

Washington County School District

Vernon Elementary School



2018-19 Schoolwide Improvement Plan

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Vernon Elementary School

3665 ROCHE AVE, Vernon, FL 32462

<http://ves.wcsdschools.com>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	79%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	22%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	B	B	C*

School Board Approval

This plan was approved by the Washington County School Board on 11/12/2018.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Vernon Elementary School is committed to the personal and academic excellence for every student.

Provide the school's vision statement.

Vernon Elementary School will provide students the highest quality education possible, with the resources necessary, so they can achieve their maximum potential and become knowledgeable, responsible, and competent citizens.

School Leadership Team

Membership

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

Name	Title
Griffin, Steve	Principal
English, Latina	Assistant Principal
Haddock, Kaye	School Counselor
Richards, Cindy	Instructional Coach
Bush, Debbie	Instructional Coach
Hutton, George	Teacher, ESE
Best, Gail	Teacher, K-12
Brock, Brandi	Teacher, K-12
Yates, April	Teacher, K-12
Justice, Florence	Teacher, K-12
Stanton, Jayme	Teacher, K-12
Burger, Vicki	Teacher, ESE

Duties

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

The roles and responsibilities of the leadership team are primarily to provide input from their team and to exchange information from administration to the grade level teams. The team leaders are selected by their team and provide leadership for their team throughout the year. In leadership team meetings, the team leaders are asked for their opinion and the teams' opinions on various issues and concerns for the school. The input from the team leaders is used by the administration to help in the decision making process for the particular item that is being discussed.

Early Warning Systems

Year 2017-18

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	36	21	29	28	24	20	0	0	0	0	0	0	0	158
One or more suspensions	0	0	1	1	3	6	0	0	0	0	0	0	0	11
Course failure in ELA or Math	0	0	4	9	5	7	0	0	0	0	0	0	0	25
Level 1 on statewide assessment	0	0	0	9	21	29	0	0	0	0	0	0	0	59
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	2	8	13	16	0	0	0	0	0	0	0	39

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	7	12	5	1	3	0	0	0	0	0	0	0	0	28
Retained Students: Previous Year(s)	10	6	1	5	1	0	0	0	0	0	0	0	0	23

Date this data was collected

Wednesday 7/25/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA or Math														
Level 1 on statewide assessment														

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

Indicator	Grade Level													Total
Students exhibiting two or more indicators														

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	18	22	17	13	21	13	0	0	0	0	0	0	0	104
One or more suspensions	2	0	2	4	9	8	0	0	0	0	0	0	0	25
Course failure in ELA or Math	0	0	1	4	9	4	0	0	0	0	0	0	0	18
Level 1 on statewide assessment	0	0	0	0	7	10	15	0	0	0	0	0	0	32

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	1	0	1	3	13	7	0	0	0	0	0	0	0	25

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

5th grade overall scored the lowest in Reading and Math. It is a trend.

Which data component showed the greatest decline from prior year?

5th grade math. Percentage proficient decreased from 65% to 49%.

Which data component had the biggest gap when compared to the state average?

5th grade math. VES scored 49% proficient and the state average was 61% proficient.

Which data component showed the most improvement? Is this a trend?

Neither. Not really as every other year in the past 3 years we have made gains in most if not all areas.

Describe the actions or changes that led to the improvement in this area.

Not applicable.

School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	54%	60%	56%	55%	59%	52%
ELA Learning Gains	47%	53%	55%	50%	55%	52%
ELA Lowest 25th Percentile	41%	45%	48%	46%	48%	46%
Math Achievement	63%	67%	62%	67%	69%	58%
Math Learning Gains	48%	55%	59%	62%	72%	58%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Math Lowest 25th Percentile	38%	40%	47%	47%	62%	46%
Science Achievement	53%	57%	55%	55%	55%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	36 ()	21 ()	29 ()	28 ()	24 ()	20 ()	158 (0)
One or more suspensions	0 ()	0 (0)	1 (0)	1 (0)	3 (0)	6 (0)	11 (0)
Course failure in ELA or Math	0 ()	0 (0)	4 (0)	9 (0)	5 (0)	7 (0)	25 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	9 (0)	21 (0)	29 (0)	59 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	60%	66%	-6%	57%	3%
	2017	60%	64%	-4%	58%	2%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	49%	55%	-6%	56%	-7%
	2017	47%	57%	-10%	56%	-9%
Same Grade Comparison		2%				
Cohort Comparison		-11%				
05	2018	46%	53%	-7%	55%	-9%
	2017	53%	54%	-1%	53%	0%
Same Grade Comparison		-7%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	66%	70%	-4%	62%	4%
	2017	61%	69%	-8%	62%	-1%
Same Grade Comparison		5%				
Cohort Comparison						
04	2018	67%	73%	-6%	62%	5%
	2017	68%	73%	-5%	64%	4%
Same Grade Comparison		-1%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	49%	52%	-3%	61%	-12%
	2017	65%	54%	11%	57%	8%
Same Grade Comparison		-16%				
Cohort Comparison		-19%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	51%	56%	-5%	55%	-4%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	24	43	36	41	45	36	33				
BLK	32	45		54	30		46				
MUL	57	75		50	50						
WHT	56	45	31	66	52	41	56				
FRL	51	46	43	61	46	41	54				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	19	30	33	33	47	36	10				
BLK	31	43		63	65						
MUL	44	38		69	77						
WHT	59	53	48	69	62	42	65				
FRL	51	48	48	67	64	51	57				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	5th grade ELA proficiency
Rationale	In 2017, 46% of students in 5th grade ELA scored proficient. (Level 3 or higher) The district average was 53% and the state average was 55%, while our sister school had 57% proficiency.
Intended Outcome	This year 5th grade VES students will score at least the state average in ELA proficiency.
Point Person	Debbie Bush (debbie.bush@wcsdschools.com)
Action Step	
Description	The schedule designates an MTSS time for all students to be served, regardless of their proficiency level. The various groups include: challenge, difference makers, Reading only, Math only, and both Reading and Math. Using various programs and resources, including R.E.W.A.R.D.S. and close reading strategies, students will learn and utilize various strategies and skills that will increase proficiency. Specifically the Level 1 and 2 students will use the R.E.W.A.R.D.S. program which is a phonetic program that teaches students to read and break apart words, phonics, prefixes & suffixes and meanings of parts of words. Students have been divided amongst the grade level team according to last year's data. Five paraprofessionals are also assigned to the MTSS block that occurs for 5th grade to help excel all students. During the MTSS block, teachers are focused on direct instruction to help kids move to the next level.
Person Responsible	Debbie Bush (debbie.bush@wcsdschools.com)
Plan to Monitor Effectiveness	
Description	The R.E.W.A.R.D.S. program will have monthly phonics checks. These start with a baseline and then movement along a provided chart helps in monitoring student progress. iReady progress monitors three times annually and iReady growth checks occur monthly. The data analyst and teachers will monitor the progress on these tools and move students in the classroom to appropriate groups in MTSS. The groups will be fluid and based on student performance and effort.
Person Responsible	Debbie Bush (debbie.bush@wcsdschools.com)

Activity #2	
Title	5th grade Math proficiency
Rationale	In 2018, 49% of VES students scored proficient (Level 3 or higher) in Math. The state average was 61%, district average was 52% and our sister school's average was 55%.
Intended Outcome	In 2019, VES students will at least meet the state average in scoring proficiency.
Point Person	Debbie Bush (debbie.bush@wcsdschools.com)
Action Step	
Description	The schedule designates an MTSS time for all students to be served, regardless of their proficiency level. The various groups include: challenge, difference makers, Reading only, Math only, and both Reading and Math. Using various programs and resources, including Go Math Reteach, students will learn and utilize various strategies and skills that will increase proficiency. Specifically the Level 1 and 2 students will use the Go Math Reteach which will focus on precision teaching of math facts, and basic computation (learning how to subtract from 0, multiply, and divide fluidly). Students have been divided amongst the grade level team according to last year's data. Five paraprofessionals are also assigned to the MTSS block that occurs for 5th grade to help serve all students. During the MTSS block, teachers are focused on direct instruction to help kids move to the next level.
Person Responsible	Debbie Bush (debbie.bush@wcsdschools.com)
Plan to Monitor Effectiveness	
Description	iReady progress monitors three times annually and iReady growth checks occur monthly. The data analyst and teachers will monitor the progress on these tools and move students to appropriate groups. The groups will be fluid based on student performance.
Person Responsible	[no one identified]

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

While our business partners in the community are small in number, they are very supportive of our efforts in improving student achievement. We speak with our partners and share our school goals each year. They are very willing to provide incentives for our students. Whether in the form of money, "prizes" or goods, we could not accomplish the many things that we do if our business partners did not make contributions each year.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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

When a student needs more intense counseling services than can be provided by the school counselor, referrals are made to Florida Therapy, Anchorage Children's Home Society or Life Management. All offer counseling services to students and families either at their offices or here on the school campus. Therapists usually schedule weekly visits with students and provide an excellent resource for crisis intervention. A School Counseling Program is the most encompassing department in schools. We address any and every need that may arise - hunger, clothing, abuse, neglect, learning ability, social skills, etc. It is our hope that every student's needs are met so that he/she can take advantage of the opportunities presented in life. The district has hired a board certified behavior analyst who works with teachers and students to develop data driven individualized behavior plans. There is also a mental health counselor that will work closely with our guidance department to assist students.

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

There is a meeting with all stakeholders before the third birthday to assure services continue from before preschool to the school setting.

There are three VPK classes on campus this year. The VPK teachers work closely with the Kindergarten teachers as well as the k-2 Academic analyst to ensure that the transition to Kindergarten is seamless. The small groups during screeners help to allow each child to successfully demonstrate their skills. The school readiness rate is assigned based on how the VPK students perform on the FLICKERS.

A kindergarten teacher meets with the local Headstart Center to share important information with the parents of the future students. Kindergarten teachers, school administration, and guidance conduct screenings for all first time enrolling kindergarten students and have basic conversations with parents about how the child performed on the screening. Students transitioning to the middle school meet with middle school administration to discuss expectations and program offerings.

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.

During the summer, we receive our fiscal budgets from the district office. We begin to look at personnel, instructional, and curricular areas. As we plan, we look at other resources that can supplement areas that we feel may need additional funding for the year. Mr. Griffin works with the leadership team throughout the year with at least monthly meetings to keep abreast of the budget and to make sure the funding is sufficient and programs implemented at the beginning of the year are progressing as planned. Many teachers complete extensive summer training working on orders of instruction and curriculum maps. Revision of the orders of instruction and the curriculum maps occur annually.

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

This is an area that we will work on. The Social Studies standards address career awareness and teachers discuss throughout the curriculum. Grades 3-5 may participate in a career dress up day around October 31.

Part V: Budget

Total:	\$0.00
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