

The School Board of Highlands County

Avon Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	13
Planning for Improvement	21
Positive Culture & Environment	26
Budget to Support Goals	26

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: 3/24/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (46%) 2017-18: B (59%) 2016-17: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	13
Planning for Improvement	21
Title I Requirements	0
Budget to Support Goals	26

Avon Elementary School

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p style="font-size: 1.2em;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 1.2em;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 1.2em;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 1.2em;">75%</p>

School Grades History

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

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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Cornell, Jenny	Principal	<ul style="list-style-type: none"> ? 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
Culverhouse, Ashley	Assistant Principal	<ul style="list-style-type: none"> 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	School Counselor	<ul style="list-style-type: none"> 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	Dean	<ul style="list-style-type: none"> 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	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> ? 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	Reading Coach	<ul style="list-style-type: none"> 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
Silva, Jipsy	Teacher, K-12	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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

Name	Position Title	Job Duties and Responsibilities
		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
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

Demographic Information

Principal start date

Wednesday 3/24/2021, Jennifer Cornell

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

0

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

Total number of teacher positions allocated to the school

26

Total number of students enrolled at the school

488

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

3

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

5

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	81	81	73	97	76	79	0	0	0	0	0	0	0	487
Attendance below 90 percent	24	13	21	17	22	18	0	0	0	0	0	0	0	115
One or more suspensions	3	1	2	1	3	8	0	0	0	0	0	0	0	18
Course failure in ELA	3	10	5	2	5	5	0	0	0	0	0	0	0	30
Course failure in Math	3	5	2	2	12	10	0	0	0	0	0	0	0	34
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	29	13	20	0	0	0	0	0	0	0	62
Level 1 on 2019 statewide FSA Math assessment	0	0	0	33	11	34	0	0	0	0	0	0	0	78
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	6	7	6	25	28	0	0	0	0	0	0	0	74

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	5	8	0	4	0	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	4	0	0	0	3	0	0	0	0	0	0	0	7

Date this data was collected or last updated

Friday 8/20/2021

2020-21 - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	104	102	93	91	112	106	0	0	0	0	0	0	0	608
Attendance below 90 percent	24	10	9	6	11	5	0	0	0	0	0	0	0	65
One or more suspensions	6	6	7	7	24	6	0	0	0	0	0	0	0	56
Course failure in ELA	35	18	4	25	19	4	0	0	0	0	0	0	0	105
Course failure in Math	28	10	7	14	43	9	0	0	0	0	0	0	0	111
Level 1 on 2019 statewide ELA assessment	0	0	0	29	13	20	0	0	0	0	0	0	0	62
Level 1 on 2019 statewide Math assessment	0	0	0	33	11	34	0	0	0	0	0	0	0	78
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	15	7	2	8	39	10	0	0	0	0	0	0	0	81

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	2	0	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	4	0	2	0	0	0	0	0	0	0	6

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	104	102	93	91	112	106	0	0	0	0	0	0	0	608
Attendance below 90 percent	24	10	9	6	11	5	0	0	0	0	0	0	0	65
One or more suspensions	6	6	7	7	24	6	0	0	0	0	0	0	0	56
Course failure in ELA	35	18	4	25	19	4	0	0	0	0	0	0	0	105
Course failure in Math	28	10	7	14	43	9	0	0	0	0	0	0	0	111
Level 1 on 2019 statewide ELA assessment	0	0	0	29	13	20	0	0	0	0	0	0	0	62
Level 1 on 2019 statewide Math assessment	0	0	0	33	11	34	0	0	0	0	0	0	0	78
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	6	7	6	25	28	0	0	0	0	0	0	0	74

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	5	8	0	4	0	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	4	0	3	0	0	0	0	0	0	0	7

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				50%	50%	57%	62%	48%	56%
ELA Learning Gains				50%	54%	58%	63%	48%	55%
ELA Lowest 25th Percentile				38%	49%	53%	64%	40%	48%
Math Achievement				57%	57%	63%	73%	58%	62%
Math Learning Gains				54%	57%	62%	51%	50%	59%
Math Lowest 25th Percentile				38%	44%	51%	45%	35%	47%
Science Achievement				38%	45%	53%	55%	52%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	39%	50%	-11%	58%	-19%
Cohort Comparison						
04	2021					
	2019	56%	49%	7%	58%	-2%
Cohort Comparison		-39%				
05	2021					
	2019	48%	45%	3%	56%	-8%
Cohort Comparison		-56%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	39%	56%	-17%	62%	-23%
Cohort Comparison						
04	2021					
	2019	78%	60%	18%	64%	14%
Cohort Comparison		-39%				
05	2021					
	2019	43%	49%	-6%	60%	-17%
Cohort Comparison		-78%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	34%	43%	-9%	53%	-19%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

iReady Reading and iReady Math are the progress monitor tools used to compile the data below.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38/48%	30/39%	35/41.7%
	Economically Disadvantaged	28/45%	18/30.5%	25/38.5%
	Students With Disabilities	4/23.5%	1/6%	5/27.8%
	English Language Learners	4/57%	1/14%	2/28.6%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	35/44%	36/45.6%	31/37.8%
	Economically Disadvantaged	24/38.7%	22/36.7%	19/30%
	Students With Disabilities	3/17.6%	5/29%	5/27.8%
	English Language Learners	1/14%	2/28.6%	2/28.6%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31/34.8%	39/42.%	47/51%
	Economically Disadvantaged	25/34.7%	30/40%	37/50%
	Students With Disabilities	7/43.8	7/43.8%	8/50%
	English Language Learners	3/37.5%	0/0%	5/55.6%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27/30%	28/30%	47/52%
	Economically Disadvantaged	23/31.9%	22/29%	39/54%
	Students With Disabilities	6/37.5%	7/43.8%	8/50%
	English Language Learners	1/12.5%	1/11%	5/55.6%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28/37.8%	39/42%	47/51%
	Economically Disadvantaged	25/34.7%	30/40%	37/50%
	Students With Disabilities	7/43.8%	7/43.8%	9/52.9%
	English Language Learners	3/37.5%	3/33%	2/22%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27/30%	28/30%	47/52%
	Economically Disadvantaged	23/31.9%	22/29%	39/54%
	Students With Disabilities	6/37.5%	7/43.8%	8/50%
	English Language Learners	1/12.5%	1/11%	5/55.6%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33/42%	33/40%	34/42.5%
	Economically Disadvantaged	19/33%	20/32%	20/33.9%
	Students With Disabilities	7/41%	7/36.8%	7/36.8%
	English Language Learners	1/25%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25/32.5%	29/35.4%	32/40%
	Economically Disadvantaged	15/26.8%	19/31%	21/35.6%
	Students With Disabilities	7/41.2%	7/36.8%	7/36.8%
	English Language Learners	0/0%	1/20%	1/20%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28/31.8%	25/28%	28/28.7%
	Economically Disadvantaged	20/29%	18/26.9%	17/25.8%
	Students With Disabilities	6/26%	7/29%	6/26%
	English Language Learners	1/8%	1/9%	1/8%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20/22.7%	20/22.7%	32/36%
	Economically Disadvantaged	11/16%	13/19%	21/30.9%
	Students With Disabilities	5/21.7%	8/33%	9/37.5%
	English Language Learners	0/0%	2/18%	3/25%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	41	17		50	42		47				
ELL	22			41			18				
BLK	34	13		42	40		13				
HSP	46	39	60	55	20		33				
WHT	53	28		61	39		37				
FRL	41	32	47	48	25	53	35				
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				

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
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				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	359
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	28
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	44
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	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

Although 3rd and 4th grade ELA proficiency averages are above the district average both are still slightly below the state average. However, 3rd and 4th grade Math proficiency averages are at or above both the district and state average. 5th grade proficiency averages for ELA, Math, and Science are well below the district and state averages.

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

5th grade ELA, Math, and Science are the components for greatest need of improvement.

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

Contributing factors for this need for improvement are the unfinished learning from COVID, cohort of students that have struggled from an early age, and new teachers to the grade level.

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

3rd grade ELA and Math showed the most improvement from the 2019 state assessments to the 2021 state assessments.

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

Contributing factors for this improvement are: use of 95% Group materials to target intervention needs, explicit professional development for staff, and progress monitoring of students needs.

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

Strategies used to accelerate learning are use of 95% Group materials and implementing core instruction strategies for all teachers.

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

The district Reading Specialist facilitated reading professional development for all teachers during pre-week. An additional 8 hours of reading professional development will be conducted throughout the school year.

The school's Reading Coach will conduct professional development and model for teachers using the 95% Group materials.

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

The revamping of Professional Learning Communities (PLC) is another service that ensure improvement. Our Reading and Math Coaches facilitate PLC meetings with teachers two times a week.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: 2021 FSA 5th Grade ELA data shows that 32% of our 5th graders showed proficiency which is -16% below the district average and -22% below the state average. 2021 FSA 4th Grade ELA data shows that 47% of our 4th graders showed proficiency which is 1% above the district average and -5% below the state average.

Measurable Outcome: Increasing the percentage of 4th & 5th grade students average scoring proficient on FSA ELA from 39% to 52% on the 2022 FSA.

Monitoring: This Area of Focus will be monitored through informal/formal observations, student assessment data (iReady and classroom assessments), PLC meetings, implementation of CKLA, and IPG walk-through data.

Person responsible for monitoring outcome: Cindy Murphy (murphyc@highlands.k12.fl.us)

Evidence-based Strategy: Weekly ELA PLC Meetings
 95% Group Vocabulary Surge A
 Morphology Instruction
 Structured Literacy (within 90 minute reading block) -
 Implement high quality instructional materials (Amplify CKLA-FL) in all classrooms with fidelity. This includes:

Amplify Fluency Supplement
 Whole Class Choral Reading
 Syntax/Sentence level strategy instruction
 Writing and Speaking Grounded in Text
 Text Dependent Questioning
 Grade level Complex Text
 Building Knowledge
 Professional Development in core reading instruction strategies for 4th and 5th grade ELA teachers

Rationale for Evidence-based Strategy: *Collaborative structure of PLC has proven to improve implementation of core instruction.
 *Access to grade appropriate literacy instruction includes learning to read, close "active " reading of complex texts, and volume of reading to building knowledge. Amplify CKLA Florida is used as core curriculum in all general education classrooms K-5th grade to provide equitable access to grade appropriate literacy instruction.

Action Steps to Implement

1. Monthly Stocktake meeting to monitor and adjust based on progress
2. Weekly Professional Learning Communities (PLCs)
3. Implementation of core instruction materials

Person Responsible: Cindy Murphy (murphyc@highlands.k12.fl.us)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	2021 FSA 5th Grade Math data shows that 33% of our 5th graders showed proficiency which is -14% below the district average and -18% below the state average.
Measurable Outcome:	Increasing the percent of 5th grade students scoring proficient on FSA Math from 33% to 53% on the 2022 Math FSA.
Monitoring:	This Area of Focus will be monitored through informal/formal observations, student assessment data (iReady and classroom assessments), PLC meetings, and IPG walk-through data.
Person responsible for monitoring outcome:	Jenny Cornell (cornellj@highlands.k12.fl.us)
Evidence-based Strategy:	PLC meetings Building math fact fluency 7 elements of effective instruction iReady- Curriculum Associates
Rationale for Evidence-based Strategy:	* The collaborative structure of PLC has proven to improve implementation of core instruction. * iReady (Curriculum Associates) allows learning to be achieved by adjusting the pacing and presentation of information to the learners.

Action Steps to Implement

1. Monthly Stocktake meeting to monitor and adjust based on progress
2. Weekly Professional Learning Communities (PLCs)
3. Implementation of core instruction materials

Person Responsible Jenny Cornell (cornellj@highlands.k12.fl.us)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	2021 FSA 5th Grade Science data shows that 28% of our 5th graders showed proficiency which is -16% below the district average and -19% below the state average.
Measurable Outcome:	Increasing the percent of 5th grade students scoring proficient on FSA Science from 28% to 38% on the 2022 NGSSS Science Assessment
Monitoring:	This Area of Focus will be monitored through informal/formal observations, student assessment data (common assessments and classroom assessments), PLC meetings, and IPG walk-through data.
Person responsible for monitoring outcome:	Jenny Cornell (cornellj@highlands.k12.fl.us)
Evidence-based Strategy:	Study Island 5 E Model of Science Instruction
Rationale for Evidence-based Strategy:	Study Island is a resource that provides standards-aligned online instruction, item practice, games, group sessions, flashcards, and other resources. This resource allows teachers to create a systematic review plan after baseline assessments and plan multiple exposures of content throughout the year. 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 Steps to Implement

1. Provide opportunities for leadership team to analyze the IPG walkthrough data to determine support needed for teachers and students.
2. Use knowledge from IPG walkthrough data and student assessment data to drive the Professional Learning Community.
3. Implement lessons with 5E model incorporated.
4. Collaborate with district Science Specialist in developing curriculum/instructional plans.

Person Responsible Jenny Cornell (cornellj@highlands.k12.fl.us)

#4. Culture & Environment specifically relating to Discipline

Area of Focus Description and Rationale: Our rate of reported incidents is 0.8 per 100 students which is below the state average of 1.0 incidents per 100 students. Although our rate of incidents is lower than the state average our rate of suspensions is higher than the state average. Avon Elementary rate of suspensions is 10.3 per 100 students and the state average is 3.2.

Measurable Outcome: Reduce the number of discipline referrals by 40% from 307 in 2020-2021 SY to 183 in 2021-2022 SY

Monitoring: This Area of Focus will be monitored through informal/formal observations, discipline data, and conversations with teachers and staff.

Person responsible for monitoring outcome: Onassis Julien (julieno@highlands.k12.fl.us)

Evidence-based Strategy: Aspects of PBIS
 Dolphin Dollars (incentive system)
 Monthly School Wide Incentives
 9 Week Celebrations
 Culture Action Team Monthly Meetings

Rationale for Evidence-based Strategy: Established school-wide expectations for all areas of campus (classroom, hallways, playground, cafeteria) to allow for consistency among teachers.

Action Steps to Implement

1. Monthly Stocktake meeting to review data and problem solve.
2. Tracking the number of student in events
3. Classroom progress tracker - # of referral free days
4. Hold parent conferences with parents of students with high number of referrals
5. Seek outside behavioral strategies to implement in the classroom.

Person Responsible Onassis Julien (julieno@highlands.k12.fl.us)

Additional Schoolwide Improvement Priorities

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

Our rate of reported incidents is 0.8 per 100 students which is below the state average of 1.0 incidents per 100 students. Although our rate of incidents is lower than the state average our rate of suspensions is higher than the state average. Avon Elementary rate of suspensions is 10.3 per 100 students and the state average is 3.2. Our Culture Action Team will review discipline data and implement school wide strategies to lower our suspension rates and provide stronger classroom expectations.

Part IV: Positive Culture & Environment

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

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

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

We have established a Culture Action Team which meets monthly to explore data and determine the greatest areas of need. Through the Culture Action Team we are able to implement positive incentives for students multiple times per month. We also have a Sunshine Committee that is a subgroup of the Culture Action Team. The Sunshine Committee's focus is on positive culture for our staff.

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

Admin team, Culture Action Team, Sunshine Committee, dean, guidance counselor, and PTO all work together to promote a positive culture and environment for students and staff.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Discipline	\$0.00
Total:			\$0.00