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Vernon Middle School

3190 MOSS HILL RD, Vernon, FL 32462

<http://vms.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)
Middle School 6-8	Yes	72%
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	B	C	C	B*

School Board Approval

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

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.

- 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.

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.

School Leadership Team

Membership

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

Name	Title
Riviere, Brian	Principal
Short, Sarah	School Counselor
Brown, Kimberley	Instructional Coach

Duties

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

- Brian Riviere is the principal and leads meetings with the leadership team as well as providing input to the School Improvement Plan.
- Becky Dickson is the assistant principal and provides input to the School Improvement Plan as well as assisting in writing the SIP.
- Sarah Short is the VMS guidance counselor. She attends MTSS meetings and various other school department meetings. She provides input to the SIP and assists in writing the SIP.
- Kim Brown is the VMS instructional coach, specifically providing student data and analysis of student performance. She attends MTSS meetings and various other department meetings. She provides input to the School Improvement Plan, as well as assists in writing the SIP.
- Kathryn Jordan is the seventh grade ELA teacher and the VMS AVID Coordinator. She attends vertical and various other school department meetings and provides input to the SIP.
- Connie Stuffelstreet is the eighth grade social studies teacher. She attends vertical and various other school department meetings and provides input to the SIP.
- Chuck Middlebrooks is the sixth grade social studies teacher. He attends vertical and various other school department meetings and provides input to the SIP.

The Leadership Team focuses on implementation of rigor in the curriculum to increase student

success while delivering 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 MTSS 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.

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	0	0	0	0	0	0	18	32	14	0	0	0	0	64
One or more suspensions	0	0	0	0	0	0	4	4	4	0	0	0	0	12
Course failure in ELA or Math	0	0	0	0	0	0	3	5	0	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	0	0	0	25	29	34	0	0	0	0	88

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	10	13	9	0	0	0	0	32

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	0	0	0	0	0	4	0	0	0	0	4
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Monday 8/20/2018

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	0	0	0	0	0	0	32	28	33	0	0	0	0	93
One or more suspensions	0	0	0	0	0	0	7	7	9	0	0	0	0	23
Course failure in ELA or Math	0	0	0	0	0	0	7	5	4	0	0	0	0	16
Level 1 on statewide assessment	0	0	0	0	0	0	40	51	35	0	0	0	0	126

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	16	22	20	0	0	0	0	58

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?

The lowest performing data component was science achievement. It has been declining for two years.

Which data component showed the greatest decline from prior year?

The data component that showed the greatest decline from the prior year was science achievement. In 2016 the science achievement was at 59% while in 2017 it declined to 41%. In 2018 this decline continued to 35% achieving proficiency.

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

The data component that had the biggest gap when compared to the state average was science achievement.

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

The data component that showed the most improvement was low math gains. This was not a trend because the previous year scores declined from 59% to 45%.

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

Students were receiving intensive instruction in additional math classes if they scored a level 1 or 2 in the sixth grade. The ESE population was divided in the seventh and eighth grade allowing them to learn along with non-ESE peers providing each student more one-on-one attention from both the support and regular teacher. The seventh and eighth grade students also received additional intensive instruction during a shortened period at the end of each school day.

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	44%	49%	53%	45%	45%	52%
ELA Learning Gains	53%	55%	54%	49%	49%	53%
ELA Lowest 25th Percentile	54%	51%	47%	34%	34%	45%
Math Achievement	53%	58%	58%	52%	52%	55%
Math Learning Gains	55%	62%	57%	59%	59%	55%
Math Lowest 25th Percentile	54%	54%	51%	47%	47%	47%
Science Achievement	35%	44%	52%	59%	59%	50%
Social Studies Achievement	66%	68%	72%	65%	65%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	18 ()	32 ()	14 ()	64 (0)
One or more suspensions	4 (0)	4 (0)	4 (0)	12 (0)
Course failure in ELA or Math	3 (0)	5 (0)	0 (0)	8 (0)
Level 1 on statewide assessment	25 (0)	29 (0)	34 (0)	88 (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
06	2018	51%	51%	0%	52%	-1%
	2017	40%	40%	0%	52%	-12%
Same Grade Comparison		11%				
Cohort Comparison						
07	2018	47%	47%	0%	51%	-4%
	2017	28%	42%	-14%	52%	-24%
Same Grade Comparison		19%				
Cohort Comparison		7%				
08	2018	42%	52%	-10%	58%	-16%
	2017	42%	43%	-1%	55%	-13%
Same Grade Comparison		0%				
Cohort Comparison		14%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	49%	56%	-7%	52%	-3%
	2017	48%	52%	-4%	51%	-3%
Same Grade Comparison		1%				
Cohort Comparison						
07	2018	56%	55%	1%	54%	2%
	2017	39%	48%	-9%	53%	-14%
Same Grade Comparison		17%				
Cohort Comparison		8%				
08	2018	31%	39%	-8%	45%	-14%
	2017	28%	27%	1%	46%	-18%
Same Grade Comparison		3%				
Cohort Comparison		-8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	35%	45%	-10%	50%	-15%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	70%	67%	3%	71%	-1%
2017	57%	66%	-9%	69%	-12%
Compare		13%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	88%	56%	32%	62%	26%
2017	90%	48%	42%	60%	30%
Compare		-2%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	41%	-41%	56%	-56%
2017					

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	16	46	48	17	46	44	16	44			
BLK	29	48	58	31	52	42	21	55			
HSP	27	45		45	55						
MUL	50	50		70	50						
WHT	46	53	52	55	56	59	35	69	73		
FRL	43	54	59	51	50	48	38	62	63		
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	4	30	33	6	19	21		23			
BLK	29	33	26	29	25	9	24	44			
MUL	45	45		45	55						
WHT	35	36	28	50	48	26	45	60	63		
FRL	35	38	24	44	43	22	42	56	64		

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 8th Grade Science Proficiency

Rationale 8th Grade Science FCAT proficiency decreased from 44% to 35%.

Intended Outcome 8th Grade Science FCAT proficiency will increase to 50%.

Point Person Debbie Schoen (deborah.schoen@wcsdschools.com)

Action Step

Description AVID interactive notebooks and Cornell Note taking will be utilized to help students achieve greater success. The 7th and 8th grade science teachers will implement strategies learned that the AVID Summer Institute. 6th, 7th, and 8th grade science teachers will meet with the district science consultant to study student performance data on quarterly progress monitoring assessments to incorporate the latest research based strategies for teaching specific standards. The consultant will model lessons in specific classrooms to ensure best practices.

Person Responsible Debbie Schoen (deborah.schoen@wcsdschools.com)

Plan to Monitor Effectiveness

Description Classroom test scores and progress monitoring scores will be used to monitor effectiveness. School administrator observations are used to monitor adherence to course pacing guides and use of consultant modeling.

Person Responsible Debbie Schoen (deborah.schoen@wcsdschools.com)

Activity #2

Title Overall ELA Achievement

Rationale The upcoming 6th, 7th, and 8th grades scored below the state average in ELA. The average for all grades was 48% which was below the state average of 50%.

Intended Outcome Students in the upcoming 6th, 7th, and 8th grades will score above the state average in ELA.

Point Person Willye Mims (willye.mims@wcsdschools.com)

Action Step

Description AVID interactive notebooks and Cornell note taking will be utilized to help students achieve greater success. There will be intensive reading classes in all grade levels in addition to regular language arts instruction. Students who are not enrolled in intensive reading but are also not proficient will receive additional instruction in reading during the shortened class period at the end of the school day.

Focus will be given to textual based writing in all content areas. Following each FAIR-FS administration, ELA and reading teachers will disaggregate the data to develop a plan to address each student's area(s) of greatest need. Remedial instructional materials that address the LAFS in a very structured method have been ordered to help teachers be able to measure growth of success on specific content areas of ELA.

Person Responsible Kimberley Brown (kim.brown@wcsdschools.com)

Plan to Monitor Effectiveness

Description Classroom test scores and progress monitoring scores will be used to monitor effectiveness. Teachers will also discuss student progress in vertical team meetings. The language arts department will conduct data analysis on two essays per nine weeks using the FSA rubric for scoring to ensure students are experiencing textual based writing throughout the school year.

Person Responsible Chris Williams (chris.williams@wcsdschools.com)

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.

VMS builds positive relationships with parents, families, and other community stakeholders by advertising and holding a beginning of the school year orientation / open house and parent nights throughout the school year to inform and update families. In addition, community pep rallies during VMS athletic events, community book fair held during Literacy Week, and continual use of social media will be used to inform and encourage all parties to be involved and supportive of our students. Phone links go out regularly to reach an even wider audience, since many of our families do not have internet access in the home.

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.

Washington County employs licensed mental health counselors to ensure the social-emotional needs of our students by seeing them at school and in their home environment with their families. VMS has mentors that meet with students on a weekly basis as the teachers and guidance deem appropriate. Referrals for counseling services are provided through the school's guidance office. The VMS guidance counselor is also available to meet with students as needed.

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

In the spring of each school year, incoming 6th graders are invited to tour the VMS campus and meet the faculty and staff. They visit each classroom they will be attending the following year and learn about the elective and extracurricular programs of VMS. Outgoing 8th graders tour the VHS campus and meet the faculty and staff. They meet with guidance, parents, and advisory teachers to select courses for the following school year. At the start of each school year, we hold an open house/orientation inviting students and their parents to meet and greet all faculty and staff and do a walk through of their classes with schedules in hand. Throughout the year, our 8th grade band students participate with the high school band throughout the year. Since VMS and VHS campuses are just steps apart, we are able to attend drama productions at VHS which allows VMS students to be familiar and comfortable when entering high school.

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.

The District leadership has developed a plan to facilitate the sharing of information between all stakeholders which builds district-wide consensus to support the MTSS structures. This plan identifies and aligns all district resources (personnel, instructional, curricular, policy) to ensure a Multi-Tiered System of Support is available to Leadership, Teachers, and Students. This plan is designed to meet the needs of all students and maximize desired student outcomes, monitoring the implementation of instructional and intervention programs and their effectiveness, and allocating resources to schools. The roles of the members of the district leadership team are as follows:

- To ensure district policies and procedures are supportive of this improvement process;
- To ensure that the schools are using their SIP plans and to monitor its implementation; To identify areas of responsibility and implement checkpoint for accountability;
- To ensure that needed support is provided to support their school improvement efforts.

The District Personnel reviews data elements (assessment results, grade distributions, attendance, and other areas of need for the students. Vernon Middle School also uses an Early Warning System (EWS) which is used throughout the District to monitor students. With the periodic review of data targeted, issues can be addressed early using the appropriate interventions. The District will provide monitoring of the schools through Data Chats with the District School Administrative/ Leadership Team, monthly meeting with the School Administrative/Leadership, scheduled classroom walk-throughs. The purpose of MTSS is to ensure high-quality instruction and matching interventions to student need. Teachers are to use students' performance levels and learning rates over time to make data-based decisions to guide instruction. The MTSS team at the school will review school-wide data to address the progress of low-performing students and determine the enrichment and acceleration needs of high-performing students.

The MTSS team, comprised of School Leadership, Counselor, and teachers meets to discuss issues concerning struggling students. The information is then shared through team leader meetings. The information will be used to determine scheduling needs, curriculum materials, and intervention resources based on identified needs derived from data analysis. Also, the team members are responsible for developing solutions for system problems identified and plans for professional development that may be necessary for leadership and teachers. The Administration is responsible for attending the meetings as schedule permits and providing the team with overall guidance while addressing system-level issues. The Counselor networks students with community and social resources to assist behaviorally, academically, emotionally, and physically when necessary. The School-Based Leadership Team is responsible for communicating and revisiting with faculty and staff the goals of the SIP and changes that need to be made. The principal monitors the fidelity for the program by asking for reports from meetings and updates on students who need instructional intervention beyond what is administered universally. Students are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity.

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

AVID classes are taught in each grade level to ensure students are preparing for college and careers. Speakers are invited to the AVID classes to expose students to various professions in which they will be able to use their college and career training. Each year the AVID classes visit various college campuses and have tutors who are currently enrolled in colleges or are college bound. The goal is for students to develop the study habits needed to ensure their success when they enter the collegiate world. VMS also has four S.T.E.M. classes this year, in which students prepare for careers in science, technology, engineering, and math. Partnerships with local community businesses have been developed to expose students to various careers using the technology skills addressed in the STEM curriculum. Students also enter various classroom, local, and state engineering and technology competitions to present and showcase classroom creations. The VMS BETA club prepare for and attend the state convention in which students compete in all academic and many cultural arts arenas.

Part V: Budget

Total:	\$0.00
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