Vernon High School

2018-19 Schoolwide Improvement Plan

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Vernon High School

3232 MOSS HILL RD, Vernon, FL 32462

http://vhs.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)
High School 9-12	Yes	66%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	26%

School Grades History

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

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.

The mission of Vernon High School is to INSPIRE all students to value learning, ENCOURAGE all students to develop ethical decision-making skills, EMPOWER all students to live productive and satisfying lives, and EDUCATE all students to the fullest level of their potential.

Provide the school's vision statement.

Vernon High School will become a school of excellence.

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
Peterson, Charles	Assistant Principal
Woods, Sabrina	Teacher, K-12
Seley, Niki	Instructional Coach
Harcus, Melba	Teacher, K-12
Carter, Michele	

Duties

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

The Leadership Team is comprised of administration, guidance, and instructional leaders who focus on the 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	0	0	0	27	22	24	39	112
One or more suspensions	0	0	0	0	0	0	0	0	0	5	6	4	1	16
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	16	5	7	1	29
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	37	21	17	12	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	0	0	0	20	12	13	10	55

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	0	0	0	1		1
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Thursday 7/26/2018

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	0	0	0	26	21	29	55	131
One or more suspensions	0	0	0	0	0	0	0	0	0	12	2	7	3	24
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	16	4	2	2	24
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	33	21	15	13	82

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	0	0	0	21	10	14	13	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?

Math proficiency dropped to 30%. This is a significant downward trend.
Geometry FSA with 33 % proficiency shows a downward trend from 52% proficiency.
Algebra 1 FSA with 30.3% proficiency. While the proficiency percentages are relatively low, we are moving in an upward trend in Algebra 1.

Which data component showed the greatest decline from prior year?

Social Studies declined from 72% to 56% proficiency.

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

Geometry had the biggest gap with 23% below the state average. VHS with 33% and the state with 56%.

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

ELA FSA increased 3% with 9th grade ELA increasing 3% and 10th grade showing an improvement of 14%. This shows an upward trend of 3% for ELA overall.

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

Students were exposed to MTSS strategies to improve specific needs as well as Intensive Reading classes. ELA students took advantage of Jacket Hour using USA TestPrep for test strategies and comprehension skills related to ELA FSA.

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	46%	49%	56%	37%	43%	52%
ELA Learning Gains	47%	50%	53%	37%	40%	46%
ELA Lowest 25th Percentile	37%	45%	44%	30%	31%	38%
Math Achievement	30%	37%	51%	35%	38%	43%
Math Learning Gains	33%	38%	48%	38%	35%	39%
Math Lowest 25th Percentile	30%	30%	45%	49%	39%	38%
Science Achievement	51%	60%	67%	57%	62%	65%
Social Studies Achievement	56%	60%	71%	62%	62%	69%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	27 ()	22 ()	24 ()	39 ()	112 (0)
One or more suspensions	5 (0)	6 (0)	4 (0)	1 (0)	16 (0)
Course failure in ELA or Math	16 (0)	5 (0)	7 (0)	1 (0)	29 (0)
Level 1 on statewide assessment	37 (0)	21 (0)	17 (0)	12 (0)	87 (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
09	2018	43%	44%	-1%	53%	-10%
	2017	46%	45%	1%	52%	-6%
Same Grade Comparison		-3%				
Cohort Comparison						
10	2018	54%	51%	3%	53%	1%
	2017	40%	47%	-7%	50%	-10%
Same Grade Comparison		14%				
Cohort Comparison		8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC						
Year	School	District	School Minus District	State	School Minus State
2018	53%	60%	-7%	65%	-12%
2017	60%	56%	4%	63%	-3%
Compare		-7%			

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

HISTORY EOC						
Year	School	District	School Minus District	State	School Minus State
2018	58%	58%	0%	68%	-10%
2017	72%	63%	9%	67%	5%
Compare		-14%			

ALGEBRA EOC						
Year	School	District	School Minus District	State	School Minus State
2018	30%	56%	-26%	62%	-32%
2017	25%	48%	-23%	60%	-35%
Compare		5%			

GEOMETRY EOC						
Year	School	District	School Minus District	State	School Minus State
2018	34%	41%	-7%	56%	-22%
2017	51%	49%	2%	53%	-2%
Compare		-17%			

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	5	11	14	5	6	10				74	36
BLK	17	35	44	11	25	29	20	16		95	53
MUL	67	58									
WHT	51	49	28	38	35	29	65	68		86	57

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
FRL	49	54	44	31	32	29	48	54		82	59

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	11	38		6	33					77	10
BLK	17	42	44	22	41	53	17	57		89	24
MUL	60			50	18						
WHT	46	50	26	59	56	63	64	74		91	61
FRL	37	46	38	48	48	57	58	70		88	49

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	U.S History
Rationale	This area was identified as a critical need because the EOC pass rate dropped from 70% to 58%.
Intended Outcome	Increase EOC pass rate by 10%
Point Person	Niki Seley (niki.seley@wcsdschools.com)

Action Step

Description	There will be an increased focus on reading, interpreting and analyzing material. This will be done through the use of strategies and programs such as AVID/ Cornell Notes, CLOZE reading, pairing and sharing, On-line remediation and practice quizzes. Using Gateway to U.S. History supplementary material, there will be a focus on interpreting graphs, charts, and political cartoons. Jacket Hour will be used as a make-up and extra remediation period.
Person Responsible	Niki Seley (niki.seley@wcsdschools.com)

Plan to Monitor Effectiveness

Description	Progress monitoring will be done bimonthly using EOC type questions from Gateway to U.S. History supplemental material.
Person Responsible	Niki Seley (niki.seley@wcsdschools.com)

Activity #2	
Title	Math - Algebra 1 and Geometry
Rationale	These areas were identified as critical need due to decreasing Geometry scores from 52% proficiency in 2017 to 33% in 2018. Algebra 1 remains a critical area due to the successful passing of the FSA as a state graduation requirement. Both subjects are 2 of the 4 math credits required for graduation.
Intended Outcome	Regain student success in Geometry with at least 50% scoring Level 3 or higher and continue increased success in Algebra 1 with at least 35% scoring Level or 3 or higher.
Point Person	Niki Seley (niki.seley@wcsdschools.com)
Action Step	
Description	These areas of need will be addressed through continual progress monitoring in the classroom by utilizing classroom technology, i.e. IXL, Khan Academy, and textbook resources. Focus groups will be pulled in during Jacket Hour as well as a focus on the lowest 25% to increase learning gains.
Person Responsible	Niki Seley (niki.seley@wcsdschools.com)
Plan to Monitor Effectiveness	
Description	Continual progress monitoring in addition to formal and summative assessments in the classroom and teacher observations.
Person Responsible	Niki Seley (niki.seley@wcsdschools.com)

Activity #3	
Title	ELA
Rationale	Although 10th grade ELA proficiency increased from 40% to 54%, 9th grade ELA proficiency showed a decrease in proficiency from 46% in 2017 to 43% in 2018. This area was identified as a critical need because of the decreasing ELA 9 scores.
Intended Outcome	Increase EOC pass rate by 10%
Point Person	Niki Seley (niki.seley@wcsdschools.com)
Action Step	
Description	Focus groups of 9th and 10th grade Level 1's and Level 2's will continue to be pulled for ELA Tuesday during Jacket Hour. Test prep programs such as USATestPrep will continue to be used as review and prep for these as well as strategies and instruction through the SpringBoard curriculum. Incentives offered during the 2018 assessment period will also be offered during the current assessment period.
Person Responsible	Niki Seley (niki.seley@wcsdschools.com)
Plan to Monitor Effectiveness	
Description	Continual progress monitoring in addition to formal and summative assessments in the classroom and teacher observations.
Person Responsible	Niki Seley (niki.seley@wcsdschools.com)

Activity #4	
Title	Biology
Rationale	This area was identified as a critical need because the EOC pass rate dropped from 54% to 61%.
Intended Outcome	Increase EOC pass rate by 15% (regain student success to prior success rates or above).
Point Person	Niki Seley (niki.seley@wcsdschools.com)
Action Step	
Description	• Interactive Science Notebook (INB) • Focused Note-taking • GIST Summaries • Inquiry-based laboratories • Graphic Organizers for critical reading in science • Marking the text/pausing to connect • Writing to learn processing activities such as: o Compare/contrast terms o Concept mapping o Hand analogies • Philosophical chairs
Person Responsible	Niki Seley (niki.seley@wcsdschools.com)
Plan to Monitor Effectiveness	
Description	Spzyrka progress monitoring
Person Responsible	Niki Seley (niki.seley@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, § 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.

We build positive relationships by communicating with parents in a variety of formats, such as letters home, flyers, focus, parent conferences, Remind 101, parent surveys, and SAC meetings. We strongly encourage our teachers to introduce themselves to all the parents at the beginning of the school year to initiate positive communication. Teachers upload grades to Focus weekly, are available for parent-teacher conferences, and many provide calendars, flyers and other forms of communication to keep parents well informed of the classroom activities and how their child is doing in the class. We work diligently to ensure our parents are active participants in our Athletic Program and Clubs by volunteering for events and coming to family nights. Our mission and vision are put forth in our daily interactions with all stakeholders by incorporating it in our School by informing parents in our orientations and open-houses, by posting the mission in all classrooms and on our website, and by incorporating it in our VHS Handbook.

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.

Vernon High school meets the social-emotional needs of all students utilizing a variety of methods. We have a Guidance Counselor that offers one-on-one, small group, and large group guidance sessions. The guidance department works closely with our district office personnel to support families and make appropriate referrals to cooperating agencies that provide more extensive counseling support. We partner with Florida Therapy and Life Management Center as well as operating an on-campus mentoring program which allows us to identify and place more students with adult mentors. Vernon High School also conducts meetings with our Multi-Tiered Support System (MTSS) team. The team includes general education and exceptional education teachers, behavior specialist, school psychologist, guidance counselor, administration, academic analyst, and appropriate partner agencies, and parents.

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

The school works to reach out and build positive relationships with local community groups and business partners. Vernon High School always extends an invitation to community and business partners to get involved in student achievement, school activities, and events. We encourage continued partnerships by recognizing our partners on our website, in newsletters, and through local partner recognition programs. Vernon High School has long established partnerships with various community churches, local food establishments, Public Broadcasting Systems (Chipley), various charitable organizations, and local colleges and universities.

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 High 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 interventions 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.

Vernon High School works closely with Chipola College, Florida Panhandle Technical College, and others to reinforce a "college and career ready" mindset.

Part V: Budget

Total:	**$0.00**