Avon Elementary School

2019-20 Schoolwide Improvement Plan

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Avon Elementary School

705 WINTHROP ST, Avon Park, FL 33825

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

Demographics

Principal: Jennifer Cornell

Start Date for this Principal: 8/27/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (46%) 2017-18: B (59%) 2016-17: B (54%) 2015-16: C (53%) 2014-15: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan was approved by the Highlands County School Board on 10/8/2019.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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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)	**2018-19 Title I School**	**2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	B	B	C

School Board Approval

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SIP Authority

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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	Job Duties and Responsibilities
Ball, Carla	Principal	? Ensures a focus on learning and continuous improvement ? Guides the work of the collaborative teams ? Supports and monitors the work of the collaborative teams ? Serves as the steward of the school's mission, vision, core values (commitments) ? Monitors achievement, climate and satisfaction data to assure that the learning environment is producing results consistent with the school's stated goals ? Identifies gaps in performance or processes and plans for their improvement ? Aligns school's work with the district and classroom
Brooker, Martie	School Counselor	Assists the principal in making decisions to govern the school (shared decision making) ? Ensures a focus on learning and continuous improvement ? Guides the work of the collaborative teams ? Supports and monitors the work of the collaborative teams ? Serves as the steward of the school's mission, vision, core values (commitments) ? Monitors achievement, climate and satisfaction data to assure that the learning environment is producing results consistent with the school's stated goals ? Identifies gaps in performance or processes and plans for their improvement ? Aligns school's work with the district and classroom
Elder, Lisa	Teacher, ESE	Assists the principal in making decisions to govern the school (shared decision making) ? Ensures a focus on learning and continuous improvement ? Guides the work of the collaborative teams ? Supports and monitors the work of the collaborative teams ? Serves as the steward of the school's mission, vision, core values (commitments) ? Monitors achievement, climate and satisfaction data to assure that the learning environment is producing results consistent with the school's stated goals ? Identifies gaps in performance or processes and plans for their improvement ? Aligns school's work with the district and classroom
Murphy, Cindy	Instructional Coach	Assists the principal in making decisions to govern the school (shared decision making) ? Ensures a focus on learning and continuous improvement ? Guides the work of the collaborative teams ? Supports and monitors the work of the collaborative teams

Name	Title	Job Duties and Responsibilities
		? Serves as the steward of the school's mission, vision, core values (commitments) ? Monitors achievement, climate and satisfaction data to assure that the learning environment is producing results consistent with the school's stated goals ? Identifies gaps in performance or processes and plans for their improvement ? Aligns school's work with the district and classroom
Laye, Summer	Instructional Technology	Assists the principal in making decisions to govern the school (shared decision making) ? Ensures a focus on learning and continuous improvement ? Guides the work of the collaborative teams ? Supports and monitors the work of the collaborative teams ? Serves as the steward of the school's mission, vision, core values (commitments) ? Monitors achievement, climate and satisfaction data to assure that the learning environment is producing results consistent with the school's stated goals ? Identifies gaps in performance or processes and plans for their improvement ? Aligns school's work with the district and classroom
Gause, Lisa	Teacher, K-12	Assists the principal in making decisions to govern the school (shared decision making) ? Ensures a focus on learning and continuous improvement ? Guides the work of the collaborative teams ? Supports and monitors the work of the collaborative teams ? Serves as the steward of the school's mission, vision, core values (commitments) ? Monitors achievement, climate and satisfaction data to assure that the learning environment is producing results consistent with the school's stated goals ? Identifies gaps in performance or processes and plans for their improvement ? Aligns school's work with the district and classroom
Richardson, Laura	Teacher, K-12	Assists the principal in making decisions to govern the school (shared decision making) ? Ensures a focus on learning and continuous improvement ? Guides the work of the collaborative teams ? Supports and monitors the work of the collaborative teams ? Serves as the steward of the school's mission, vision, core values (commitments) ? Monitors achievement, climate and satisfaction data to assure

Name	Title	Job Duties and Responsibilities
		that the learning environment is producing results consistent with the school's stated goals ? Identifies gaps in performance or processes and plans for their improvement ? Aligns school's work with the district and classroom
Eshelman, Emily	Teacher, K-12	Assists the principal in making decisions to govern the school (shared decision making) ? Ensures a focus on learning and continuous improvement ? Guides the work of the collaborative teams ? Supports and monitors the work of the collaborative teams ? Serves as the steward of the school's mission, vision, core values (commitments) ? Monitors achievement, climate and satisfaction data to assure that the learning environment is producing results consistent with the school's stated goals ? Identifies gaps in performance or processes and plans for their improvement ? Aligns school's work with the district and classroom
Miller, Ana	Teacher, K-12	Assists the principal in making decisions to govern the school (shared decision making) ? Ensures a focus on learning and continuous improvement ? Guides the work of the collaborative teams ? Supports and monitors the work of the collaborative teams ? Serves as the steward of the school's mission, vision, core values (commitments) ? Monitors achievement, climate and satisfaction data to assure that the learning environment is producing results consistent with the school's stated goals ? Identifies gaps in performance or processes and plans for their improvement ? Aligns school's work with the district and classroom
Welch, Erin	Dean	Assists the principal in making decisions to govern the school (shared decision making) ? Ensures a focus on learning and continuous improvement ? Guides the work of the collaborative teams ? Supports and monitors the work of the collaborative teams ? Serves as the steward of the school's mission, vision, core values (commitments) ? Monitors achievement, climate and satisfaction data to assure that the learning environment is producing results consistent with the school's stated goals

Name	Title	Job Duties and Responsibilities
		? Identifies gaps in performance or processes and plans for their improvement ? Aligns school's work with the district and classroom
Culverhouse, Ashley	Assistant Principal	Assists the principal in making decisions to govern the school (shared decision making) ? Ensures a focus on learning and continuous improvement ? Guides the work of the collaborative teams ? Supports and monitors the work of the collaborative teams ? Serves as the steward of the school's mission, vision, core values (commitments) ? Monitors achievement, climate and satisfaction data to assure that the learning environment is producing results consistent with the school's stated goals ? Identifies gaps in performance or processes and plans for their improvement ? Aligns school's work with the district and classroom
Julien, Onassis	Teacher, K-12	Assists the principal in making decisions to govern the school (shared decision making) ? Ensures a focus on learning and continuous improvement ? Guides the work of the collaborative teams ? Supports and monitors the work of the collaborative teams ? Serves as the steward of the school's mission, vision, core values (commitments) ? Monitors achievement, climate and satisfaction data to assure that the learning environment is producing results consistent with the school's stated goals ? Identifies gaps in performance or processes and plans for their improvement ? Aligns school's work with the district and classroom
Abeln, Roberta	Teacher, K-12	Assists the principal in making decisions to govern the school (shared decision making) ? Ensures a focus on learning and continuous improvement ? Guides the work of the collaborative teams ? Supports and monitors the work of the collaborative teams ? Serves as the steward of the school's mission, vision, core values (commitments) ? Monitors achievement, climate and satisfaction data to assure that the learning environment is producing results consistent with the school's stated goals ? Identifies gaps in performance or processes and plans for their improvement ? Aligns school's work with the district and classroom

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	102	99	88	84	116	103	0	0	0	0	0	0	0	592
Attendance below 90 percent	21	19	14	21	17	11	0	0	0	0	0	0	0	103
One or more suspensions	2	0	1	0	1	0	0	0	0	0	0	0	0	4
Course failure in ELA or Math	10	0	7	0	26	6	0	0	0	0	0	0	0	49
Level 1 on statewide assessment	0	0	0	10	51	21	0	0	0	0	0	0	0	82

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	28	19	20	26	34	17	0	0	0	0	0	0	0	144

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	17	6	1	5	1	0	0	0	0	0	0	0	0	30
Students retained two or more times	0	0	0	3	0	2	0	0	0	0	0	0	0	5

FTE units allocated to school (total number of teacher units)
40

Date this data was collected or last updated
Tuesday 8/27/2019

Prior Year - 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	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 with two or more early warning indicators:

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

Prior Year - 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	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 with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	50%	50%	57%	54%	50%	55%
ELA Learning Gains	50%	54%	58%	59%	56%	57%
ELA Lowest 25th Percentile	38%	49%	53%	62%	47%	52%
Math Achievement	57%	57%	63%	66%	59%	61%
Math Learning Gains	54%	57%	62%	46%	54%	61%
Math Lowest 25th Percentile	38%	44%	51%	40%	42%	51%
Science Achievement	38%	45%	53%	50%	47%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	102 (0)	99 (0)	88 (0)	84 (0)	116 (0)	103 (0)	592 (0)
Attendance below 90 percent	21 (4)	19 (2)	14 (6)	21 (4)	17 (4)	11 (4)	103 (24)
One or more suspensions	2 (6)	0 (7)	1 (19)	0 (4)	1 (8)	0 (14)	4 (58)
Course failure in ELA or Math	10 (44)	0 (26)	7 (9)	0 (10)	26 (14)	6 (17)	49 (120)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	10 (13)	51 (23)	21 (28)	82 (64)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	39%	50%	-11%	58%	-19%
	2018	68%	48%	20%	57%	11%
Same Grade Comparison	-29%					
Cohort Comparison						
04	2019	56%	49%	7%	58%	-2%
	2018	56%	45%	11%	56%	0%
Same Grade Comparison	0%					
Cohort Comparison	-12%					
05	2019	48%	45%	3%	56%	-8%
	2018	48%	47%	1%	55%	-7%
Same Grade Comparison	0%					
Cohort Comparison	-8%					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	39%	56%	-17%	62%	-23%
	2018	79%	61%	18%	62%	17%
Same Grade Comparison	-40%					
Cohort Comparison						
04	2019	78%	60%	18%	64%	14%
	2018	64%	53%	11%	62%	2%
Same Grade Comparison	14%					
Cohort Comparison	-1%					
05	2019	43%	49%	-6%	60%	-17%
	2018	60%	52%	8%	61%	-1%
Same Grade Comparison	-17%					
Cohort Comparison	-21%					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	34%	43%	-9%	53%	-19%
	2018	48%	50%	-2%	55%	-7%
Same Grade Comparison	-14%					
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	50	60		48	58						
ELL	39	50	42	47	64	62					
BLK	40	57		42	48		23				
HSP	44	44	27	54	51	44	24				
MUL	55			91							
WHT	62	56	50	62	55	27	59				
FRL	48	49	37	55	53	40	33				

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				
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	69
Total Points Earned for the Federal Index	394

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	54
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	53
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	73
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

3rd grade ELA proficiency dropped 29% and 3rd grade math proficiency dropped 40%. The bottom quartile in math remains low at 38%. The data does not show a trend with proficiency decreasing. In regards to math bottom quartile, the data fluctuates slightly, not revealing a trend, however the data does show that the bottom quartile in math remains at a constant low: 2017: 40%, 2018: 45%, 2019: 38%.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

3rd grade math proficiency showed the greatest decline from the previous year, dropping 40%. Proficiency went from 79% (2017-2018) to 39% (2018-2019). Factors that contributed to this decrease include a change in teaching staff, instructional concerns, and student behavior.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

3rd grade math had the greatest gap when compared to the state average. 3rd grade math proficiency was 39% and the state average was 62%. Factors that contributed to this decrease include a change in teaching staff, instructional concerns, and student behavior. In previous years, 3rd grade math proficiency was high: 2015-2016: 73%, 2016-2017: 81%, 2017-2018: 79%.

Which data component showed the most improvement? What new actions did your school take in this area?

4th grade math proficiency showed the most improvement, increasing from 64% proficiency in 2017-2018 to 78% proficiency in 2018-2019. Actions that were taken to lead to this increase include instructional staff changes, reflex software, Engage New York (instructional plans, daily fluency practice, AVID strategies, and after school tutoring.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Reflecting on the EWS data, potential areas of concern are:
*currently 103/592 students are currently missing 10% or more of school,
*82 students scored a level 1 in either reading or math during the 2018-2019 school year.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase the percent of bottom quartile students making learning gains in math.
2. Increase the percent of bottom quartile students making learning gains in ELA.
3. Increase the percent of 5th grade students scoring proficient on the NGSSS science assessment.
4. Decrease the percent of students missing 10% or more of school.
5. Decrease the number of students earning student discipline referrals.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA
Rationale	ELA - Trend data shows 5th grade continues to lag behind the state average. ELA - 5th grade proficiency remained the same, 48%, from 2017-2018 to 2018-2019. ELA - Learning gains decreased from 63% to 50%. ELA - Bottom quartile learning gains decreased from 64% to 38%.
State the measurable outcome the school plans to achieve	Increase the percent of 5th grade students scoring proficient on the FSA 2020 ELA Spring assessment from 43% to 50%. Increase the percentage of students scoring proficient on the FSA 2020 ELA Spring assessment from 50% to 55%. Increase the percent of students earning learning gains on the FSA 2020 ELA assessment from 50% to 55%. Increase the percent of the bottom quartile students earning learning gains on the FSA 2020 ELA assessment from 38% to 50%. The progress towards these measurable objectives will be monitored through informal/formal observations, student assessment data (progress monitoring each 9 weeks, iReady, classroom assessments), administration and LCRT will attend grade level meetings/PLCs, professional development sign in sheets, student data chats/conferences, and AVID walk-throughs/feedback.
Person responsible for monitoring outcome	Carla Ball (ballc@highlands.k12.fl.us)
Evidence-based Strategy	Advancement Via Individual Determination (AVID) Strategies. CARS & STARS Resources - Curriculum Associates. iReady - Curriculum Associates.
Rationale for Evidence-based Strategy	AVID Strategies. ~ During each stage of learning, AVID Elementary incorporates: •Student Success Skills – encompassing communication skills (e.g. listening, speaking, writing), self-advocacy skills, and study skills. •Organizational Skills – both mental and physical; students are given organizational tools, time management, goal-setting, and note-taking strategies. •WICOR Lessons – instruction on writing, inquiry, collaboration, organization and reading to learn. •Partnerships – classrooms, grade levels, schools, families and communities. CARS & STARS Resources - Curriculum Associates. ~ A recent independent research study demonstrated that the number of students performing below grade level declined 45%. iReady - Curriculum Associates ~ Learning is achieved by adjusting curriculum and presentation of information to learners rather than expecting learners to adjust themselves to the curriculum (Hall, 2002; Tomlinson, 1995; Tomlinson, 1999). • Effective differentiated instruction engages in continuous progress monitoring and translates the results generated from these assessments into effective reading instruction (Foorman &

Moats,
2004).

Action Step	
Description	1. K-5 Professional Learning Communities (PLC's) - meet weekly 2. Common WIN (What I Need) time K-5 that targets specific individual student needs, four days a week (a component of PLC's). 3. In school remediation time for bottom quartile students, three days a week. 4. Monthly professional development in Advancement Via Individual Determination (AVID) strategies. 5. Grade level common planning to 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)

#2	
Title	Math
Rationale	Math - Trend data shows 5th grade continues to lag behind the state average. Math - 5th grade proficiency dropped from 60% in 2017-2018 to 43% in 2018-2019. Math - Bottom quartile learning gains decreased from 45% to 38%.

State the measurable outcome the school plans to achieve	Increase the percent of 5th grade students scoring proficient on the FSA 2020 Math Spring assessment from 43% to 50%. Increase the percentage of students scoring proficient on the FSA 2020 Math Spring assessment from 57% to 60%. Increase the percent of the bottom quartile students earning learning gains on the FSA 2020 Math assessment from 38% to 50%. The progress towards these measurable objectives will be monitored through informal/ formal observations, student assessment data (progress monitoring each 9 weeks, iReady, classroom assessments), administration and LCRT will attend grade level meetings/PLCs, professional development sign in sheets, student data chats/conferences, and AVID walk-throughs/feedback.
Person responsible for monitoring outcome	Carla Ball (ballc@highlands.k12.fl.us)
Evidence-based Strategy	Advancement Via Individual Determination (AVID) Strategies. CAMS & STAMS Resources - Curriculum Associates. iReady - Curriculum Associates. AVID Strategies. ~ During each stage of learning, AVID Elementary incorporates: •Student Success Skills – encompassing communication skills (e.g. listening, speaking, writing), self-advocacy skills, and study skills. •Organizational Skills – both mental and physical; students are given organizational tools, time management, goal-setting, and note-taking strategies. •WICOR Lessons – instruction on writing, inquiry, collaboration, organization and reading to learn. •Partnerships – classrooms, grade levels, schools, families and communities.
Rationale for Evidence-based Strategy	CAMS & STAMS Resources - Curriculum Associates. ~focuses on key foundational math skills, which align to NCTM Focal Points and Connections. iReady - Curriculum Associates ~ Learning is achieved by adjusting curriculum and presentation of information to learners rather than expecting learners to adjust themselves to the curriculum (Hall, 2002; Tomlinson, 1995; Tomlinson, 1999). • Effective differentiated instruction engages in continuous progress monitoring and translates the results generated from these assessments into effective reading instruction (Foorman & Moats, 2004).
Action Step	

Description	1. In school remediation time for bottom quartile students, three days a week. Monthly professional development 2. Monthly professional development in Advancement Via Individual Determination (AVID) strategies. 3. Grade level common planning to provide opportunities for content area teachers to analyze data and collaborate in planning standards based lessons. 4. Provide opportunities for students to track and monitor individual, class and school-wide goals.
Person Responsible	Carla Ball (ballc@highlands.k12.fl.us)

#3	
Title	Science
Rationale	Science - 5th grade proficiency on the NGSSS assessment decreased from 55% in 2017-2018 to 38% in 2018-2019.

State the measurable outcome the school plans to achieve	Increase the percent of 5th grade students achieving proficiency on the Spring 2020 NGSSS science assessment from 38% to 50%. The progress towards this measurable objectives will be monitored through informal/ formal observations, student assessment data (progress monitoring each 9 weeks, classroom assessments), administration and LCRT will attend grade level meetings/ PLCs, and AVID walk-throughs/feedback.
Person responsible for monitoring outcome	Carla Ball (ballc@highlands.k12.fl.us)
Evidence-based Strategy	5 E Model of Science Instruction This is a strategy recommended by our district that administrators and teachers have received professional development in.
Rationale for Evidence-based Strategy	The 5E Model is based on the constructivist theory to learning, which suggests that people construct knowledge and meaning from experiences. By understanding and reflecting on activities, students are able to reconcile new knowledge with previous ideas.
Action Step	
Description	1. Provide opportunities for content area teachers to analyze data and collaborate in planning standards based lessons. 2. Incorporate 5E model into science lesson development and lesson delivery. 3. Collaborate with district science resource teacher in development of curriculum/ instructional plans. 4. Incorporate science content into ELA block and WIN group instruction.
Person Responsible	Carla Ball (ballc@highlands.k12.fl.us)

#4	
Title	Discipline
Rationale	An increase in the number of students earning a discipline referral from the 2017-2018 to the 2018-2019 school year.

State the measurable outcome the school plans to achieve	Decrease the number of discipline referrals earned by students from 491 referrals in 2018-2019 by 25% (368). Progress towards this measurable outcome will be monitored through referral tracking by the dean, student data notebooks (behavior tracking), progress monitoring meetings each 9 weeks, and the share out of discipline data with staff at monthly faculty meetings.
Person responsible for monitoring outcome	Erin Welch (welche@highlands.k12.fl.us)
Evidence-based Strategy	Leader in Me - Stephen Covey. Components of PBIS.
Rationale for Evidence-based Strategy	Avon Elementary is a Leader In Me Lighthouse School. We incorpate Covey's 8 Habits of Happy Kids into our school culture. Components of PBIS - we have developed school-wide and classroom expectations to allow for consist reinforcement of expectations.

Action Step

Description	1. School-wide data goal - classroom and school-wide tracking. 2. Professional development on discipline expectations and procedures. 3. Full time dean to monitor and oversee discipline 4. 9 week celebrations 5. Targeted interventions for students with 5 or more referrals.
Person Responsible	Erin Welch (welche@highlands.k12.fl.us)

#5	
Title	Attendance
Rationale	111/616 Students missed 10% or more of school during the 2018-2019 school year.

State the measurable outcome the school plans to achieve	Reduce the percent of students missing 10% or more of school by 15% (17/111). The progress towards this measurable outcome will be monitored through monthly School Attendance Review Committee (SARC) meetings.
Person responsible for monitoring outcome	Carla Ball (ballc@highlands.k12.fl.us)
Evidence-based Strategy	Parent Involvement - Invite parents in to attend monthly SARC meetings
Rationale for Evidence-based Strategy	Involving parents in the SARC process will make parents more informed and will hold them accountable their child's attendance.
Action Step	
Description	1. Monthly SARC meetings. 2. Grade level parent meetings, place a focus on attendance. 3. Awards and celebrations for targeted absences and tardies. 4. Teacher will contact parent to check on students who are absent 3 or more consecutive days. 5.
Person Responsible	Carla Ball (ballc@highlands.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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 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 ethnically. In order to do this, a cooperative relationship must be built with parents so that all that we all work together to nurture in each child the characteristics of responsibility, kindness, and good judgement. Positive relationships are built through interactions and communicating with parents through curriculum nights, school events, newsletters, conferences, PTO, and SAC. In addition, Avon Elementary works with community stakeholders to develop and foster productive relationships by partnering through events such as the Jingle Bell Run and end of year awards (Bill Jarrett Ford) and Hurricane Relief for the

Bahamas (Wal-Mart, Bealls Outlet, and Dr. Owens). Additionally, parents are connected with and provided resources through the Child Advocacy Center to support student needs.

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 members of the community and staff members are paired up with students in need of additional support. In addition, our district provides a mental health therapist to provide crisis intervention support.

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 accomodations 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 and Lunch -provided free of cost to all 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 1st - 5th grades. All 1st - 5th grade classrooms maintain a college and career display. Fifth grade students have an opportunity to participate in a college tour at Warner Southern University each year. 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 participate in a graduation walk and assist with the end of year awards ceremony.

Part V: Budget

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

1	III.A.	Areas of Focus: ELA	$0.00
2	III.A.	Areas of Focus: Math	$0.00
3	III.A.	Areas of Focus: Science	$0.00
4	III.A.	Areas of Focus: Discipline	$0.00
5	III.A.	Areas of Focus: Attendance	$0.00
		Total:	**$0.00**