

The School Board of Highlands County

Avon Elementary School



2018-19 Schoolwide Improvement Plan

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Avon Elementary School

705 WINTHROP ST, Avon Park, FL 33825

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

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	86%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	70%

School Grades History

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

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Avon Elementary is to educate and encourage our students to reach their full potential as productive citizens and leaders in an ever changing society.

Provide the school's vision statement.

Learning to Lead, Leading to Learn

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Ball, Carla	Principal
Brooker, Martie	School Counselor
Elder, Lisa	Teacher, ESE
Murphy, Cindy	Instructional Coach
Laye, Summer	Instructional Technology
Thompson, Amanda	Teacher, K-12
Gause, Lisa	Teacher, K-12
Richardson, Laura	Teacher, K-12
Eshelman, Emily	Teacher, K-12
Miller, Ana	Teacher, K-12
Welch, Erin	Dean
Culverhouse, Ashley	Assistant Principal

Duties

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

The leadership team members serve as liaisons to their grade levels through long term goal setting and instructional planning. The leadership team participates in the development of the master schedule and shared decision making on grade level benchmarks/expectations for each 9 weeks period. They participate in the development of the school improvement plan by analyzing school-wide data and establishing goals for student achievement. The leadership team leads on-going professional learning communities.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	4	2	6	4	4	4	0	0	0	0	0	0	0	24
One or more suspensions	6	7	19	4	8	14	0	0	0	0	0	0	0	58
Course failure in ELA or Math	44	26	9	10	14	17	0	0	0	0	0	0	0	120
Level 1 on statewide assessment	0	0	0	13	23	28	0	0	0	0	0	0	0	64

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	4	4	5	8	8	13	0	0	0	0	0	0	0	42

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	14	7	7	2	1	0	0	0	0	0	0	0	0	31
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Thursday 8/2/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	6	12	12	11	13	9	0	0	0	0	0	0	0	63
One or more suspensions	2	3	4	0	2	3	0	0	0	0	0	0	0	14
Course failure in ELA or Math	8	40	38	4	6	6	0	0	0	0	0	0	0	102
Level 1 on statewide assessment	0	0	0	0	11	23	0	0	0	0	0	0	0	34
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	8	7	8	1	2	2	0	0	0	0	0	0	0	28

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	6	12	12	11	13	9	0	0	0	0	0	0	0	63
One or more suspensions	2	3	4	0	2	3	0	0	0	0	0	0	0	14
Course failure in ELA or Math	8	40	38	4	6	6	0	0	0	0	0	0	0	102
Level 1 on statewide assessment	0	0	0	0	11	23	0	0	0	0	0	0	0	34
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	8	7	8	1	2	2	0	0	0	0	0	0	0	28

Part II: Needs Assessment/Analysis

Assessment & Analysis

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

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

Math learning gains and math bottom 25% learning gains. Trend data shows data increasing over the past three years, however the percent making gains is still low.

Which data component showed the greatest decline from prior year?

Math ~ 2016-2017 3rd grade students to 2017-2018 4th grade students went from 81% proficiency to 64% proficiency.
 Math ~ student to student comparison from 2015-2016 to 2017-2018 shows a gradual decline in math proficiency (2015-2016 - 73%, 2016-2017 - 64%, 2017-2018 - 60%).
 Math - Trend data shows 5th grade continues to lag behind the state average.
 ELA - Trend data shows 5th grade continues to lag behind the state average.
 ELA - 5th grade went from 52% proficiency in 2016-2017 to 48% proficiency in 2017-2018.

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

Area Growth: ELA - 5th grade proficiency was 48% and was 7% below the state average of 55%.
 Strength: 3rd grade math (79%) was 17% above the state average of 62%.

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

5th grade math improved from 43% proficiency to 60% proficiency. The trend data shows an increase, but it does not constitute a trend.
 3rd grade ELA trend data shows a continuous improvement in proficiency moving from 41% in 2015-2016, to 54% in 2016-2017, to 68% in 2017-2018.

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

3rd ELA
 Daily fluency
 Professional learning communities (PLC) - data analysis
 iReady materials used to supplement CKLA.
 Accelerated reader (AR)
 Read Alouds
 AVID Strategies

5th Math
 Implementation of standards based strategies delivered in small differentiated groups.
 Spiral review of the content.
 Supplemental standards based materials (McCarthy math, iReady).
 Daily fluency practice.
 AVID Strategies.

School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	62%	48%	56%	54%	47%	52%
ELA Learning Gains	63%	48%	55%	61%	51%	52%
ELA Lowest 25th Percentile	64%	40%	48%	62%	48%	46%
Math Achievement	73%	58%	62%	63%	55%	58%
Math Learning Gains	51%	50%	59%	43%	51%	58%
Math Lowest 25th Percentile	45%	35%	47%	43%	42%	46%
Science Achievement	55%	52%	55%	48%	42%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	4 (6)	2 (12)	6 (12)	4 (11)	4 (13)	4 (9)	24 (63)
One or more suspensions	6 (2)	7 (3)	19 (4)	4 (0)	8 (2)	14 (3)	58 (14)
Course failure in ELA or Math	44 (8)	26 (40)	9 (38)	10 (4)	14 (6)	17 (6)	120 (102)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	13 (0)	23 (11)	28 (23)	64 (34)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	68%	48%	20%	57%	11%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	54%	48%	6%	58%	-4%
Same Grade Comparison		14%				
Cohort Comparison						
04	2018	56%	45%	11%	56%	0%
	2017	52%	51%	1%	56%	-4%
Same Grade Comparison		4%				
Cohort Comparison		2%				
05	2018	48%	47%	1%	55%	-7%
	2017	52%	47%	5%	53%	-1%
Same Grade Comparison		-4%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	79%	61%	18%	62%	17%
	2017	81%	60%	21%	62%	19%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2018	64%	53%	11%	62%	2%
	2017	64%	60%	4%	64%	0%
Same Grade Comparison		0%				
Cohort Comparison		-17%				
05	2018	60%	52%	8%	61%	-1%
	2017	43%	49%	-6%	57%	-14%
Same Grade Comparison		17%				
Cohort Comparison		-4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	48%	50%	-2%	55%	-7%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	55	52	36	68	65		60				
ELL	53	72		60	39						
BLK	50	57	60	55	43	33	32				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
HSP	66	70	64	71	50	45	56				
MUL	57			93							
WHT	65	59	64	80	55	60	68				
FRL	59	63	64	72	51	44	52				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	24	60	54	38	40	30					
ELL	52	58		62	58						
BLK	35	39		44	39	42	29				
HSP	51	59	67	61	42	35	41				
MUL	70			80							
WHT	66	74	79	80	57	50	75				
FRL	52	59	59	64	44	38	48				

Part III: Planning for Improvement

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

Areas of Focus:

Activity #1	
Title	ELA
Rationale	<p>ELA - Trend data shows 5th grade continues to lag behind the state average.</p> <p>ELA - 5th grade went from 52% proficiency in 2016-2017 to 48% proficiency in 2017-2018.</p> <p>ELA - Percent of multi-racial students scoring proficiency dropped from 70% in Spring 2017 to 57% proficiency in Spring 2018.</p>
Intended Outcome	<p>Increase the percent of 5th grade students scoring proficient on the FSA 2019 ELA Spring assessment from 48% to 51% or higher.</p> <p>Increase the percentage of students scoring proficient on the Spring 2019 ELA FSA Assessment from 62% to 65% or higher.</p> <p>Increase the percent of multiracial students in 3rd-5th grades scoring proficient on the Spring 2019 ELA FSA Assessment from 57% to 60% or higher.</p>
Point Person	Carla Ball (ballc@highlands.k12.fl.us)

Action Step	
Description	<p>Team leaders will facilitate weekly planning sessions and Professional Learning Communities (PLC) with a curriculum focus and outcome.</p> <p>Provide monthly professional development opportunities with some topics focused on AVID structures, iReady, and Core Knowledge.</p> <p>Provide opportunities for students to track and monitor individual, class and school-wide goals.</p> <p>Provide opportunities for content area teachers to analyze data and collaborate in planning standard- based lessons.</p>
Person Responsible	Carla Ball (ballc@highlands.k12.fl.us)

Plan to Monitor Effectiveness	
Description	<p>Informal/formal observations, student assessment data (progress monitoring each 9 weeks, iReady, classrooms assessments), administration and LCRT will attend grade level meetings/PLCs, professional development sign in sheets, student data chats/conferences, AVID walk-throughs/feedback.</p>
Person Responsible	Carla Ball (ballc@highlands.k12.fl.us)

Activity #2	
Title	Math
Rationale	<p>Math ~ 2016-2017 3rd grade students to 2017-2018 4th grade students went from 81% proficiency to 64% proficiency.</p> <p>Math ~ student to student comparison from 2015-2016 to 2017-2018 shows a gradual decline in math proficiency (2015-2016 - 73%, 2016-2017 - 64%, 2017-2018 - 60%).</p> <p>Math - Trend data shows 5th grade continues to lag behind the state average.</p> <p>Math - ELL Math Learning Gains dropped from 58% in Spring 2017 to 39% in Spring 2018.</p> <p>Math - Lowest 25% of black students earning learning gains dropped from 42% in Spring 2017 to 33% in Spring 2018.</p>
Intended Outcome	<p>Increase in the percent of students achieving learning gains on the Spring 2019 Math FSA from 52% to 55%.</p> <p>Increase the percent of the lowest 25% achieving learning gains on the Spring 2019 Math FSA from 45% to 48%.</p> <p>Increase the percent of the lowest 25% of black students earning learning gains on the Spring 2019 Math FSA from 33% to 36% or higher.</p> <p>Reversal of the downward trend data for students moving from 3rd, to 4th, to 5th grades.</p>
Point Person	Carla Ball (ballc@highlands.k12.fl.us)
Action Step	
Description	<p>Provide monthly professional development opportunities with some topics focused on AVID structures and iReady.</p> <p>Provide opportunities for students to track and monitor individual, class and school-wide goals.</p> <p>Provide opportunities for content area teachers to analyze data and collaborate in planning standard- based lessons.</p>
Person Responsible	Carla Ball (ballc@highlands.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Informal/formal observations, student assessment data (progress monitoring each 9 weeks, iReady, classrooms assessments), administration and LCRT will attend grade level meetings/PLCs, professional development sign in sheets, student data chats/conferences, AVID walk-throughs/feedback.
Person Responsible	Carla Ball (ballc@highlands.k12.fl.us)

Activity #3	
Title	Science
Rationale	Continue the upward trend of students achieving proficiency on the NGSSS State-wide Science Assessment ~ 2015-2016 ~ 48%, 2016-2017 ~ 50%, 2017-2018 ~ 55%.
Intended Outcome	Increase the percent of students achieving proficiency on the Spring 2019 NGSSS State-wide Science Assessment from 55% to 58% or higher.
Point Person	Carla Ball (ballc@highlands.k12.fl.us)

Action Step	
Description	Provide professional development on new science curriculum (Houghton-Mifflin-Harcourt). Implementation of Houghton-Mifflin-Harcourt science curriculum. Provide opportunities for content area teachers to analyze data and collaborate in planning standards based lessons.
Person Responsible	Carla Ball (ballc@highlands.k12.fl.us)

Plan to Monitor Effectiveness	
Description	Informal/formal observations, student assessment data (progress monitoring each 9 weeks, county-wide assessments, classroom assessments), administration and LCRT will attend grade level meetings/PLCs, professional development sign in sheets, AVID walk-throughs/feedback.
Person Responsible	Carla Ball (ballc@highlands.k12.fl.us)

Activity #4	
Title	Discipline
Rationale	An increase in the number of students earning a discipline referral from the 2016-2017 school year to the 2017-2018 school year.
Intended Outcome	Decrease the number of students earning discipline referrals from 143 students and 426 occurrences by 25%.
Point Person	Ashley Culverhouse (culverha1@highlands.k12.fl.us)

Action Step	
Description	School-wide data goal - classroom and school-wide tracking. Professional development on discipline expectations and procedures. Dean to monitor and oversee discipline. Referral free nine week rewards. Targeted interventions for students with 2 or more referrals.
Person Responsible	Erin Welch (welche@highlands.k12.fl.us)

Plan to Monitor Effectiveness	
Description	Referral data tracking by dean. Student data notebooks - behavior tracking. Progress monitoring meetings each 9 weeks. Share out of discipline data with staff on a monthly basis.
Person Responsible	Erin Welch (welche@highlands.k12.fl.us)

Activity #5	
Title	Attendance
Rationale	3.9% (24/613) of students missed 10% or more of school during the 2017-2018 school year.
Intended Outcome	Reduce the percent of students missing 10% or more of school.
Point Person	Carla Ball (ballc@highlands.k12.fl.us)
Action Step	
Description	SARC meetings. Grade level parent meetings, place a focus on attendance. Classroom morning meetings - place a focus on attendance. Student data notebooks. Teacher will contact parent to check on students who are absent 3 or more consecutive days.
Person Responsible	Carla Ball (ballc@highlands.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Parent communication logs. Student attendance report.
Person Responsible	Carla Ball (ballc@highlands.k12.fl.us)

Part IV: Title I Requirements

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

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

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.

PFEP Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Avon Elementary is able to ensure the social-emotional needs of all students are being met through the provision of a school guidance counselor. The guidance counselor also brokers with the Child Advocacy Center to secure additional services that may be needed. The school also provides an on-site staff mentoring program where staff members are paired up with students in need of additional support. Staff

members will also participate in verbal de-escalation training at the beginning of the school year to aid teachers in additional strategies to productively respond to student behaviors.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

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 7th. 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.

In May, 5th grade students visit their zoned middle school for an orientation and campus tour. They are provided information about class schedule requirements and elective opportunities. Avon Elementary hosts a fifth grade breakfast in May, where the middle school principal provides information and expectations to students and parents.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The MTSS leadership team 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).

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.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Avon Elementary is an AVID Elementary school. We promote a college and career mindset through the implementation of AVID structures in grades 3rd, 4th and 5th. All 3rd-5th grade classrooms maintain a college and career display. Fifth grade students participated in a college campus tour of Warner University. To promote college awareness, Wednesdays are designated as school-wide "college wear day" and school announcements spotlight a college of the month. A school-wide college culture is established through window clings, college tree, name plates, and "class of" signs. Graduating high school seniors participated in a graduation walk and assisted with end of the year awards.