

**U.S. Department of Education**  
**2010 - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)     Charter  Title I  Magnet  Choice

Name of Principal: Ms. Pamela Sanders

Official School Name: Avalon Elementary School

School Mailing Address:  
13500 Tanja King Blvd.  
Orlando, FL 32828-7765

County: Orange    State School Code Number\*: 048-0222

Telephone: (407) 207-3825    Fax: (407) 207-3828

Web site/URL: <https://www.ocps.net/lc/east/eav/Pages/default.aspx>    E-mail: [pamela.sanders@ocps.net](mailto:pamela.sanders@ocps.net)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*: Mr. Ronald Blocker

District Name: Orange    Tel: (407) 317-3200

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson: Ms. Joie Cadle

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager ([aba.kumi@ed.gov](mailto:aba.kumi@ed.gov)) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)	123	Elementary schools (includes K-8)
	<u>34</u>	Middle/Junior high schools
	<u>19</u>	High schools
		K-12 schools
	<u><b>176</b></u>	<b>TOTAL</b>

2. District Per Pupil Expenditure: 6950

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
- Suburban school with characteristics typical of an urban area
- Suburban
- Small city or town in a rural area
- Rural

4. 9 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	17	14	31	6			0
K	71	71	142	7			0
1	65	73	138	8			0
2	67	64	131	9			0
3	59	70	129	10			0
4	56	65	121	11			0
5	62	65	127	12			0
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							819

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
4 % Asian  
6 % Black or African American  
23 % Hispanic or Latino  
1 % Native Hawaiian or Other Pacific Islander  
61 % White  
5 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 16 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	65
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	62
(3)	Total of all transferred students [sum of rows (1) and (2)].	127
(4)	Total number of students in the school as of October 1.	793
(5)	Total transferred students in row (3) divided by total students in row (4).	0.160
(6)	Amount in row (5) multiplied by 100.	16.015

8. Limited English proficient students in the school: 10 %

Total number limited English proficient 82

Number of languages represented: 13

Specify languages:

- English, Spanish, Tinga, Vietnamese, Korean-Choson-O, Portuguese, German, Telugu, Arabic, Rumanian-Romanian, Hindi, Tagalog, Chinese-Zhongwen

9. Students eligible for free/reduced-priced meals: 20 %

Total number students who qualify: 160

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

Pre K students are in school half day. They do not receive a free lunch application.

10. Students receiving special education services: 9 %

Total Number of Students Served: 75

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>25</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>25</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>25</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>45</u>	<u>0</u>
Special resource teachers/specialists	<u>2</u>	<u>0</u>
Paraprofessionals	<u>6</u>	<u>0</u>
Support staff	<u>5</u>	<u>0</u>
Total number	<u>59</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 18 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	97%	96%	96%	96%	96%
Daily teacher attendance	97%	97%	97%	97%	97%
Teacher turnover rate	0%	0%	14%	34%	10%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

In 2005-2006 Avalon had over 1,500 students. Half of our students and staff were rezoned to a new school. In 2006-2007 additional cuts were necessary due to changes in student enrollment.

In 2007-2008, 2008-2009 turn over was less than one percent

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
<b>Total</b>	0	%

## PART III - SUMMARY

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Avalon Elementary School represents an innovative learning environment designed for the challenges of the 21<sup>st</sup> century. Avalon opened in 2001 with enthusiastic students, a dedicated staff, and a supportive community where students live, learn, and play. Our suburban neighborhood school is located in Avalon Park in East Orange County, Florida. The school was founded on a philosophy of providing a global education for all students. Avalon's tradition of excellence continues as we push for educational rigor and relevance within the pre-kindergarten through fifth grade curriculum.

"To provide every student with a world class education" is our mission, our passion, and our commitment. Using the latest research on student achievement, Avalon provides student instruction based only on best practices. Well beyond the duty day, instructional staff and support staff are tutoring students in academic areas, mentoring students to achieve their full potential and preparing students to compete in local, state, and national academic challenges. Individual curriculum needs are met, so students can reach Adequate Yearly Progress (AYP) as mandated by No Child Left Behind legislation. Our students, parents, teachers, and community expect excellence. Avalon Elementary School delivers!

Our faculty and staff represent some of the best in our field with diverse professional backgrounds, careers, and talents. Over 50 percent hold post-graduate degrees. Nine faculty members are National Board Certified. Diverse though we may be, our faculty is uniform in its dedication to our students' growth and the community at large. Indeed, year-after-year Avalon has experienced minimal turn-over in faculty and staff.

Our school culture demands results. Avalon has been recognized by the Department of Education as one of the Top 100 Schools in Florida for 2002, 2003, 2004, 2006, 2008, and 12<sup>th</sup> in 2009. Since its inception, Avalon has earned an "A" school grade and met AYP. Additionally, Avalon is the recipient of the "Little Red School House Award" for innovative practices.

Avalon Elementary provides for the whole child. Academic subjects come alive with our "Kidstown" program. Students collaborate with other students, parents, teachers, and community members to create a warm, caring, and academically challenging miniature community within the school. "Kidstown" is a small student-managed world, creating a new construct for learning by bringing "real world" experiences into the lives of our students.

In concert with the goals of the 21<sup>st</sup> century, technology is a key component to students' success. Our school budget is aligned for the acquisition of up to the minute technology. Beyond daily computer use, students use other forms of technology to support their learning. ActiveBoards, ActiveVotes, Pulse Pens, and advanced science laboratory instruments foster further exploration into academic areas. Avalon is committed to placing the tools of today into the hands of the future.

Strong school leadership, devoted teachers, helpful community leaders, and involved parents offer support and guidance to Avalon. Through the shared decision making process, the School Improvement Plan and budget are formulated and implemented. Our many school programs are supported by local organizations such as Avalon Park Group, Kiwanis, East Orange Rotary, Junior Achievement, and the University of Central Florida. Our strong community commitment has resulted in the school receiving the Florida School Recognition Award and the Golden School Award for community service. Avalon Elementary is not only a neighborhood school, but a true part of the fabric of the community.

Since opening our doors, Avalon Elementary has strived to create a "world class" educational experience. Although we have accomplished a great deal, we live by our tradition of "Good enough is not good enough." By continuing to develop a highly trained professional staff and delivering instruction with rigor and relevance, our ultimate goal of providing a "world class" education will become a reality for every student.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

The accountability system in the state of Florida measures compliance with the state and federal instructional mandates. Accordingly, the state has adopted the Florida Comprehensive Achievement Test (FCAT). The assessment is administered to students in grades 3-11 and consists of criterion-referenced test in mathematics, reading, and science and a writing prompt.

FCAT results are the primary criteria for calculating school grades in accordance with the Florida Department of Education (FDOE) accountability program. Schools are graded on a scale from A to F. Avalon students readily surpass district and state results. Since the school opened in 2001, Avalon has been recognized as an "A" school. Additionally, the school has consistently met AYP in accordance with No Child Left Behind. This data can be found on the FDOE website: <http://schoolgrades.fldoe.org/default.asp>.

The FCAT measures student progress toward meeting the Sunshine State Standards. Based on a five point scale, a student scoring a Level 3 on the mathematics, reading, and science assessments is considered meeting high standards. Analysis of Avalon's historical FCAT data for the last five years indicates an average of 87 percent of students achieved high standards in reading, 86 percent achieved high standards in mathematics, and 89 percent achieved high standards in writing. The science assessment became available to fifth grade students in 2005. Since then, 65 percent of our students have achieved high standards in science.

Avalon's FCAT results prove that our students continue to perform beyond the district and state averages across all standardized testing measures. Based on last year's FCAT reading data, the average state score of students achieving high standards was 72 percent, and the district average was 71 percent. Concurrently, 92 percent of Avalon's students achieved high standards in reading.

A greater percentage of Florida students are performing at or above grade level in mathematics compared to all test years since 2001, according to the 2009 FCAT results. The mathematics results for the state show 72 percent of the students achieved high standards and the district average was 69 percent. Concomitantly, Avalon's students achieving high standards in mathematics averaged 93 percent.

In 2009, 46 percent of fifth grade students statewide performed at or above grade level in science, up three percentage points from last year. The Orange County School District also had great gains in science with 44 percent of fifth graders achieving high standards. In parallel, the fifth grade students at Avalon achieving at or above grade level averaged 76 percent- 30 percentage points above the statewide average.

The writing portion of the FCAT requires proficiency in expository and narrative writing. The assessment of writing proficiency is based on a six point scale with a score of 3.5 considered meeting high standards. Last year, the state average for fourth graders meeting high standards on the FCAT writing assessment marked an all-time high of 85 percent. The district average was 84 percent. Avalon's fourth grade achieving high standards in writing was 97 percent.

Data trends for subgroups are closely analyzed and monitored. For all subgroups, the percent of students at FCAT Level 1 has decreased; the percent of Level 3 and above has increased. Additionally, the achievement gap between our Hispanic and White students has progressively narrowed. In 2004, only 73 percent of our Hispanic students were at or above grade level in reading. Additionally, 81 percent were at or above grade level in mathematics. In 2009, 88 percent of our Hispanic population scored at or above grade level in reading and 91 percent in mathematics. With the demographics of our student body rapidly changing due to economic factors, Avalon will continue to study trends and disparities in data in order to meet the needs of all its learners.

## 2. **Using Assessment Results:**

Avalon's assessment data is continually disseminated to the staff during faculty, team, and individual teacher meetings. Meetings are conducted by the principal, literacy coach, and curriculum resource teacher. The principal's conference room walls are covered with data cabinets tracking the progress of every child. Pictures are posted of students in closed data cabinets in order to put names and faces together. No at-risk student is forgotten.

At faculty meetings, the principal and leadership team utilize PowerPoint to present current data indicating school progress. Professional development is designed as needed from this data. In one-on-one meetings teachers are presented with their individual class results with suggestions and resources from the leadership team. At grade level team meetings, data is shared and team members support each other with suggestions and resources. There are no surprises at Avalon. Every teacher knows his or her class and individual student's learning gains throughout the school year.

After quarterly Dynamic Indicators of Balanced Early Literacy Skills (DIBELS) assessments, primary teachers analyze the results with the assistance of resource teachers. From this data, students are assigned to phonemic awareness, phonics, and fluency instruction, as well as intervention groups. Specific resources and materials are selected. Progress monitoring is put in place to assure the instructional changes are working.

In the intermediate grades data from county benchmark tests are carefully analyzed. This data, for math and reading, identifies school-wide, class, and individual student strengths and weaknesses. School-wide deficiencies are addressed by the entire staff. Teachers research and plan for their class needs using current data. Small groups or one-on-one lessons are presented until students reach mastery.

Avalon's goal is academic growth for every student. By using data, students are not only remediated but accelerated. Data has shown that some of our students have surpassed state expectations. As a result, we have introduced advanced programs in reading and math such as DimensionM and Equate.

## 3. **Communicating Assessment Results:**

Assessment results are distributed by communicating directly with the stakeholders- families, community, and school. Each of our three stakeholder groups receives detailed data analysis from numerous performance assessments. Communicating this information builds support from families and community. In turn, this contributes to the academic success of Avalon Elementary students.

Students receive real time performance results when using individually designed computer applications, ActiveVotes and student-teacher conferences on a daily basis. Intermediate students have the opportunity with the guidance of teachers to analyze their performance results. This allows the students to take an active role in their learning process as they determine which areas need improvement.

Parents are continually informed of their child's academic progress. The FDOE furnishes the school with state assessment results. The school disseminates the reports to the parents. Additionally, parents are informed of their child's progress in the classroom. Electronic access is available for parents to monitor student grades, attendance, and missing assignments through the use of Progressbook. Technology facilitates the communication of student performance through programs such as FCAT Explorer, Brainchild, Pearson SuccessNet, and Accelerated Reader. Parents and teachers communicate through the use of student agendas, emails, and teacher websites. Morning and evening conferences are held to accommodate parent work schedules. Teachers present performance results to parents. Resources and strategies are provided to parents as needed.

The community is informed through the school's website, bi-monthly principal email updates, the Avalon Park television network, *East Orange Sun* and *Orlando Sentinel* newspapers. The School Advisory Council,

Parent Teacher Organization, and Parent Leadership Council are continually informed of the school's progress. A well informed community strengthens the relationship between home and school. Families, school, and community form a strong triangular partnership resulting in Avalon's academic success.

#### 4. **Sharing Success:**

Stagnation and complacency are not options at Avalon. The staff possesses the vision to understand the constant changes needed in order to meet the demands of the 21<sup>st</sup> century. Avalon Elementary continually searches for new opportunities to form an alliance with all stakeholders including the community of neighboring schools.

Principal, Pamela Sanders, participates in data meetings with numerous leaders within the learning community. During these meetings, each principal discusses strengths and weaknesses within their school data. An integral part of the meeting involves the circulation of ideas, strategies, and resources used to target specific student needs. An idea Mrs. Sanders has shared and has been successfully replicated is the incorporation of the web-based comprehensive reading intervention program, iStation.

Avalon supports the mission of the elementary education programs at the University of Central Florida, Valencia Community College, and the Young Educators at neighboring Timber Creek High School. We regularly provide opportunities for their students to observe or work alongside our highly qualified teachers. It is a rewarding partnership.

Our students and teachers are encouraged to collaborate with other learners within the community and around the globe. Avalon has innovative teachers using technology to improve learning and make global connections. Students in Avalon utilize the software Skype to communicate with other students around the world. This year, Skype was used to video conference with relief workers assisting in Haiti.

Designation as a School of Excellence would confirm Avalon as a resource for those looking to increase instructional rigor and narrow achievement gaps. As a Blue Ribbon School, we would be interested in promoting the importance of integrating technology into the curriculum. We would model and encourage schools to use data that measures success on multiple levels. In our case, school planning that incorporates elements for increasing student achievement will expand the elementary school experience and enliven faculty scholarship.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

High expectations, rigorous instruction, and assessment data drive the success of Avalon Elementary. A dedicated staff creates an environment where students are excited to come to school, challenged each day, and confidently meeting success. Our curriculum is based on the Orange County District's Comprehensive Academic Achievement Plan. The curriculum for the content areas is based on the Florida Sunshine State Standards. The academic plan provides consistency and instructional strategies to address our Superintendent's goal of intense focus on academic achievement.

The motto at Avalon is "Core plus more." We know that differentiated instruction is essential in any successful classroom. Therefore, we implement and utilize many research-based materials and programs to meet and surpass state goals. The additional resources target students with special needs, challenge the gifted, and stretch the accomplishments of the average student.

In each of the core academic areas, we have classroom sets of adopted district hardcover and electronic textbooks including publisher's resources. Our reading curriculum is supported by a large library of leveled readers and novel class sets. Additionally, Avalon utilizes many research-based supplemental and comprehensive intervention programs, computer-based skill teaching and reading programs, and resources designed especially for our Limited English Proficient (LEP) students. Our writing curriculum is broadened with Great Source Write Traits and the MindWing Concepts hands-on materials.

Avalon classrooms are supplied with a wealth of manipulatives and computer programs that remediate and enrich math content. In addition to the classroom science resource kits of materials for experimentation, the school has a lab and science teacher. These resources provide engaging and relevant opportunities for students to participate in real-world experiences.

The classrooms are equipped with a Promethean ActivBoard. This digital whiteboard allows the teacher and students to interact with a wealth of media including programs such as Brainchild, BrainPop, and the internet. With five computer labs, all students have quality time to use technology as a learning tool.

To support the use and implementation of the instructional and intervention programs, we have a highly educated and effective staff. We have nine teachers certified in gifted education with self-contained gifted classes at each grade level. Many of our teachers have additional LEP and Exceptional Student Education (ESE) certifications allowing students to be taught in the regular classroom setting.

The teachers deliver the curriculum using a balance of social structures and instructional support. Our staff has been trained in Marzano's High Yield Strategies of Effective Instruction. Teachers incorporate the nine strategies in whole class, small group, paired, one-on-one, and independent instruction. Our teachers use a variety of instructional methods as they differentiate to meet the needs of our students. Modeling with direct systematic and explicit instruction, shared student and teacher learning, and structured practice time allows for maximum educational experiences for each child. This ensures that all needs are addressed, cultivated, and enriched.

Due to budget constraints, the art, dance, and music programs at Avalon have varied over the past five years. The arts have enriched our students' lives. We have a full keyboard laboratory where students have hands-on experiences learning the elements of music. Avalon students learn to perform at concerts and special events using a complete ensemble of Orff instruments. Our intermediate chorus and primary grades perform annually. One of our biggest accomplishments has been our musical production of "Alice and Wonderland" with over 100 students and 30 teachers working together. Beyond our school, our students experience visits to

philharmonic concerts, the ballet, and the Orlando Art Museum. In addition, a fulltime art teacher enriches our students' lives with various mediums of art materials from weaving to clay.

### **2a. (Elementary Schools) Reading:**

(This question is for elementary schools only)

Avalon has developed a reading curriculum based on the needs of its students. To create our very own curriculum, we have used multiple sources including the district K-12 Reading Plan, the research and knowledge obtained and published by the National Institute for Literacy, Florida's Reading First Academies, and resources from the Florida Center for Reading Research. Our curriculum is a comprehensive program that addresses six components of reading – phonemic awareness, phonics, fluency, vocabulary, comprehension, and assessment. In an alignment document created by our team of teachers, we have outlined what a child needs to know in each of these components. The program developed provides our teachers the knowledge to differentiate and individualize instruction.

Each school year, students are assessed along the continuum of learning-to-read skills to pinpoint their exact needs. DIBELS and teacher created checklists are used to assess and monitor phonemic awareness, phonics, and fluency. County benchmark assessments are used for reading comprehension skills. Once an individual area of need is identified, small group and individualized instruction begins.

Our comprehensive core reading program is Houghton Mifflin. Teachers developed an index which aligns each of the grade level basal texts to our outline of instruction. We purchased research-based comprehensive and supplemental intervention reading programs. These programs include iStation, Read Naturally, Kaleidoscope, and Benchmark Comprehension and Phonics Skill Bags.

Within the 90-minute reading block, teachers adhere to a schedule of 30 minutes of whole group grade level instruction and 60 minutes of small group differentiated instruction. Our lowest quartile is provided an additional 20-30 minutes of instruction each day. We provide before school computer instruction using programs such as FCAT Explorer and Brainchild. Additionally, we provided 18 sessions of after-school tutoring concentrating on the "Big Twelve" comprehension strategies. Our gifted students reading instruction is accelerated and enriched with literature circle discussions and units on Shakespeare and other classic works.

### **3. Additional Curriculum Area:**

Avalon's mission is "To provide every student with a world class education." Based on historical FCAT data in the area of writing, Avalon was not realizing its mission. The opening of Avalon brought together a diverse faculty with varied approaches to teaching writing. County guidelines provided a framework but did not stipulate a specific writing program.

Through self-assessment and review of student data, teacher's strengths and deficiencies were identified. FCAT writing data indicated 86 percent of the students scored at or above grade level for 2005. Avalon attributed lower performance outcomes in writing to school-wide teaching inconsistencies, strategies and methodologies.

During the next three years, Avalon's faculty went to work. Teachers attended seminars and writing conferences based on current best practices. They researched and studied various programs. The school purchased resource books and conducted staff development sessions to analyze strengths and weaknesses. A team emerged and built a Pre-K to 5 curriculum embracing six core traits of writing as a foundation. The new curriculum provided an outline of instruction, a portfolio of lessons, and resources for each grade level. The team established a set of assessment criteria for progress monitoring. As a result, individual student growth is evaluated on a monthly basis.

In 2008, teachers implemented our new writing program. The fundamentals of the program include the use of literary exemplars to demonstrate established writing principles, modeled and shared writing experiences, and real-world situations linked with personal connections. Additionally, teams introduced cutting edge technology through the use of Promethean ActivBoards and Pulse Pens.

The 2009 FCAT Writes reported that 97 percent of our students scored at or above grade level. Writing is no longer an entity of its own. It is an integral part of all subject areas throughout the day. Writing has morphed from an academic subject area to a developed skill for every student to effectively communicate in the 21<sup>st</sup> century.

#### **4. Instructional Methods:**

Avalon's mission is to "Provide a world class education for all students." With this in mind, all instruction is differentiated. Data driven differentiated instruction provides each student, regardless of ability levels, learning style, or background, with a targeted path to success. Each sub-group has its own set of challenges and talents that are recognized, understood, harnessed, and allowed to blossom in an environment designed to stimulate learning.

Differentiation at Avalon is a multi-tiered process. Deliberate consideration of student needs is applied when building classroom rosters. Our LEP and ESE students are clustered within classrooms to maximize co-teaching. Gifted students are placed in self-contained classrooms that combine an accelerated academic curriculum with enrichment programs.

Once the classrooms are populated, teachers analyze data to determine needs of students. Whole group instruction is based on the grade level curriculum. However, the majority of instruction in all academic areas is delivered through small guided groups and learning centers. This model facilitates individualized instruction to target students' needs whether below or above grade level. The classroom teacher utilizes a wealth of research-based resources.

Avalon's entire staff participates in voluntary tutoring programs. Each morning, students work in the computer lab on intervention programs, prior to the start of school. Throughout the day, individual staff members work one-on-one with at-risk students. Our paraprofessionals, trained by the resource teachers, deliver explicit and systematic supplemental instruction with small groups of students. After school, 48 teachers, paraprofessionals, clerks, and a custodian volunteer time tutoring students.

Additionally, Avalon has many school-wide resources and programs to supplement learning. Students can join accelerated math and science labs, in addition to chess, theater, and art clubs. Students participate in several community, national, and international competitions. The school has ranked nationally and internationally on World Math Day. All classes participate in at least one community service project annually.

#### **5. Professional Development:**

Professional development is paramount with school leadership. Avalon's faculty values life-long learning as a necessary tool in the deliverance of cutting-edge instruction. Faculty is encouraged to embrace on-going professional and personal growth. In order to foster a robust instructional staff at Avalon, school leadership examines up to the minute research in learning styles and learning environments. Newly identified best-practices, performance data, trends, and applications are evaluated and considered for Avalon's staff development.

Avalon's staff development is always based on school, county, state, and national initiatives. With the new federal Response to Intervention requirements, a thorough understanding of progress monitoring and reading intervention is essential for student growth. However, regardless of the source, Avalon requires all training to

have a direct and definite impact on student learning. For example, staff development topics have included Marzano's High Yield Strategies, performance data analysis, writing instruction, reading intervention, Florida Assessment for Reading Instruction, and effective use of technology within the classroom.

Professional development encompasses a variety of designs including book studies, seminars, learning communities, study groups, mentoring, coaching, and shadowing. At times, rotating substitutes are hired and teachers are released for school trainings. Avalon's leadership team and many "teacher leaders," as well as outside sources, are used as trainers.

Our focus on student development and growth directly correlates to skills acquired through professional development. Student FCAT writing scores have increased as primary teachers have introduced writing rubric assessments. Sessions on understanding data have led to a closely targeted instructional model, resulting in performance gains as indicated by progress monitoring.

Avalon's staff understands that learning never ceases. We recognize that to be a valuable educator in this ever changing world, professional development, self-discovery, and personal growth must continue well beyond the walls of the school. Student achievement is the measure of the effectiveness of our professional development.

## **6. School Leadership:**

Avalon Elementary School is a wonderful place to learn and work for students and staff. Pamela Sanders, the only principal to serve, opened this school in 2001. Her leadership style incorporates an "Open door policy and a big smile." At Avalon, everyone has a voice and everyone knows he will be heard. The principal leads the school by setting high expectations.

Under the principal, there are three groups of stakeholders: school leadership team, the team leaders, and the family team. The school's leadership team is comprised of experts representing all instructional and support personnel. The leadership team is led by Mrs. Sanders. Its primary responsibility is to advise the principal and participate in the decision-making processes. The team leaders include personnel who represent all school departments such as special areas, grade-levels, and classified employees. Members of this team serve as liaisons to the school staff. Their primary responsibility is to gather and disseminate information to all stakeholders. Additionally, the family team consists of parents and business partners. Their mission is to build and maintain a strong school and community.

Mrs. Sanders has a passion for developing everyone around her. She is gifted in her ability to recruit a superior staff. The principal inspires the staff to learn *more* than how to teach academic subjects. She inspires the staff to become lifelong learners through her "Let's Get Smarter" philosophy. Mrs. Sanders continues to build a superior staff that not only helps students reach their full potential, but is inspired to increase their own knowledge and awareness of the world through a variety of disciplines: history, the arts, world political economic trends, literature, and geography. She is molding students with stronger academic skills by building a superior teaching staff with a broad range of knowledge.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 3                      Test: FCAT  
 Edition/Publication Year: 2004-2009      Publisher: Florida Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
level 3,4,5	95	91	87	85	90
level 4,5	81	67	68	62	73
Number of students tested	115	143	119	256	204
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
level 3,4,5	88	81	67	72	81
level 4,5	59	42	40	37	54
Number of students tested	17	36	30	46	37
<b>2. African American Students</b>					
level 3,4,5				92	
level 4,5				59	
Number of students tested				12	
<b>3. Hispanic or Latino Students</b>					
level 3,4,5	93	79	78	76	80
level 4,5	74	51	44	46	49
Number of students tested	27	39	23	62	45
<b>4. Special Education Students</b>					
level 3,4,5	76	76	68	53	61
level 4,5	47	43	47	22	35
Number of students tested	17	21	28	36	23
<b>5. Limited English Proficient Students</b>					
level 3,4,5			85	65	63
level 4,5			30	29	37
Number of students tested			13	31	19
<b>6. Largest Other Subgroup</b>					
level 3,4,5	96	96	90	88	92
level 4,5	87	77	78	66	80
Number of students tested	69	91	78	145	129

Notes:

Subject: Reading  
Edition/Publication Year: 2004-2009

Grade: 3  
Publisher: Florida Department of Education  
Test: FCAT

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
level 3,4,5	90	86	78	89	87
level 4,5	75	53	57	59	62
Number of students tested	116	143	119	256	204
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
level 3,4,5	71	69	53	74	81
level 4,5	47	22	33	27	51
Number of students tested	17	36	30	47	37
<b>2. African American Students</b>					
level 3,4,5				92	
level 4,5				38	
Number of students tested				13	
<b>3. Hispanic or Latino Students</b>					
level 3,4,5	85	67	74	77	78
level 4,5	63	31	39	48	38
Number of students tested	27	39	23	62	45
<b>4. Special Education Students</b>					
level 3,4,5	71	76	43	61	43
level 4,5	30	29	22	14	34
Number of students tested	17	21	28	36	23
<b>5. Limited English Proficient Students</b>					
level 3,4,5			69	68	47
level 4,5			31	29	16
Number of students tested			13	31	19
<b>6. Largest Other Subgroup</b>					
level 3,4,5	93	93	85	93	90
level 4,5	85	65	65	65	69
Number of students tested	70	91	78	145	129

Notes:

Subject: Mathematics

Grade: 4

Test: FCAT

Edition/Publication Year: 2004-2009

Publisher: Florida Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
level 3,4,5	94	85	85	85	83
level 4,5	71	59	54	57	49
Number of students tested	124	129	119	251	211
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
level 3,4,5	93	70	70	66	69
level 4,5	61	45	37	34	28
Number of students tested	28	33	27	41	54
<b>2. African American Students</b>					
level 3,4,5				69	60
level 4,5				30	20
Number of students tested				13	10
<b>3. Hispanic or Latino Students</b>					
level 3,4,5	91	83	82	75	72
level 4,5	53	58	42	39	34
Number of students tested	32	24	38	59	54
<b>4. Special Education Students</b>					
level 3,4,5	75	54	58	50	56
level 4,5	31	29	21	23	33
Number of students tested	16	28	24	22	39
<b>5. Limited English Proficient Students</b>					
level 3,4,5			81	50	67
level 4,5			31	25	28
Number of students tested			16	20	18
<b>6. Largest Other Subgroup</b>					
level 3,4,5	96	85	88	88	88
level 4,5	78	59	63	62	55
Number of students tested	83	86	59	150	135

Notes:

Subject: Reading

Grade: 4

Test: FCAT

Edition/Publication Year: 2004-2009

Publisher: Florida Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
level 3,4,5	94	86	82	84	89
level 4,5	69	60	50	56	58
Number of students tested	124	130	119	251	211
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
level 3,4,5	86	67	67	71	83
level 4,5	46	36	29	34	27
Number of students tested	28	33	27	41	54
<b>2. African American Students</b>					
level 3,4,5				77	70
level 4,5				39	50
Number of students tested				13	10
<b>3. Hispanic or Latino Students</b>					
level 3,4,5	91	83	76	80	85
level 4,5	63	59	47	46	31
Number of students tested	32	24	38	59	54
<b>4. Special Education Students</b>					
level 3,4,5	81	50	50	50	67
level 4,5	19	28	8	19	26
Number of students tested	16	28	24	22	39
<b>5. Limited English Proficient Students</b>					
level 3,4,5			63	65	72
level 4,5			31	35	28
Number of students tested			16	20	18
<b>6. Largest Other Subgroup</b>					
level 3,4,5	96	87	83	85	91
level 4,5	73	59	55	57	68
Number of students tested	83	87	52	150	135

Notes:

Subject: Mathematics  
Edition/Publication Year: 2004-2009

Grade: 5  
Publisher: Florida Department of Education  
Test: FCAT

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
level 3,4,5	91	84	89	77	72
level 4,5	74	58	65	52	51
Number of students tested	111	118	133	238	202
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
level 3,4,5	88	84	73	61	59
level 4,5	65	60	28	35	28
Number of students tested	17	25	22	49	39
<b>2. African American Students</b>					
level 3,4,5				50	50
level 4,5				25	29
Number of students tested				16	14
<b>3. Hispanic or Latino Students</b>					
level 3,4,5	85	82	92	69	62
level 4,5	70	48	58	39	35
Number of students tested	20	33	36	65	42
<b>4. Special Education Students</b>					
level 3,4,5	76	60	46	48	40
level 4,5	59	20	16	21	26
Number of students tested	17	20	13	42	35
<b>5. Limited English Proficient Students</b>					
level 3,4,5			67	82	40
level 4,5			59	27	24
Number of students tested			12	11	30
<b>6. Largest Other Subgroup</b>					
level 3,4,5	93	87	91	82	76
level 4,5	76	56	70	60	55
Number of students tested	75	62	75	141	125

Notes:

Subject: Reading

Grade: 5

Test: FCAT

Edition/Publication Year: 2004-2009

Publisher: Florida Department Of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
level 3,4,5	93	84	95	86	79
level 4,5	60	54	65	50	42
Number of students tested	111	119	133	238	202
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
level 3,4,5	76	81	95	82	69
level 4,5	47	50	50	24	23
Number of students tested	17	26	22	49	39
<b>2. African American Students</b>					
level 3,4,5				56	71
level 4,5				19	21
Number of students tested				16	14
<b>3. Hispanic or Latino Students</b>					
level 3,4,5	90	82	92	83	69
level 4,5	55	51	58	29	20
Number of students tested	20	33	36	65	42
<b>4. Special Education Students</b>					
level 3,4,5	71	52	69	69	54
level 4,5	35	24	16	18	15
Number of students tested	17	21	13	43	35
<b>5. Limited English Proficient Students</b>					
level 3,4,5			92	64	47
level 4,5			33	18	16
Number of students tested			12	11	30
<b>6. Largest Other Subgroup</b>					
level 3,4,5	92	81	95	89	82
level 4,5	62	49	68	59	50
Number of students tested	75	63	75	142	125

Notes: