

Collier County Public Schools

Avalon Elementary School



2022-23 Schoolwide Improvement Plan

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Avalon Elementary School

3300 THOMASSON DR, Naples, FL 34112

<https://www.collierschools.com/ave>

Demographics

Principal: Lynda Walcott

Start Date for this Principal: 8/1/2020

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 (50%) 2018-19: C (52%) 2017-18: C (51%)
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 is pending approval by the Collier 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.

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<https://www.collierschools.com/ave>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>90%</p>

School Grades History

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

School Board Approval

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SIP Authority

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<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.

Our mission is to provide a safe and positive learning environment to equip students with skills and strategies to be confident life-long learners.

Provide the school's vision statement.

A strong community collectively working to bring every child to their highest personal potential.

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
Walcott, Lynda	Principal	Provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing MTSS, conducts assessment of skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities. Additionally, the Principal, in collaboration with the Leadership Team, provides professional development on purposeful differentiation both in the planning process and implementation in the classroom. Lesson plans, SSPs, and classroom application are monitored.
Kubin, Amanda	Assistant Principal	Assists the Principal in providing a common vision for the use of data-based decision making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.
Shirk, Michele	Instructional Coach	Demonstrates teaching and planning in the area of mathematics through the coaching model. Provides teacher training in mathematics content and instructional strategies; problem solving strategies; differentiating mathematics instruction to meet the needs of the students; student assessment techniques and strategies; and reading strategies for the content area of mathematics. Collaborates with individual teachers and teams through co-planning, coteaching, coaching and modeling. Assists administrative and instructional staff in interpreting data and designing approaches to improve student achievement and instruction. Facilitates teachers' use of successful, evidence based instructional strategies, including differentiated instruction for diverse learners such as those with limited English proficiency or disabilities.
Auckerman, Holly	Instructional Coach	Develops, leads, and evaluates school core content standards/program; identifies and analyzes literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis (iReady); participates in the design and delivery of professional development; and provides support for assessment, implementation, and monitoring.
Taylor, Penny	School Counselor	Participates in student data collection, integrates behavioral intervention materials/activities into instruction, and collaborates with general education teachers through such activities as co-teaching, PBIS strategies and interventions.

Demographic Information

Principal start date

Saturday 8/1/2020, Lynda Walcott

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.*

8

Total number of teacher positions allocated to the school

30

Total number of students enrolled at the school

347

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

8

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

4

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	55	59	49	68	45	60	0	0	0	0	0	0	0	336
Attendance below 90 percent	7	27	11	15	6	14	0	0	0	0	0	0	0	80
One or more suspensions	0	0	3	2	2	0	0	0	0	0	0	0	0	7
Course failure in ELA	2	14	12	12	0	1	0	0	0	0	0	0	0	41
Course failure in Math	1	12	10	6	0	0	0	0	0	0	0	0	0	29
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	13	11	12	0	0	0	0	0	0	0	36
Level 1 on 2022 statewide FSA Math assessment	0	0	0	11	11	11	0	0	0	0	0	0	0	33
Number of students with a substantial reading deficiency	2	18	19	37	14	12	0	0	0	0	0	0	0	102

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	2	9	7	10	2	8	0	0	0	0	0	0	0	38

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	1	12	4	14	0	0	0	0	0	0	0	0	0	31
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Wednesday 8/24/2022

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	56	57	65	64	60	62	0	0	0	0	0	0	0	364
Attendance below 90 percent	4	11	14	7	9	17	0	0	0	0	0	0	0	62
One or more suspensions	0	2	0	5	3	12	0	0	0	0	0	0	0	22
Course failure in ELA	0	3	9	6	0	0	0	0	0	0	0	0	0	18
Course failure in Math	0	1	4	7	3	0	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	9	16	19	0	0	0	0	0	0	0	44
Level 1 on 2019 statewide FSA Math assessment	0	0	0	7	19	15	0	0	0	0	0	0	0	41
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	0	1	4	2	9	13	0	0	0	0	0	0	0	29

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	0	9	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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	56	57	65	64	60	62	0	0	0	0	0	0	0	364
Attendance below 90 percent	4	11	14	7	9	17	0	0	0	0	0	0	0	62
One or more suspensions	0	2	0	5	3	12	0	0	0	0	0	0	0	22
Course failure in ELA	0	3	9	6	0	0	0	0	0	0	0	0	0	18
Course failure in Math	0	1	4	7	3	0	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	9	16	19	0	0	0	0	0	0	0	44
Level 1 on 2019 statewide FSA Math assessment	0	0	0	7	19	15	0	0	0	0	0	0	0	41
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	0	1	4	2	9	13	0	0	0	0	0	0	0	29

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	0	9	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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	41%	64%	56%				41%	60%	57%
ELA Learning Gains	51%						51%	59%	58%
ELA Lowest 25th Percentile	41%						46%	51%	53%
Math Achievement	52%	56%	50%				57%	68%	63%
Math Learning Gains	68%						64%	64%	62%
Math Lowest 25th Percentile	60%						51%	55%	51%
Science Achievement	39%	72%	59%				56%	59%	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	36%	61%	-25%	58%	-22%
Cohort Comparison		0%				
04	2022					
	2019	33%	58%	-25%	58%	-25%
Cohort Comparison		-36%				
05	2022					
	2019	49%	60%	-11%	56%	-7%
Cohort Comparison		-33%				

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	46%	68%	-22%	62%	-16%
Cohort Comparison		0%				
04	2022					
	2019	56%	65%	-9%	64%	-8%
Cohort Comparison		-46%				
05	2022					
	2019	60%	67%	-7%	60%	0%
Cohort Comparison		-56%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	51%	56%	-5%	53%	-2%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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	13	38	39	36	64	62					
ELL	37	46	35	55	68	53	38				
BLK	37	64		37	91						
HSP	38	51	42	50	63	54	38				
WHT	63	46		68	69						
FRL	42	51	42	53	69	62	40				
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	8	56	75	27	56	60	21				
ELL	35	51	60	43	59	67	31				
BLK	41			41							
HSP	43	54	50	46	58	50	44				
WHT	30			68							
FRL	41	49	53	48	56	53	41				
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	21	61		36	78	82					
ELL	29	40	45	54	63	57	48				
BLK	43	54		43	46						
HSP	39	49	50	60	66	54	55				
WHT	42			58							
FRL	38	49	44	56	63	50	56				

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)	N/A
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	408
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	49
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	57
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	49
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	62
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	52
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?

Learning gains at Avalon are usually where we end up making the biggest impact for school grade. Now that the state testing has changed, we need to really focus on proficiency in all content areas. Our students have hovered around the same percent proficient for the last 5 years and an emphasis needs to be placed on figuring out why we can't seem to get out of the 35-45% proficiency bracket.

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

Third and fifth grade ELA Cambridge, third grade Students with Disabilities in Math, as well as third and fifth grade Cambridge in Math all need improvements and strategic efforts.

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

New standards and teacher training, need for more school-based professional learning with regards to appropriate interventions and student grouping/ scheduling methods for Differentiated Instructional time.

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

Fourth grade math went up significantly.

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

We implemented a departmentalized model with a teacher who went above and beyond to ensure that she met every child's needs with rigorous instruction.

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

Schoolwide focus on teaching to the demands of the grade level standards rather than remediating to try and bring students up to that level of work.

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.

We will implement any and all district provided PD including content related to the new Math B.E.S.T standards, new Math adoption and materials, new Math curriculum maps and guides. Teachers need support with the paradigm shift of acceleration in place of remediation, and what scaffolding "looks like" from one content area (and grade level) to the next. We are also calling upon the online and human resources available through Leader In Me, as we move towards that direction.

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

Building capacity of team leaders and teachers through sharing instructional practices (Dynamite Dragons Workshops- peer to peer PD before school in brief sessions of 10-15 min). Cultivating a sense of connectedness and schoolwide accountability to each other will help ensure a linear trajectory of best practices into the coming years.

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 Standards-aligned Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Students scoring proficient has remained steady at 41% in ELA in the past three years. Walkthrough data indicates a need for explicit and intentional instruction aligned to the intended learning of the benchmark.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If teachers deliver standards-based instruction utilizing concept maps, students scoring proficient on the ELA Spring 2023 Statewide Assessment will increase 9 points from 41% to 50%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Data review will include Progress Monitoring 1 and 2, in addition to our own district quarterly assessments and iReady scores to identify needs and adjust strategies and supports.

Person responsible for monitoring outcome:

Lynda Walcott (walcol@collierschools.com)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Concept maps are visual organizers that can enrich student learning through helping students to think of a concept in several ways using a graphic organizer. Most concept maps engage students in answering questions such as "What is it? What is it like? What are some examples?" This helps deepen understanding and comprehension.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The benefits of using concept maps include helping students organize new information, helping students make meaningful connections, and these can be used in any content area. Concept maps can be used in a whole class setting, small group, or individually.

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.

Professional Learning: Reading coach will offer professional learning sessions for teachers differentiated by grade level.

Person Responsible

Holly Auckerman (auckeh@collierschools.com)

Planning: Reading coach will further embed professional learning through application in planning sessions with teachers.

Person Responsible

Holly Auckerman (auckeh@collierschools.com)

Implementation and Monitoring: Through impact cycles on behalf of the reading coach as well as formal and informal classroom observations and lesson plan checks by administration, consistent monitoring will take place. Feedback will be given for adjustments needed on an as-needed, and immediate, basis.

Person Responsible

Lynda Walcott (walcol@collierschools.com)

#2. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus Description and Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Students scoring proficient in MATH has fluctuated the past three years down from 57% in SY2019 but up from 48% in SY 2021 to 52% in SY 2022. Walkthrough data indicates a need for explicit and intentional instruction aligned to the intended learning of the benchmark.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If teachers deliver standards-based instruction utilizing 3 Reads Strategy, students scoring proficient on the Math Spring 2023 Statewide Assessment will increase 8 points from 52% to 60%.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Data review will include Progress Monitoring 1 and 2, in addition to our own district quarterly assessments and RedBird scores to identify needs and adjust strategies and supports.

Person responsible for monitoring outcome:

Michele Shirk (shirkm@collierschools.com)

Evidence-based Strategy: Describe the evidence-based strategy being implemented

The 3 Reads Strategy supports reading comprehension, sense-making, and meta-awareness of mathematical language. It also supports negotiating information in a text with a partner in mathematical conversation. Students are supported in reading a situation/problem three times- each time with a particular focus. Read number one includes reading or listening to the problem with the goal of simply comprehending the text. The second read includes students reading or listening to the problem with the goal of understanding the mathematics involved. During the third read, students read the situation and brainstorm possible mathematical questions pertaining to the context of the problem, ultimately assisting in solving the problem.

for this Area of Focus.

Rationale for Evidence-based

Strategy:

Explain the rationale for selecting this specific strategy.

The 3 Reads Strategy 1) elicits critical thinking and authentic learning from students, 2) allows for more personalized teaching for each student (responsive teaching), and 3) allows for learning activities and assessments to be scaffolded for mastery.

Describe the resources/ criteria used for selecting this strategy.

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.

Professional Learning: Math coach will offer professional learning sessions for teachers differentiated by grade level.

Person Responsible Michele Shirk (shirkm@collierschools.com)

Planning: Math coach will further embed professional learning through application in planning sessions with teachers.

Person Responsible Michele Shirk (shirkm@collierschools.com)

Implementation and Monitoring: Through impact cycles on behalf of the math coach as well as formal and informal classroom observations and lesson plan checks by administration, consistent monitoring will take place. Feedback will be given for adjustments needed on an as-needed, and immediate, basis.

Person Responsible Lynda Walcott (walcol@collierschools.com)

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Science proficiency at Avalon was the lowest of all three tested subject areas, at only 38% of students scoring proficiently. It is particularly concerning that only 13% of Students with Disabilities scored proficiently on the test, and only 22% of ELL students.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If teachers deliver standards-based instruction utilizing differentiated concept maps, Students with Disabilities as well as English Language Learners scoring proficient on the Science Spring 2023 Statewide Assessment will increase from 38% to 50%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will use District Quarterly Benchmark Assessments as well as classroom observations for our predominant monitoring tools.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Concept maps are visual organizers that can enrich student learning through helping students to think of a concept in several ways using a graphic organizer. Most concept maps engage students in answering questions such as "What is it? What is it like? What are some examples?" This helps deepen understanding and comprehension.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The benefits of using concept maps include helping students organize new information, helping students make meaningful connections, and these can be used in any content area. Concept maps can be used in a whole class setting, small group, or individually. Concept Maps are easily differentiated to meet individual student need.

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.

Professional Learning: Reading coach will offer professional learning sessions for teachers differentiated by grade level.

Person Responsible

Holly Auckerman (auckeh@collierschools.com)

Planning: Reading coach will further embed professional learning through application in planning sessions with teachers. Resource teachers for both ELL and SWD will need to attend at least one of these planning sessions in order to gain strategies for appropriate implementation with their subgroups.

Person Responsible

Holly Auckerman (auckeh@collierschools.com)

Implementation and Monitoring: Through impact cycles on behalf of the reading coach as well as formal and informal classroom observations and lesson plan checks by administration, consistent monitoring will take place. Feedback will be given for adjustments needed on an as-needed, and immediate, basis.

Person Responsible

Lynda Walcott (walcol@collierschools.com)

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

Our K-2 area of instructional practice is reading foundational skills including phonological awareness and phonics. SY22 end of year Reading diagnostic data indicates that students who were in grades K-2 came up on average to be 56% proficient. However, Kindergarteners carried that average, as they scored 88% and the other two grade levels 39 and 41 respectively. All grade levels had notable discrepancies in their phonics performance when compared to district averages.

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

Our 3-5 area of instructional practice is to continue building reading foundational skills to support comprehension. SY22 end of year Reading diagnostic data indicates that students in grades 3-5 came up on average to be 47% proficient. Each grade level scored 10-20 points below district average. Their common weaknesses shows to be understanding literature, vocabulary, and in fourth grade- high frequency words.

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)

If interventions addressing explicit phonics instruction (Reading Horizons, HMH Word Studio) are implemented with accuracy and fidelity, then at least 80% of our K-2 students should be able to perform proficiently on the 22-23 end of year statewide ELA Assessment.

Grades 3-5: Measureable Outcome(s)

If teacher deliver standards- based instruction utilizing concept maps, then at least 80% of our 3-5 students should be able to perform proficiently on the 22-23 end of year statewide ELA 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 through the following tools and processes:

- FTEM Observations
- Progress Monitoring Assessments
- District Assessments
- Formative Assessments
- Lesson Plans
- Collaborative Planning Sessions- attended by admin and coaches

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Walcott, Lynda, walcol@collierschools.com

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. Â§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?

Our district has vetted and strongly encouraged use of these evidence-based practices and programs as tools to increase student achievement. As such, we are confidence that these practices and programs meet all requirements.

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?

The data for students in primary grade levels indicates a strong need for explicit phonics instruction across the grade levels. Our District-Adopted ELA resources already have a strong Tier 1 Phonics/ Foundational Skills component. Our teachers, however, may need more support and training with correctly implementing intervention tools with our struggling learners to address these domains. Each of the tools listed have proven themselves as effective in raising student achievement.

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
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Literacy Leadership: Several of our teachers will be using these intervention tools as they meet with Tier 2 and Tier 3 students in the areas of phonics and comprehension. As such, these teachers will become literacy leaders on their grade level teams and in the building.

Auckerman, Holly,
hauckerman@gccas.org

Professional Learning: The reading coach will provide small group or one-on-one training for how to use our District-Approved and Evidence-Based resources for intervention such as Reading Horizons, HMH Word Studio, and Concept Maps.

Auckerman, Holly,
hauckerman@gccas.org

Implementation and Monitoring: As teachers increase their own ability level with implementing these tools, they will become resources to their peers as well. Administration will be able to monitor this through our monthly MTSS meetings, where grade levels meet with the leadership team (including admin and ESE program specialist) to discuss Tier 2 and 3 intervention progress, data collected, and next steps. Administration will also be able to observe and offer feedback through our Focused Teacher Evaluation Model (FTEM).

Walcott, Lynda,
walcol@collierschools.com

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.

Based on Survey data received in the spring of 2022, there is a definite need to connect and strengthen relationships between and among our staff. The students feel a positive culture and connection to their teachers, and likewise, but the adults reflected not feeling as connected to each others.

As a result, this year we will focus on how to strengthen adult-to-adult relationships which will impact collaboration and cohesiveness for a shared academic and social-emotional vision at Avalon:

- Norm Revisions/ Creation- Starting at Leadership, Team Leaders, Grade Level Teams, into Classrooms
- Dynamite Dragons- Short, practical PD sessions where teachers can showcase an instructional strategy for their peers.
- Connect for Success- and Custom Made Co-Teaching Guide to help non-instructional staff and classroom teachers bond and therefore more effectively work together
- Dragon Fire Fridays- Blank customized notes of encouragement that each staff member will receive, with the intention that everyone writes to a colleague. One Friday/ Month.

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

School Administration- Serve as instructional leaders, set the tone and vision for the school, and builds systems to support relationship-building, support PBIS, and build capacity for leadership in others.

Leadership Team- influence students and staff to participate in and take ownership of the vision that we are building for Avalon, support the tone we set, carry out PBIS strategies and build leadership capacity in others through their own specific departments and methods.

Team Leaders- carry out the responsibilities entrusted to them which means not only relaying information but also serving as the instructional leaders and mentors for their teams, ensuring that PBIS initiatives are being followed.

Students are expected to be shown and taught to recognize their own leadership capacity, and carry out those skills by acting as learners and leaders in their classrooms.

Parents- Participate as learners and leaders within our school community by attending events, maintaining regular communication with teachers, assist students with academics in the home setting when possible, and communicate resource needs to our school counselor in order to be matched with the goods and/or services that their families need in order to be happy, healthy, and successful.