Avon Elementary School

2022-23 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: 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (46%) 2018-19: C (46%) 2017-18: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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.](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

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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	74%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

School Board Approval

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Cornell, Jenny	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
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
Jones, Megan	Teacher, K-12	As Kindergarten Team Leader assist 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	As First Grade Team Leader, assist 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)

Name	Position Title	Job Duties and Responsibilities
		*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
Sheffield, Hope	Teacher, K-12	As the Second Grade Team Leader, assist 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	As the Fourth Grade Team Leader, assist 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	Reading Coach	As the Reading Coach, assist 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

Name	Position Title	Job Duties and Responsibilities
		improvement *Aligns school's work with the district and classroom
Ogburn, Kristy	School Counselor	As the Guidance Counselor, assist 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
Phipps, Jeanette	Behavior Specialist	As the Dean, assist 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
Ramirez, Daisy	Teacher, K-12	As the 3rd Grade Team Leader, assist 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
Errington, Kristin	Math Coach	As the Math Coach, assist the principal in making decisions to govern the school (shared decision making)

Name	Position Title	Job Duties and Responsibilities
		*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 2022 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 2022 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.*

15

Total number of teacher positions allocated to the school

27

Total number of students enrolled at the school

523

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

10

Identify the number of instructional staff who joined the school during the 2022-23 school year.

10

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	69	92	95	80	0	0	0	0	0	0	0	498
Attendance below 90 percent	7	22	22	31	17	19	0	0	0	0	0	0	0	118
One or more suspensions	1	4	3	3	4	11	0	0	0	0	0	0	0	26
Course failure in ELA	11	25	7	18	15	14	0	0	0	0	0	0	0	90
Course failure in Math	11	14	10	19	17	17	0	0	0	0	0	0	0	88
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	11	11	14	0	0	0	0	0	0	0	36
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	4	11	0	0	0	0	0	0	0	15
Number of students with a substantial reading deficiency	11	9	4	25	0	0	0	0	0	0	0	0	0	49

Using the table above, complete the table below with the number of students by current grade level who have 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	7	12	7	15	16	21	0	0	0	0	0	0	0	78

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	10	6	1	12	0	0	0	0	0	0	0	0	0	29
Students retained two or more times	1	0	0	1	0	0	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Tuesday 9/20/2022

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	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	

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

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	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	

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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	50%	47%	56%				50%	50%	57%
ELA Learning Gains	54%						50%	54%	58%
ELA Lowest 25th Percentile	46%						38%	49%	53%
Math Achievement	56%	44%	50%				57%	57%	63%
Math Learning Gains	38%						54%	57%	62%
Math Lowest 25th Percentile	35%						38%	44%	51%
Science Achievement	43%	52%	59%				38%	45%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	39%	50%	-11%	58%	-19%
Cohort Comparison		0%				
04	2022					
	2019	56%	49%	7%	58%	-2%
Cohort Comparison		-39%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	48%	45%	3%	56%	-8%
Cohort Comparison		-56%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	39%	56%	-17%	62%	-23%
Cohort Comparison		0%				
04	2022					
	2019	78%	60%	18%	64%	14%
Cohort Comparison		-39%				
05	2022					
	2019	43%	49%	-6%	60%	-17%
Cohort Comparison		-78%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	34%	43%	-9%	53%	-19%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	37	50		49	39		27				
ELL	35	60		55	35						
BLK	38	58	60	33	36		23				
HSP	51	53	39	56	30	17	48				
WHT	60	56		70	61		44				
FRL	43	50	43	52	33	27	34				

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				
MUL	55			91							
WHT	62	56	50	62	55	27	59				
FRL	48	49	37	55	53	40	33				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	382
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	49

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
White Students	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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, 4th, & 5th grade ELA proficiency averages are above the district average both are still below the state average. However, 3rd grade Math proficiency averages is above the district and state average. 5th grade Math, and 5th grade Science proficiency averages are below the district and state averages.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

5th grade Math and Science are 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 unfinished learning due to COVID and new teachers to the grade level.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

5th grade Reading, 5th grade Science, and 3rd grade Math showed the most improvement from the 2021 state assessments to the 2022 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: focus on teaching core curriculum with fidelity, explicit professional development for staff, progress monitoring of student needs, and strong Professional Learning Communities in which student tasks were directly aligned to the standard and the use of formative assessments.

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

Core Support for ELA and Math in which skills are taught and remediated in order to close learning gaps and accelerate learning. High-impact tutoring will also occur to better meet students' individual learning needs.

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.

3rd-5th Grade Deep Dive into ELA Standards
2nd & 3rd Grade CRI-PD
K-5 Ongoing Math Curriculum
K-5 Deep Dive in Math Standards
Cooperative Learning
High Impact Tutoring - Magnetic Reading/Ready Florida B.E.S.T Mathematics
Amplify Reading 3rd-5th
mClass
IRI Grant
Effective Support Facilitation Partnerships

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

Academic coaches - Reading, Math and Science
High Impact Tutoring
Professional Learning Communities implemented with fidelity
District coaching support
MTSS Coach - to support Tier 2 and Tier 3 impletation

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	50% of students in 3rd - 5th grade were proficient on the 21-22 Florida Standards Assessment. Because the 22-23 FAST Assessment will provide us with baseline data, only outlining proficiency, and because only half of our students in 3rd - 5th grades were proficient, we are focusing on improving the percent of students achieving proficiency in this area.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increasing the percent of 3rd - 5th grade students scoring proficient on ELA from 50% to 60% on the 2023 FAST Assessment
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Progress around this goal will be monitored at our monthly Stocktake meetings utlizing both quantitative and qualitative data from DIBELS, FAST Progress Monitoring Assessments, student work samples, information/data shared during weekly Professional Learning Communities (PLC's), and classroom observations.
Person responsible for monitoring outcome:	Cindy Murphy (murphyc@highlands.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Weekly ELA PLC's; Focus on instructional practices that require students to utilize text evidence to support both oral and written responses to text-dependent questions; Incorporating collaborative structures and cooperative learning strategies into lessons (AVID, Kagan); Systematic & Explicit Morphology instruction.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

With several new teachers to 3rd - 5th grades, the weekly ELA PLC will help build teachers' content knowledge, support their understanding and implementation of instructional strategies, and support the overall planning process. Pointing students back to the text when responding orally or in written form to text-dependent questions will help improve students' comprehension, communication skills, and encourage them to justify their thinking. Incorporating cooperative learning strategies into lessons will promote student engagement and help build discussion among peers. Systematic & explicit morphology instruction will improve students' understanding of vocabulary and positively impact their understanding of the text.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

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

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	56% of students in 3rd - 5th grade were proficient on the 2022 Florida Standards Math Assessment. Because the 22-23 FAST Assessment will provide us with baseline data, only outlining proficiency, and just over half of our students in 3rd - 5th grades were proficient, we are focusing on improving the percent of students achieving proficiency in this area.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Increasing the percent of 3rd - 5th grade students scoring proficient on Math from 56% to 60% on the 2023 FAST Assessment
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This Area of Focus will be monitored through informal & formal observations, students assessment data, PLC meetings, and IPG walk-though data.
Person responsible for monitoring outcome:	Kristin Errington (erringtk@highlands.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	PLC meetings Building content based vocabulary Explicit use of manipulative (CRT) Building math fact fluency and automaticity
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	With several new teachers to 3rd - 5th grades, the weekly ELA PLC will help build teachers' content knowledge, support their understanding and implementation of instructional strategies, and support the overall planning process. Explicit instruction using core vocabulary and manipulatives ground students thinking.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

Person Responsible   Kristin Errington (erringtk@highlands.k12.fl.us)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	2022 FSA 5th grade Science data shows that 43% of our 5th graders showed proficiency.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Increasing the percent of 5th grade students scoring proficient on Science from 43% to 55% on the 2023 State Assessment
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	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: **Describe the evidence-based strategy being implemented for this Area of Focus.**	5E Model of Science Instruction Increase student engagement in the Practice of Science and hands on experiments
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The 5E Model is based on the constructivist theory to learning, which suggests that people construct knowledge and meaning from experiences. By increasing student engagement, students are able to reconcile new knowledge with previous ideas.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Monthly Stocktake meeting to monitor and adjust based on progress
2. Provide opportunities for leadership team to analyze the IPG walk-through data to determine support needed for teachers and students.
3. Use knowledge from IPG walk-though data and student assessment data to drive the Professional Learning Community
4. Implement lessons with 5E model incorporated.
5. Collaborate with district Science Specialist in developing instructional plans

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

#4. Positive Culture and Environment specifically relating to Discipline	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	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.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Reduce the number of discipline referrals by 20% from 242 in 2021-2022 SY to 202 in 2022-2023 SY
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This Area of Focus will be monitored through informal & formal observations, discipline data, and conversations with teachers and staff.
Person responsible for monitoring outcome:	Jeanette Phipps (phippsj@highlands.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	* Emotional awareness training for students * Aspects of PBIS * Quarterly Celebrations * Culture Action Team Monthly Meetings
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Enforce school-wide expectations for all areas campus (classroom, hallways, playground, cafeteria) to allow consistency among teachers.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Monthly Stocktake meetings to review data and problem solve.
2. Tracking the number of student in events
3. Hold parent conference with parents of students with high number of referrals
4. Seek outside behavioral strategies to implement in classroom.

Person Responsible   Jeanette Phipps (phippsj@highlands.k12.fl.us)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

We will continue to monitoring the fidelity of Tier 1 instruction in K-2. Special attention will be focused on foundational reading skills. Grade levels will be participate in a Professional Learning Community (PLC) once a week with our Reading Coach. During PLCs teachers will plan effective engaging lessons. Teachers and students will use academic language to deepen understanding and ensure tasks align to the benchmark.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

We will continue to monitoring the fidelity of Tier 1 instruction in K-2. Special attention will be focused on using reading comprehension strategies. Grade levels will be participate in a Professional Learning Community (PLC) once a week with our Reading Coach. During PLCs teachers will plan effective engaging lessons. Teachers and students will use academic language to deepen understanding and ensure tasks align to the benchmark.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

In grades K-2, 60% of students will demonstrate proficiency as measured by the Progress Monitoring #3 on STAR Early Literacy and STAR Reading.

Grades 3-5: Measureable Outcome(s)

Increasing the percent of 3rd - 5th grade students scoring proficient on ELA from 50% to 60% on the 2023 FAST Assessment

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

This area of focus will be monitored by our Leadership Team. The Reading Coach will facilitate weekly Professional Learning Communities in which planning is aligned to BEST Benchmarks. She will also ensure the fidelity of the instructional model, strategies to be used during lessons, questioning & assessment that align to the benchmarks and support the intended learning goal.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Murphy, Cindy, murphyc@highlands.k12.fl.us

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

We will be implementing the following evidence-based practices:
1. Teach students how to use reading comprehension strategies by teaching students how to use several research-based reading comprehension strategies, teaching reading strategies individually or in combination, and teaching reading comprehension strategies by using a gradual release of responsibility.
2. Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content by explicitly explaining how to identify and connect the parts of narrative texts and provide instruction on common structures of informational texts.
3. Establish an engaging and motivating context in which to teach reading comprehension by helping students discover the purpose and benefits of reading and giving students the opportunity to collaborate with their peers.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

According to the IES Practice Guide the three comprehension strategies we plan to implement are of moderate or strong evidence. Our reading proficiency in K-5 needs to increase and strengthen comprehension skills will support this.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
Literacy Leadership - Provide time for consistent grade-level planning and clearly communicate the expectations for planning with coaches and teachers. Collaborate weekly with content coaches after walk throughs and PLC meetings.	Cornell, Jenny , cornellj@highlands.k12.fl.us
Literacy Coaching- Our reading coach with prepare for the PLC process weekly and focus on teacher clarity, assist in creating an effective model of instruction, provide strategies for student engagement, ensuring questions and assessments are aligned to the benchmarks and outcome of intended learning.	Murphy, Cindy, murphyc@highlands.k12.fl.us

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

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.