burnham, Cindy Murphy, and Debra Thompson

### **Participants:**

All classroom teachers



### **Plan to Monitor Fidelity of Implementation of G1.B4.S1**

Evidence of completion of PD, observations in classrooms of strategies implemented, and collaboration between administration and teachers

**Person or Persons Responsible**

Administration and Literacy Coach

**Target Dates or Schedule**

Weekly, Monthly, and quarterly ending May 2014

**Evidence of Completion**

Attendance Rosters, Evaluations, Grade Level Meeting Agendas

### **Plan to Monitor Effectiveness of G1.B4.S1**

Student academic data

**Person or Persons Responsible**

Progress monitoring team and teachers

**Target Dates or Schedule**

Teachers will monitor students weekly and the progress monitoring team will monitor 4 times yearly.

**Evidence of Completion**

Student academic data

**G1.B5** CCSS has been implemented in kindergarten and first grade. However, teachers continue to struggle with the change in standards. Now, we are implementing CCSS in grades 2-5, with grades 3-5 being assessed using NGSSS. Teachers find it difficult and overwhelming to blend them for the current school year.

**G1.B5.S1** Continue to collaborate with district resource teachers and school leadership team in providing support and professional development for teachers.

### **Action Step 1**

In the summer of 2013, staff development focused on CC math strategies to use in the classroom. Follow-up and support will be continued throughout the school year by Avon's math resource teacher and the district's math resource teacher. Additional professional development was offered in ELA CCSS for two days in June. Times are planned for 3-5 teachers to meet and identify areas tested on FCAT that are not covered in CCSS.

#### **Person or Persons Responsible**

Donna Boucher, Jennifer Westergom, Sara Franza, Cindy Murphy, Curriculum Leadership Team, and Administration

#### **Target Dates or Schedule**

June 10 and 18, July 30 & 31, September 11, September 25, and additional follow-up TBD

#### **Evidence of Completion**

Teacher Attendance Roster, Classroom Observations. Student Achievement Data, Progress Monitoring, Teacher Evaluations

#### **Facilitator:**

Donna Boucher, Jennifer Westergom, Cindy Murphy, and Sara Franza

#### **Participants:**

K-5 Teachers and Administrators

### **Plan to Monitor Fidelity of Implementation of G1.B5.S1**

Evidence of completion of PD and attendance roster at meetings, classroom observations, and collaboration between teachers and administration

#### **Person or Persons Responsible**

District resource teachers, school leadership team, and administration

#### **Target Dates or Schedule**

Monthly and PD days

#### **Evidence of Completion**

Attendance roster, grade level meeting agendas, and evaluations

## Plan to Monitor Effectiveness of G1.B5.S1

Student academic data

### Person or Persons Responsible

School leadership team and administration

### Target Dates or Schedule

Weekly grade level meetings, progress reports and report card timelines as well as progress monitoring meetings four times per year

### Evidence of Completion

Student academic data

**G1.B7** Students' lack of readiness for school when they begin in kindergarten and students' lack of motivation to engage in learning which broadens the achievement gap.

**G1.B7.S1** Leader in Me/7 Habits of Happy Kids---Teach students how to apply the 7 habits in order to build character, citizenship, and strong work habits. The Leader in Me initiative will be monitored through observation of students practicing the 7 Habits daily. individual student data notebooks are used at student lead conferences with parents 2 times each year. Teachers conduct class meetings monthly and class goals are established and refined monthly. Administration and teachers recognize student leaders through morning announcements. In addition, students are selected to be a part of a school leadership team.

### Action Step 1

Follow-up training for all staff members in The Leader in Me

#### Person or Persons Responsible

All Staff, Lighthouse Team, Action Teams, Students

#### Target Dates or Schedule

August 8, 2013 and on-going throughout the school year

#### Evidence of Completion

Attendance Roster, Action Teams Minutes and Attendance, Monitoring/Completing Established Goals

#### Facilitator:

Connley Skeen, Lighthouse Team, Action Teams/Chairpersons, Administration

#### Participants:

All Staff and Students

### **Plan to Monitor Fidelity of Implementation of G1.B7.S1**

Student academic data, classroom observations, and student data notebooks

#### **Person or Persons Responsible**

Teachers, administration, leadership team, and students

#### **Target Dates or Schedule**

Weekly, monthly, and progress monitoring times

#### **Evidence of Completion**

Student data notebooks, informal and formal observations by administration

### **Plan to Monitor Effectiveness of G1.B7.S1**

Student assessments and student data notebooks

#### **Person or Persons Responsible**

Teachers, students, and administration

#### **Target Dates or Schedule**

Weekly, report card and progress report times

#### **Evidence of Completion**

Student achievement data

## 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 I Part A-provides funds to target academic assistance to all students, professional development for teachers, and parent involvement activities.

Title I part C-provides services to migrant students and their families. Parent involvement and education is an integral part of the migrant program.

Title I Part D-provides services to children who are delinquent or neglected.

Title II-Part A provides for teacher professional development and supports all teachers and paraprofessionals to be highly qualified.

Title III-supports activities to assist students to become proficient in English. Title III supports teacher professional development in ELL strategies, parent involvement and education.

SAI-SAI funds will be coordinated with Title I funds to provide summer school for level 1 readers.

Homeless-District student services coordinates with title I A to provide resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Breakfast In The Classroom-provided to all students free of cost to the students.

## 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. Use effective strategies to increase reading comprehension across the content area.

**G1.B4** Teachers are challenged with learning newly adopted ELA and math textbooks and the time involved to implement instruction effectively.

**G1.B4.S1** Continue to collaborate with district resource teachers and school leadership team in providing support for teachers. Teachers have a common planning during the day to meet with academic coach.

#### PD Opportunity 1

Use half day professional development opportunities to collaborate with grade level teams and district resource teachers. In addition to these half days, grade level teams will be provided 2 whole days this year to focus on planning for appropriate pacing and classroom instruction. One resource to be used is "Highly Effective Questioning" (book study).

#### Facilitator

Kim Ervin, Pam Burnham, Cindy Murphy, and Debra Thompson

#### Participants

All classroom teachers

#### Target Dates or Schedule

November 13, 2013, January 6, 2014, February 13, 2014, March 5, 2014, and May 14, 2014  
Additional team planning days to be determined by the grade levels

#### Evidence of Completion

Completion of "Highly Effective Questioning" book study by Hannel and Hannel, classroom observations, and lesson plans, attendance roster, teacher evaluations both informal and formal

**G1.B5** CCSS has been implemented in kindergarten and first grade. However, teachers continue to struggle with the change in standards. Now, we are implementing CCSS in grades 2-5, with grades 3-5 being assessed using NGSSS. Teachers find it difficult and overwhelming to blend them for the current school year.

**G1.B5.S1** Continue to collaborate with district resource teachers and school leadership team in providing support and professional development for teachers.

### **PD Opportunity 1**

In the summer of 2013, staff development focused on CC math strategies to use in the classroom. Follow-up and support will be continued throughout the school year by Avon's math resource teacher and the district's math resource teacher. Additional professional development was offered in ELA CCSS for two days in June. Times are planned for 3-5 teachers to meet and identify areas tested on FCAT that are not covered in CCSS.

#### **Facilitator**

Donna Boucher, Jennifer Westergom, Cindy Murphy, and Sara Franza

#### **Participants**

K-5 Teachers and Administrators

#### **Target Dates or Schedule**

June 10 and 18, July 30 & 31, September 11, September 25, and additional follow-up TBD

#### **Evidence of Completion**

Teacher Attendance Roster, Classroom Observations. Student Achievement Data, Progress Monitoring, Teacher Evaluations

**G1.B7** Students' lack of readiness for school when they begin in kindergarten and students' lack of motivation to engage in learning which broadens the achievement gap.

**G1.B7.S1** Leader in Me/7 Habits of Happy Kids---Teach students how to apply the 7 habits in order to build character, citizenship, and strong work habits. The Leader in Me initiative will be monitored through observation of students practicing the 7 Habits daily. individual student data notebooks are used at student lead conferences with parents 2 times each year. Teachers conduct class meetings monthly and class goals are established and refined monthly. Administration and teachers recognize student leaders through morning announcements. In addition, students are selected to be a part of a school leadership team.

### **PD Opportunity 1**

Follow-up training for all staff members in The Leader in Me

#### **Facilitator**

Connley Skeen, Lighthouse Team, Action Teams/Chairpersons, Administration

#### **Participants**

All Staff and Students

#### **Target Dates or Schedule**

August 8, 2013 and on-going throughout the school year

#### **Evidence of Completion**

Attendance Roster, Action Teams Minutes and Attendance, Monitoring/Completing Established Goals



## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Use effective strategies to increase reading comprehension across the content area.	\$7,800
Total		\$7,800

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Professional Development	Total
Title I	\$1,000	\$1,800	\$2,800
Leader in Me funded through local business and foundation	\$0	\$5,000	\$5,000
Total	\$1,000	\$6,800	\$7,800

### Budget Details

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

#### G1. Use effective strategies to increase reading comprehension across the content area.

**G1.B4** Teachers are challenged with learning newly adopted ELA and math textbooks and the time involved to implement instruction effectively.

**G1.B4.S1** Continue to collaborate with district resource teachers and school leadership team in providing support for teachers. Teachers have a common planning during the day to meet with academic coach.

#### Action Step 1

Use half day professional development opportunities to collaborate with grade level teams and district resource teachers. In addition to these half days, grade level teams will be provided 2 whole days this year to focus on planning for appropriate pacing and classroom instruction. One resource to be used is "Highly Effective Questioning" (book study).

**Resource Type**

Evidence-Based Materials

**Resource**

Book Study Materials

**Funding Source**

Title I

**Amount Needed**

\$1,000

**G1.B5** CCSS has been implemented in kindergarten and first grade. However, teachers continue to struggle with the change in standards. Now, we are implementing CCSS in grades 2-5, with grades 3-5 being assessed using NGSSS. Teachers find it difficult and overwhelming to blend them for the current school year.

**G1.B5.S1** Continue to collaborate with district resource teachers and school leadership team in providing support and professional development for teachers.

**Action Step 1**

In the summer of 2013, staff development focused on CC math strategies to use in the classroom. Follow-up and support will be continued throughout the school year by Avon's math resource teacher and the district's math resource teacher. Additional professional development was offered in ELA CCSS for two days in June. Times are planned for 3-5 teachers to meet and identify areas tested on FCAT that are not covered in CCSS.

**Resource Type**

Professional Development

**Resource**

Consultant

**Funding Source**

Title I

**Amount Needed**

\$1,800

**G1.B7** Students' lack of readiness for school when they begin in kindergarten and students' lack of motivation to engage in learning which broadens the achievement gap.

**G1.B7.S1** Leader in Me/7 Habits of Happy Kids---Teach students how to apply the 7 habits in order to build character, citizenship, and strong work habits. The Leader in Me initiative will be monitored through observation of students practicing the 7 Habits daily. individual student data notebooks are used at student lead conferences with parents 2 times each year. Teachers conduct class meetings monthly and class goals are established and refined monthly. Administration and teachers recognize student leaders through morning announcements. In addition, students are selected to be a part of a school leadership team.

**Action Step 1**

Follow-up training for all staff members in The Leader in Me

**Resource Type**

Professional Development

**Resource**

Consultant

**Funding Source**

Leader in Me funded through local business and foundation

**Amount Needed**

\$5,000