

Washington County School District

Vernon Middle School



2016-17 Schoolwide Improvement Plan

Vernon Middle School

3190 MOSS HILL RD, Vernon, FL 32462

<http://vms.wcsdschools.com>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	75%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	25%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	B*	C	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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.

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	14
Ambitious Instruction and Learning	15
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	25
Appendix 1: Implementation Timeline	35
Appendix 2: Professional Development and Technical Assistance Outlines	37
Professional Development Opportunities	37
Technical Assistance Items	39
Appendix 3: Budget to Support Goals	39

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Vernon Middle School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

- CREATE a supportive environment where learning takes place for all students.
- MOTIVATE & EMPOWER all students to realize their ability to be productive citizens.
- EDUCATE students based on individual needs and prepare all students for college and career readiness.
- CELEBRATE success and learn from our disappointments.

b. Provide the school's vision statement.

As we approach the future, the reality of change has to be addressed. We need to keep and strengthen those aspects that are working, but we also need a pragmatic plan that will address the changes that are a part of our present and future. Vernon Middle School is committed to a relevant, continuously upgraded educational program today to ensure that our students will be successful in the world tomorrow.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

VMS is a small 6-8 school with a student population fluctuating between 300 and 315 students. Many of the students and staff live within the community and attend community events together. The students and staff of VMS participate in community fundraiser and school activities. Many VMS staff eat lunch with students and are sponsors for the various school programs.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

The administration and guidance have open-door policies and provide the students and families the opportunity to share pertinent information with the school.

The school has mentoring programs and activities that lend themselves to many of the students becoming more comfortable with talking with the staff.

VMS provides an anti-bullying program and a zero tolerance for bullying. In addition to this, VHS and VMS share a resource officer who is readily available as the need arises.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

The schoolwide behavioral system is aligned with the county behavioral system and is displayed in every classroom. The teachers and staff have been trained in the use of Kagan Strategies to keep students engaged in classrooms. The school has implemented the AVID program and the use of Binders schoolwide to keep students focused and organized.

A planner has been provided for each student to aid in daily assignments and helps with student

accountability.

VMS also provides each student with a discipline card which helps students keep track of negative school behaviors.

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

The guidance counselor schedules counseling sessions as needed and involves additional agencies and mentors for students. The faculty attends extracurricular activities and mentors students on a daily basis. We have BETA club, sports activities, AVID, STEM, band, chorus, and other extracurricular activities that students are encouraged to join. High school tutors mentor and work with AVID students.

In addition to meeting emotional needs, VMS provides, through various programs, school supplies and clothing for students in need. A silent auction is held in December to raise money for needy VMS families.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

We have the use of progress monitoring and our school's FOCUS MIS system. Our School Messenger calls parents on a daily basis when their child is late or not at school. We send out mid-nine weeks progress reports and report cards. We contact parents at the mid- and end of each nine weeks on any student has a "D" or "F". We mail letters to parents of students who are suspended, as well as, contact parents in regard to the behaviors and most all referrals.

Teachers pull data from Performance Matters to monitor student growth and to drive instruction according to deficits and strengths. This data helps to drive instruction and allows for adjustments as needed in quarterly curriculum being taught in each class.

In addition, the guidance department utilizes the EWS data on FOCUS to stay abreast of students flagged. Meetings are scheduled with teachers and parents to discuss and explore strategies to assist these students. We follow all IEP mandates and work collectively as a team for all our students in an effort to support their academic, emotional, and social needs.

b. Provide the following data related to the school's early warning system

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
Attendance below 90 percent	0	0	0	0	0	0	23	15	14	0	0	0	0	52
One or more suspensions	0	0	0	0	0	0	4	2	2	0	0	0	0	8
Course failure in ELA or Math	0	0	0	0	0	0	6	4	3	0	0	0	0	13
Level 1 on statewide assessment	0	0	0	0	0	0	25	39	23	0	0	0	0	87

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	7	7	7	0	0	0	0	21

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

The school uses progress monitoring to monitor the progress of students. Teachers monitor student growth through progress monitoring, benchmark assessments, and differentiated instruction.

The RTI process is used when students are referred to guidance/administration as students are in need of interventions. The guidance department and academic analyst meet to discuss each student identified by the the EWS report in FOCUS. A list is then generated to take before the Child Study Team.

We hold Child Study Team meetings to discuss student attendance, discipline, and academic performance to determine the best plan of action and interventions needed to help student improvement in these areas.

Letters are sent home to students with frequent absences and parent meetings are held to discuss the importance of school attendance. Truancy Court is held once a month to ensure that parents are held accountable for their child's attendance throughout the school year.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/314510>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Collaboration with FSU Summer STEM Programs, Florida Panhandle Technical Colleges STEM and other technical programs, as well as, regional engineering firms and societies to enhance and support our science, math and STEM programs.

Partnership with Wal-Mart, community businesses, faith-based organizations and financial institutions that donate motivational items and school supplies to ensure students have the necessary items for academic success.

Contributions from local churches of student supplies and clothing to ensure that students have what they need on a daily basis.

Generous donations of school supplies from Ebro Dog Track Poker Room at the beginning of the school year.

Coordination of auction held throughout the whole community to raise money for clothing and school materials for needy Vernon Middle School students and their families. Students, staff, and community donate/create all the items to be auctioned.

Partnership with Relay for Life and the American Cancer Society, Chipley Kiwanis Club, Vernon Booster Clubs, Fellowship of Christian Athletes, and Department of Corrections for school activities, service projects and facility upkeep through (DOC) during the summer, fall, winter and spring breaks.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

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

Name	Title
Register, Kim	Principal
Basnaw, Brenda	Assistant Principal
Brown, Kimberley	Instructional Coach
Mims, Willye	Teacher, K-12
Short, Sarah	School Counselor
Williams, Chris	Teacher, ESE
Parish, Tami	Teacher, K-12
Coleman, Rodgers	Teacher, K-12
Herndon, Aubrey	Teacher, K-12
Schoen, Debbie	Teacher, K-12

b. Duties

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

-Kim Register, the principal, is the head of the school and therefore leads meetings with leadership team and provides input to School Improvement Plan.

-Brenda Basnaw is the Teacher on Special Assignment. She serves as the assistant principal 1/2 each day and teaches classes 1/2 the day. She provides input to the School Improvement Plan, and assists in writing the SIP.

-Sarah Short is the VMS guidance counselor. She attends Rtl meetings and various other school department meetings and provides input to the SIP and assists in writing the SIP.

-Kim Brown is the VMS instructional coach. She attends Rtl meetings and various other department meetings and provides input to the School Improvement Plan, as well as assists in writing the SIP.

-Aubrey Herndon is the chair of the VMS Social Studies department and a 7th grade team member. He attends vertical team meetings and various other school department meetings and provides input

to the SIP.

-Debra Schoen is the head of the VMS Science department. She attends vertical team meetings and various

other school department meetings and provides input to the SIP.

-Willye Mims is an ELA teacher at VMS and chairs the ELA department. She attends vertical meetings and

various other school department meetings and provides input to the SIP.

-Rodgers Coleman is a 6th grade mathematics teacher and chairs the 6th grade team. He attends vertical team meetings and various other school department meetings and provides input to the SIP.

-Tami Parish is a 7th grade math and Algebra 1 teacher. She chairs the math department and 8th grade team. She attends vertical and various other school department meetings and provides input to the SIP.

-Chris Williams is an ESE and 8th grade teacher. She chairs the ESE department and attends vertical, as well as other school department meetings. She writes IEPs and 504 plans for many students at VMS.

The Leadership Team focuses on implementation of rigor in the curriculum to improve test scores for our students and teachers while mastering Florida Standards. These team members meet together and with vertical and grade level teams.

The team will meet regularly to engage in the following activities:

- Review universal screening and assessment data,
- Review progress monitoring data at the grade and classroom levels to identify students who are meeting or exceeding benchmark expectations,
- Review progress monitoring data to identify students who are not meeting Florida Standards .
- Review school and state data to identify professional development needs, as well as, resources to assist students and teachers,
- Problem solve, share best practices, evaluate implementation, make decisions and practice new processes and skills.
- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

The beginning goals of the Rtl process will be to evaluate our core curriculum and ensure that the needs of our students are being met. The committee will:

- Meet quarterly with each grade level team to discuss at-risk students,
- Discuss progress report and report card grades.
- Discuss student behavior.
- Review progress monitoring in all core subject areas
- Create a plan to achieve student success.

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

At VMS, the Leadership Team meets each grading period to discuss the needs, concerns, and successes of the students, staff, and school as a whole. The principal conducts the meeting and sets the agenda, which has been driven by items brought to the table from vertical and grade level teams; "Next Steps" are included, as well. Discussion of personnel, instructional and curricular needs and any other resource needs and how to fund these are brought to the table. In addition, the team

brainstorms solutions to various problems/concerns the school is experiencing. The Leadership Team takes back to vertical and grade level teams, items that need further review. If further discussion is required, a faculty meeting is called and the item is brought forth. In this cycle, some items are brought to light at faculty meetings and then put forth to the Leadership Team for discussion.

The guidance counselor and academic analyst meet twice each grading period to discuss students who might be in need of additional resources, whether academic, physical, or emotional. The list is then brought to the grade level Rtl teams for brainstorming of strategies, etc, to meet these needs and to see if the MTSS process needs to begin.

Inventory of resources is kept by various personnel: academic analyst, principal, assistant principal, media specialist, and some are kept by classroom teachers.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
L'Tonya Potter	Parent
Wayne Potter, Jr.	Student
Bobby Green, Jr.	Student
Donna Green	Parent
Candice Hodges	Parent
Brock Hodges	Student
Daniel Foster	Student
Linda Demosch	Parent
Tammie Hall	Parent
Isabella Hall	Student
Chad Hall	Parent
Walter McDonald	Parent
Paula McDonald	Education Support Employee
Benjamin McDonald	Student
Rebecca Wheeler	Parent
Sophia Wheeler	Student
Wyatt Wilson	Student
Jon Wison	Student
Camy Wilson	Parent
Emily Holden	Student
Amanda Holden	Parent
Scott Register	Business/Community
Jeffrey Holden	Parent
Raquel Greer	Teacher
Kimberly Register	Principal
Derek Greer	Student
Brenda Basnaw	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The 2016-17 School Improvement Plan was discussed with the committee members on 9/15/16. Discussion about the fact that test scores from 2015-2016 school year were now based on data that was compared only to a T score from the year before showed the students and schools proficiency rankings. We discussed the fact that after the 2016-2017 assessment scores are received, we will have comparable data based on the new Florida State Assessment.

An electronic copy of last year's SIP was pulled up for review by the council and Mrs. Register and Ms. Basnaw spent time during the meeting on September 15 2016 to discuss last years plan and any future changes. Parents were given the website link information, AMO data, district and state

comparable data so that further review could take place by the council and we will discuss our progress at our next scheduled SAC meeting.

b. Development of this school improvement plan

The SAC Team meets a minimum of four times per year and assist the school and administration with local school policies and procedures; assist with fundraising activities that has the potential to benefit all students on campus; discuss concerns of parents and students on better ways to communicate and partner between school and home; work with parents on the website information and planner information that will assist them in supporting their children at home with school work. After giving the parents the hard copy and online data sources, parents began analyzing the data and made changes to the Parent Involvement Plan and suggestions for the School Improvement Plan in person at the school or via email. They provided edit sheets so that updates and changes could be made to the plan.

c. Preparation of the school's annual budget and plan

The following information was on the agenda of the 9/15/16 SAC First Annual Meeting. Discussions took place to look at needs and suggestions for future purchases. Due to the length of the agenda and time constraints, the committee chose to take action on the budget suggestions in the October 2016 meeting. Below is the copy of the SAC Agenda that pertains to budget and a few of the items that were tabled for future discussion:

6. Budget Report—School Advisory Monies

a. Discuss available funds and possible usage for the highest impact on students. See suggestions from parents and staff members for consideration:

- i. Help with the cost/printing of planners for 2016-2017 IXL
- ii. Registration for Scripps National Spelling Bee Enroll by October 14, 2016, to take advantage of our special early bird discount for just \$145 per school.
- iii. AR Donation from council or business/community sponsors
- iv. Brain Pop Subscription Grades 6-8—Approx. \$1735.00

b. Budget Amounts

- i. 2013-2014 \$ 178.00
 - ii. 2014-2015 \$1357.12
 - iii. 2015-2016 \$ 525.26
 - iv. 2016-2017 No monies allocated for this year at this time.
 - v. Internal SAC \$1197.84
- Total amount \$3258.22

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

IXL ELA subscription for all students December 2015 -May 2016 @ a cost of \$828.00

Brainpop subscription for all student August 2015.-June 2016 @ a cost of \$706.25

Science Lab & STEM supplies @ a cost of \$681.89

National Scripts Spelling Registration fee @ a cost of \$136.00

Student Awards and Certificates @ a cost of \$83.18

Student Planners @ a cost of 236.11

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Brown, Kimberley	Instructional Coach
Register, Kim	Principal
Hall, Tammie	Instructional Media
Watson, Lindsey	Teacher, K-12
Williams, Chris	Teacher, ESE
Mims, Willye	Teacher, K-12
Paramore, Dylan	Teacher, K-12
Hill, Corine	Teacher, ESE

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Plan events to promote literacy and motivate students to read:

- Mandatory 20 minutes of reading homework for all students grades 6-8
- STAR Testing
- Use of AP Spring Board Curriculum grades 6-8
- Accelerated Reading Programs with all grade levels
- Literacy Nights for parents
- Two Book Fairs per year
- Literacy Week Activities
- *Quarterly planned Accelerated Reader reward events each year
- *Quarterly Recognition of top readers

All staff support cause of literacy:

- Staff Beta Mentor Program
- Inclusion of writing responses on lesson assessments
- IXL Language program available for all students for use during all classes

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

VMS strategies to promote positive working relationships between teachers:

- Common planning period for 6th grade team
- Monthly vertical team meetings for each department (ELA, math, science, social studies, ESE, AVID) -

Monthly grade level team meetings

-Committees to handle various duties, such as Veteran's Day, Black History Program, 8th grade graduation, AR incentives, etc.

-Staff meals during the month of December

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

--Work with local colleges including, Chipola State College, Gulf Coast State College, Florida State University, University of West Florida, and Florida State University in Panama City, to recruit newly graduated teachers and assist them with their internship.

--Recruit only highly qualified teachers

--Always interview in a team of three (teachers are included) or more to ensure quality and fit for our campus.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Academic Analysts, as the instructional coaches, are the appointed mentors for all beginning teachers in Washington County for the 2016-17 school year. Academic Analysts have been chosen to fill this role due to the flexible time nature of the position. It allows for more access for both members than mentor teachers have had in the past. Mentors and mentees will attend district wide meetings and participate in trainings to aid in the mentoring process. Mentor and mentee will meet regularly to discuss successes/needs/concerns and address best practices as identified by the district.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

All teachers collaborated county-wide by subject area with district directors and academic analysts to discuss and align the new Florida Standards with an Order of Instruction for each core class. This process began the summer of 2014 and is ongoing to provide teachers and administrators a guide for consistent use of curriculum and instructional strategies throughout the district. The Orders of Instruction also allow administrators to better monitor and evaluate teacher instruction/pacing and provides a tool for reflection on the success of student and teacher achievement and Learning Gains.

Teachers are also expected to use common board configurations that will be displayed in each room to provide students with Essential Questions for daily lessons and will show which Florida Standard(s) the lesson covers.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

The school uses FSA data to determine the best placement for students to provide the most effective use of differentiated instruction and to provide all students with the best possible education each year. Progress monitoring assessments are used numerous times throughout the year to follow the

progress of students.

We use district generated assessments for math and ELA, Dr. Spzryka for science, STAR testing for reading/AR, Subject Area Exams, End-of-Course Exams and Florida State Assessments to constantly take the pulse of our students' academic progress.

In addition, we utilize one-to-one devices in most classes to differentiate instruction, based on classroom assessments. Most curricula are equipped with problem solving scenerios and next steps for struggling students and advanced students. We also use on-line tutorials which allow students autonomy, as well.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 61

Vernon Middle has opted to change our students' schedule to a modified seventh period day. This allows for six periods of academic instruction at a rate 336 minutes, along with an additional 27 minutes of enrichment instruction for a total of 361 instructional minutes per day. Each week, a different core area is addressed each day, with an emphasis on fostering positive attitudes for these core subjects through engaging programs and lessons.

Strategy Rationale

Additional instructional minutes packed with rich curriculum and labs with a multitude of best practices strategies can only provide students with further understanding and mastery of Florida Standards.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Register, Kim, kim.register@wcsdschools.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

2017 FSA, EOC and SAE scores will be compared to 2016 scores.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

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

It is the goal that in the spring, the fifth grade students from Vernon Elementary School attend an Orientation Day and school/program walkthrough in order to tour the VMS campus and meet the staff/administration to begin the acclamation progress to middle school. Fifth grade students are invited to

participate in summer athletic practices and events in the summer between 5th and 6th grade, so that upon their arrival to Vernon Middle School, they are better prepared for the transition to new extracurricular programs.

All students are invited to an open house so that students can meet teachers and staff, get class schedules and maps of the campus. Upon the first day of school, most students have a general understanding of the campus layout and teachers' classrooms so that school can begin as seamlessly as possible.

Graduation is provided for the 8th graders who are leaving VMS going to high school. Vernon High School holds an orientation in the spring for upcoming 9th grade students to learn about the courses being offered, meet the teachers/administration, and learn about the programs offered at VHS. In addition, VHS teachers come to the middle school to register students. Appointments are scheduled so that parents and students can meet together with advisors.

b. College and Career Readiness

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

We explore with students how they can successfully live and work in a culturally diverse world. Our goals:

- help students recognize their interests, aptitudes, and abilities, and understand adult roles
- help students understand the broad scope of work and career possibilities available currently and in the future
- help students broaden their aspirations beyond the stereotypes of gender, socioeconomic status, and ethnicity
- integrate vocational and academic education to promote intellectual development, and the acquisition of higher level thinking and problem-solving skills
- assist with students' development of social skills, personal values, and self-esteem
- work with families to support their children's career aspirations.

The Guidance Counselor holds individual, as well as, group meetings about the selection of courses offered at the high school and online.

Our AVID program/curriculum equips students with skills to make them college ready. These are skills needed for survival in their post-high school education courses. Banners of many, many colleges and universities are on continual display in the hallways for all students, and posters are placed by teachers' doors, announcing the colleges/universities from which each graduated.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

Math and Science projects are part of the lesson planning of our teachers. The Transformation of Energy Lab incorporates science, math, and language arts; the use of written and oral skills that are present in a variety of occupations. Journalism, Career, and STEM classes are offered. In our Civic classes, debates are held. High school students from the Future Business Leaders of America speak to our students.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

Vernon Middle School has STEM electives which work hand in hand with the Math and Science classes. VMS also offers a career elective.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

Vernon Middle School will vertically team with our sister school, Vernon High School, and align curriculum so that our students will be ready for the successful transition to the high school. More students at Vernon Middle School will take the Algebra EOC as 8th graders, as well as, more students will take online classes so that their virtual requirement is complete prior to entering high school.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Forty-five percent of ELA students in the lowest quartile will make a learning gain on FSA ELA 2016-2017.
- G2.** Math teachers will use technology resources such as online textbook resources, IXL, Khan Academy, Algebra Nation and Google Classroom to help students become more proficient in Math skills. Fifty-five percent (55%) of students enrolled in a Math Class at VMS will be proficient (level 3 or higher) on FSA in Math, Eighty-eight percent (88%) of students enrolled in Algebra I will be proficient on Algebra I EOC.
- G3.** Science-Teachers will use Donna Szyprka as a Science consultant; creating and revising our order of instructions and analyze science progress monitoring (Performance Matters). 70% of students will achieve proficiency in FCAT 2.0 Science assessment in 2017.
- G4.** Social Studies - Through the use of reading and writing strategies 70% of our World History, Civics, and American History students will make proficient on their all EOC exams. Cornell Notes, text marking, the utilization of differentiated technology and instruction, as well as the creation of graphic aids will aid in student success.
- G5.** College/Career Readiness - Through our recruitment process, we will increase voluntary student enrollment in the AVID program at Vernon Middle School from May 2016 to May 2017 by 10%.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Forty-five percent of ELA students in the lowest quartile will make a learning gain on FSA ELA 2016-2017. 1a

G088346

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	45.0

Targeted Barriers to Achieving the Goal 3

- #1 Incomplete classroom assignments and homework

Resources Available to Help Reduce or Eliminate the Barriers 2

- 1. All teachers will Implement the use of AVID WICOR strategies to help with organization.
- 2. Students will have a Power Hour daily to reinforce ELA content areas for FSA.

Plan to Monitor Progress Toward G1. 8

Teachers will use AR tests, teacher generated tests and textbook assessments.

Person Responsible

Willye Mims

Schedule

Weekly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Progress monitoring, lexile summary, and embedded assessments.

G2. Math teachers will use technology resources such as online textbook resources, IXL, Khan Academy, Algebra Nation and Google Classroom to help students become more proficient in Math skills. Fifty-five percent (55%) of students enrolled in a Math Class at VMS will be proficient (level 3 or higher) on FSA in Math, Eighty-eight percent (88%) of students enrolled in Algebra I will be proficient on Algebra I EOC. 1a

G088347

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	55.0
Math Lowest 25% Gains	50.0
Algebra I EOC Pass Rate	88.0

Targeted Barriers to Achieving the Goal 3

- Lack of internet at home

Resources Available to Help Reduce or Eliminate the Barriers 2

- Technology at school
- AVID and STEM program

Plan to Monitor Progress Toward G2. 8

Performance Matters Testing (SAM)

Person Responsible

Kimberley Brown

Schedule

Triannually, from 8/22/2016 to 2/1/2017

Evidence of Completion

Students' results on the SAM testing

G3. Science-Teachers will use Donna Szyprka as a Science consultant; creating and revising our order of instructions and analyze science progress monitoring (Performance Matters). 70% of students will achieve proficiency in FCAT 2.0 Science assessment in 2017. 1a

G088348

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	70.0

Targeted Barriers to Achieving the Goal 3

- Adjustments to instruction and practices to comply with the Next Generation Sunshine State Standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teachers will analyze student data to guide classroom instruction and develop differentiated instruction.
- Teachers will provide ongoing monitoring to evaluate student achievement throughout the and adjust curriculum as necessary, such as interactive textbook.

Plan to Monitor Progress Toward G3. 8

Data analysis

Person Responsible

Kimberley Brown

Schedule

Triannually, from 8/22/2016 to 5/1/2017

Evidence of Completion

FCAT 2.0 2016 data and Progress monitoring testing.

G4. Social Studies - Through the use of reading and writing strategies 70% of our World History, Civics, and American History students will make proficient on their all EOC exams. Cornell Notes, text marking, the utilization of differentiated technology and instruction, as well as the creation of graphic aids will aid in student success. 1a

G088349

Targets Supported 1b

Indicator	Annual Target
U.S. History EOC Pass	70.0
Civics EOC Pass	70.0

Targeted Barriers to Achieving the Goal 3

- 45% of students in Social Studies classes at Vernon Middle School do not have internet at home.
- 80% of student at VMS are on free and reduced lunch.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Through the use of paper copies, overhead graphic organizers, and 1 to 1 school based computer usage we will attempt to overcome these barriers.

Plan to Monitor Progress Toward G4. 8

Throughout the year student progress will be monitored using daily and weekly class assignments as well as scores from our EOC exam.

Person Responsible

Chuck Middlebrooks

Schedule

On 5/31/2017

Evidence of Completion

Progress will be measured through analysis of classroom artifacts for accuracy. EOC score will be measured by percentage correct observed in correlation with the score from the previous year 2015-2016.

G5. College/Career Readiness - Through our recruitment process, we will increase voluntary student enrollment in the AVID program at Vernon Middle School from May 2016 to May 2017 by 10%. 1a

G088350

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - African American	
AMO Reading - ED	
AMO Reading - Hispanic	
AMO Reading - SWD	
AMO Math - All Students	
AMO Reading - White	
AMO Math - African American	
AMO Math - ED	
AMO Math - Hispanic	
AMO Math - SWD	
AMO Math - White	
Algebra I EOC Pass Rate	100.0
FCAT 2.0 Science Proficiency	60.0
Middle School Performance in EOC and Industry Certifications	100.0
Middle School Participation in EOC and Industry Certifications	57.0

Targeted Barriers to Achieving the Goal 3

- Incorrect student and parent perception of the AVID mission.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Student/parent recruitment through AVID teacher presentation at VMS open house 2016-17
- Student recruitment through AVID student testimonials
- Parental recruitment through student presentations at SAC (Parent Advisory Committee)

Plan to Monitor Progress Toward G5. 8

FOCUS enrollment records will be reviewed throughout the year to monitor enrollment goals.

Person Responsible

Sarah Short

Schedule

Triannually, from 5/26/2016 to 5/26/2017

Evidence of Completion

FOCUS data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Forty-five percent of ELA students in the lowest quartile will make a learning gain on FSA ELA 2016-2017.

1

 G088346

G1.B1 #1 Incomplete classroom assignments and homework **2**

 B234940

G1.B1.S1 WICOR Strategies will be in used in all core content classes at Vernon Middle School. **4**

 S247717

Strategy Rationale

WICOR strategies are researched based and proven to increase student achievement in all ELA content areas.

Action Step 1 **5**

All Vernon Middle School staff will participate in ongoing professional development provided by AVID Site Team for the 2016-2017 school year.

Person Responsible

Brenda Basnaw

Schedule

Quarterly, from 8/9/2016 to 5/26/2017

Evidence of Completion

Sign-in sheet and Agendas

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Director of Curriculum and Instruction, AVID Program Representatives will make classroom observations throughout the school year..

Person Responsible

Brenda Basnaw

Schedule

Quarterly, from 9/22/2016 to 5/26/2017

Evidence of Completion

Documentation and feedback will be provided by Director of Curriculum and Instruction, AVID Program Representatives.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Principal Kimberly Register will document and monitor strategy effectiveness through classroom observations/ walk-throughs.

Person Responsible

Kim Register


Schedule

Weekly, from 8/11/2016 to 5/26/2017


Evidence of Completion

Student FSA scores 2016-2017.


G2. Math teachers will use technology resources such as online textbook resources, IXL, Khan Academy, Algebra Nation and Google Classroom to help students become more proficient in Math skills. Fifty-five percent (55%) of students enrolled in a Math Class at VMS will be proficient (level 3 or higher) on FSA in Math, Eighty-eight percent (88%) of students enrolled in Algebra I will be proficient on Algebra I EOC. **1**

 G088347

G2.B1 Lack of internet at home **2**

 B234942

G2.B1.S1 Provide After School learning opportunities for students to use technology in Math **4**

 S247718

Strategy Rationale

We have many technology resources available to enhance student proficiency in Math.

Action Step 1 **5**

Provide Math students with After School learning opportunities and access to technology.

Person Responsible

Tami Parish

Schedule

Biweekly, from 9/13/2016 to 5/26/2017

Evidence of Completion

Student Sign-in Sheets

Plan to Monitor Fidelity of Implementation of G2.B1.S1 **6**

Student sign-in sheets and parental contact will be documented.

Person Responsible

Tami Parish

Schedule

Biweekly, from 9/13/2016 to 5/26/2017

Evidence of Completion

Student Data (FOCUS, SAM, IXL results)

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Student Participation in After School Math sessions will be documented and monitored.

Person Responsible

Tami Parish

Schedule

Biweekly, from 9/13/2016 to 5/26/2017

Evidence of Completion

Students Data will be collected and evaluated to monitor the effectiveness of the After School Math opportunities.

G3. Science-Teachers will use Donna Szyprka as a Science consultant; creating and revising our order of instructions and analyze science progress monitoring (Performance Matters). 70% of students will achieve proficiency in FCAT 2.0 Science assessment in 2017. 1

G088348

G3.B1 Adjustments to instruction and practices to comply with the Next Generation Sunshine State Standards. 2

B234943

G3.B1.S1 Progress monitoring on regular basis, aligned with state standards. 4

S247719

Strategy Rationale

This will enable the teacher to focus on differentiated instruction on a more indepth analysis of student need in regards to the standards.

Action Step 1 5

Professional development with Dr, Szyprka will be an opportunity to implement the strategy.

Person Responsible

Debbie Schoen

Schedule

Quarterly, from 7/25/2016 to 5/26/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Progress monitoring will be used to monitor this.

Person Responsible

Debbie Schoen

Schedule

Triannually, from 8/22/2015 to 5/1/2017

Evidence of Completion

Student data will be collected and analyzed to see how correlates to upcoming FCAT.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Comparison of FCAT 2016 data to Progress monitoring test data.

Person Responsible

Debbie Schoen

Schedule

Quarterly, from 7/25/2016 to 5/26/2017

Evidence of Completion

FCAT 2.0 2016 data and Progress monitoring tests.

G4. Social Studies - Through the use of reading and writing strategies 70% of our World History, Civics, and American History students will make proficient on their all EOC exams. Cornell Notes, text marking, the utilization of differentiated technology and instruction, as well as the creation of graphic aids will aid in student success. 1

G088349

G4.B1 45% of students in Social Studies classes at Vernon Middle School do not have internet at home. 2

B234944

G4.B1.S1 45% of the students at VMS do not have internet access at home. 4

S247720

Strategy Rationale

Use of materials and technologies at VMS will alleviate some of these setbacks.

Action Step 1 5

This step will require no professional development or technical assistance.

Person Responsible

Chuck Middlebrooks

Schedule

On 5/31/2017

Evidence of Completion

Evidence will involve student work, test scores, and EOC exam scores.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

The Vertical Social Studies team will meet regularly to discuss and monitor progress in this area.

Person Responsible

Schedule

On 5/31/2017

Evidence of Completion

Evidence will be both statistical and anecdotal in order to ensure the most valid implementation.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Through our horizontal team meetings we will monitor our progress.

Person Responsible

Rodgers Coleman

Schedule

On 5/31/2017

Evidence of Completion

Evidence will involve student work, test scores, and EOC exam scores.

G5. College/Career Readiness - Through our recruitment process, we will increase voluntary student enrollment in the AVID program at Vernon Middle School from May 2016 to May 2017 by 10%. 1

G088350

G5.B1 Incorrect student and parent perception of the AVID mission. 2

B234947

G5.B1.S1 AVID Site Team monthly meeting to plan and promote the school wide AVID program 4

S247723

Strategy Rationale

Time is not provided for AVID Site Team to collaborate during school hours

Action Step 1 5

VMS will recruit students to the AVID program through student testimonials at Vernon Elementary School and Vernon Middle School Open House.

Person Responsible

Brenda Basnaw

Schedule

On 5/26/2017

Evidence of Completion

Comparison of student enrollment of May 2016 to May 2017

Action Step 2 5

AVID teacher recruitment/training during summer and preplanning

Person Responsible

Brenda Basnaw

Schedule

On 8/8/2016

Evidence of Completion

PD sign-in sheet

Action Step 3 5

AVID presentation for parental recruitment through VMS Open House and Parent Advisory Council

Person Responsible

Brenda Basnaw

Schedule

Semiannually, from 8/8/2016 to 5/26/2017

Evidence of Completion

Meeting agendas and sign-in sheet

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Guidance counselor will use FOCUS records and class rosters to verify AVID student enrollment.

Person Responsible

Sarah Short

Schedule

Monthly, from 5/27/2016 to 5/26/2017

Evidence of Completion

AVID class rosters and FOCUS

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

District and school coordinators will keep AVID Site Team meeting documentation

Person Responsible

Brenda Basnaw

Schedule

Monthly, from 7/26/2016 to 5/3/2017

Evidence of Completion

AVID agendas, minutes, and sign-in sheets

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Periodic classroom observations by the District Director of Instruction and Curriculum and the AVID program directors will be conducted throughout the 2016-17 school year

Person Responsible

Brenda Basnaw




















Schedule

Semiannually, from 9/22/2016 to 9/22/2016

Evidence of Completion

District observation feedback

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
 G5.B1.S1.A2 A322706	AVID teacher recruitment/training during summer and preplanning	Basnaw, Brenda	8/8/2016	PD sign-in sheet	8/8/2016 one-time
 G5.B1.S1.MA1 M336022	Periodic classroom observations by the District Director of Instruction and Curriculum and the AVID...	Basnaw, Brenda	9/22/2016	District observation feedback	9/22/2016 semiannually
 G2.MA1 M336015	Performance Matters Testing (SAM)	Brown, Kimberley	8/22/2016	Students' results on the SAM testing	2/1/2017 triannually
 G3.MA1 M336018	Data analysis	Brown, Kimberley	8/22/2016	FCAT 2.0 2016 data and Progress monitoring testing.	5/1/2017 triannually
 G3.B1.S1.MA1 M336017	Progress monitoring will be used to monitor this.	Schoen, Debbie	8/22/2015	Student data will be collected and analyzed to see how correlates to upcoming FCAT.	5/1/2017 triannually
 G5.B1.S1.MA2 M336024	District and school coordinators will keep AVID Site Team meeting documentation	Basnaw, Brenda	7/26/2016	AVID agendas, minutes, and sign-in sheets	5/3/2017 monthly
 G1.MA1 M336012	Teachers will use AR tests, teacher generated tests and textbook assessments.	Mims, Willye	8/11/2016	Progress monitoring, lexile summary, and embedded assessments.	5/26/2017 weekly
 G5.MA1 M336025	FOCUS enrollment records will be reviewed throughout the year to monitor enrollment goals.	Short, Sarah	5/26/2016	FOCUS data	5/26/2017 triannually
 G1.B1.S1.MA1 M336010	Principal Kimberly Register will document and monitor strategy effectiveness through classroom...	Register, Kim	8/11/2016	Student FSA scores 2016-2017.	5/26/2017 weekly
 G1.B1.S1.MA1 M336011	Director of Curriculum and Instruction, AVID Program Representatives will make classroom...	Basnaw, Brenda	9/22/2016	Documentation and feedback will be provided by Director of Curriculum and Instruction, AVID Program Representatives.	5/26/2017 quarterly
 G1.B1.S1.A1 A322701	All Vernon Middle School staff will participate in ongoing professional development provided by...	Basnaw, Brenda	8/9/2016	Sign-in sheet and Agendas	5/26/2017 quarterly
 G2.B1.S1.MA1 M336013	Student Participation in After School Math sessions will be documented and monitored.	Parish, Tami	9/13/2016	Students Data will be collected and evaluated to monitor the effectiveness of the After School Math opportunities.	5/26/2017 biweekly
 G2.B1.S1.MA1 M336014	Student sign-in sheets and parental contact will be documented.	Parish, Tami	9/13/2016	Student Data (FOCUS, SAM, IXL results)	5/26/2017 biweekly
 G2.B1.S1.A1 A322702	Provide Math students with After School learning opportunities and access to technology.	Parish, Tami	9/13/2016	Student Sign-in Sheets	5/26/2017 biweekly
 G3.B1.S1.MA1 M336016	Comparison of FCAT 2016 data to Progress monitoring test data.	Schoen, Debbie	7/25/2016	FCAT 2.0 2016 data and Progress monitoring tests.	5/26/2017 quarterly
 G3.B1.S1.A1 A322703	Professional development with Dr. Szyrka will be an opportunity to implement the strategy.	Schoen, Debbie	7/25/2016		5/26/2017 quarterly
 G5.B1.S1.MA1 M336023	Guidance counselor will use FOCUS records and class rosters to verify AVID student enrollment.	Short, Sarah	5/27/2016	AVID class rosters and FOCUS	5/26/2017 monthly
 G5.B1.S1.A1 A322705	VMS will recruit students to the AVID program through student testimonials at Vernon Elementary...	Basnaw, Brenda	5/2/2016	Comparison of student enrollment of May 2016 to May 2017	5/26/2017 one-time
 G5.B1.S1.A3 A322707	AVID presentation for parental recruitment through VMS Open House and Parent Advisory Council	Basnaw, Brenda	8/8/2016	Meeting agendas and sign-in sheet	5/26/2017 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.MA1 M336021	Throughout the year student progress will be monitored using daily and weekly class assignments as...	Middlebrooks, Chuck	10/3/2016	Progress will be measured through analysis of classroom artifacts for accuracy. EOC score will be measured by percentage correct observed in correlation with the score from the previous year 2015-2016.	5/31/2017 one-time
G4.B1.S1.MA1 M336019	Through our horizontal team meetings we will monitor our progress.	Coleman, Rodgers	9/5/2016	Evidence will involve student work, test scores, and EOC exam scores.	5/31/2017 one-time
G4.B1.S1.MA1 M336020	The Vertical Social Studies team will meet regularly to discuss and monitor progress in this area.		9/5/2016	Evidence will be both statistical and anecdotal in order to ensure the most valid implementation.	5/31/2017 one-time
G4.B1.S1.A1 A322704	This step will require no professional development or technical assistance.	Middlebrooks, Chuck	10/3/2016	Evidence will involve student work, test scores, and EOC exam scores.	5/31/2017 one-time

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Forty-five percent of ELA students in the lowest quartile will make a learning gain on FSA ELA 2016-2017.

G1.B1 #1 Incomplete classroom assignments and homework

G1.B1.S1 WICOR Strategies will be in used in all core content classes at Vernon Middle School.

PD Opportunity 1

All Vernon Middle School staff will participate in ongoing professional development provided by AVID Site Team for the 2016-2017 school year.

Facilitator

Gail Riley

Participants

AVID Teachers and other staff

Schedule

Quarterly, from 8/9/2016 to 5/26/2017

G3. Science-Teachers will use Donna Szyprka as a Science consultant; creating and revising our order of instructions and analyze science progress monitoring (Performance Matters). 70% of students will achieve proficiency in FCAT 2.0 Science assessment in 2017.

G3.B1 Adjustments to instruction and practices to comply with the Next Generation Sunshine State Standards.

G3.B1.S1 Progress monitoring on regular basis, aligned with state standards.

PD Opportunity 1

Professional development with Dr, Szyprka will be an opportunity to implement the strategy.

Facilitator

Dr, Szyprka

Participants

Science Teachers and data analysis personnel

Schedule

Quarterly, from 7/25/2016 to 5/26/2017

G5. College/Career Readiness - Through our recruitment process, we will increase voluntary student enrollment in the AVID program at Vernon Middle School from May 2016 to May 2017 by 10%.

G5.B1 Incorrect student and parent perception of the AVID mission.

G5.B1.S1 AVID Site Team monthly meeting to plan and promote the school wide AVID program

PD Opportunity 1

AVID teacher recruitment/training during summer and preplanning

Facilitator

Gail Riley/Brenda Basnaw

Participants

VMS staff

Schedule

On 8/8/2016

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	All Vernon Middle School staff will participate in ongoing professional development provided by AVID Site Team for the 2016-2017 school year.				\$0.00
2	G2.B1.S1.A1	Provide Math students with After School learning opportunities and access to technology.				\$0.00
3	G3.B1.S1.A1	Professional development with Dr, Szyprka will be an opportunity to implement the strategy.				\$0.00
4	G4.B1.S1.A1	This step will require no professional development or technical assistance.				\$0.00
5	G5.B1.S1.A1	VMS will recruit students to the AVID program through student testimonials at Vernon Elementary School and Vernon Middle School Open House.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Title I, Part A		\$3,000.00
6	G5.B1.S1.A2	AVID teacher recruitment/training during summer and preplanning				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Title I, Part A		\$1,000.00
7	G5.B1.S1.A3	AVID presentation for parental recruitment through VMS Open House and Parent Advisory Council				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Title I, Part A		\$2,000.00
					Total:	\$6,000.00