

Washington County School District

# Vernon High School



2021-22 Schoolwide Improvement Plan

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# Vernon High School

3232 MOSS HILL RD, Vernon, FL 32462

<http://vhs.wcsdschools.com>

## Demographics

**Principal: Ellen Grainger**

Start Date for this Principal: 6/16/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	98%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students Multiracial Students* White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: B (55%) 2017-18: C (47%) 2016-17: B (56%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

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

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# Vernon High School

3232 MOSS HILL RD, Vernon, FL 32462

<http://vhs.wcsdschools.com>

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2020-21 Title I School</b>	<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
High School 9-12	Yes	92%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	25%

## School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	C

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<https://www.floridacims.org>.

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Riviere, Brian	Principal	The head of the administrative team is responsible for overseeing the daily operations of the institution. Principals oversee the development of curriculum, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities. They coordinate staff schedules, and enforce school policies relating to themes like discipline or safety.
Peterson, Charles	Assistant Principal	Enforcing attendance rules, meeting with parents to discuss student behavioral or learning problems, responding to disciplinary issues, maintaining school safety procedures, completing walk through and observations, assisting with hiring staff, maintaining systems for attendance and truancy reports, supervising grounds and facilities maintenance, walking the hallways and checking in on teachers and classrooms, and responding to emails from teachers, parents and community members.
Bauzo, Jorge	Instructional Coach	To provide an educational atmosphere in which students will move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with District philosophy, goals, and objectives.

### Demographic Information

**Principal start date**

Wednesday 6/16/2021, Ellen Grainger

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

**Total number of teacher positions allocated to the school**

25

**Total number of students enrolled at the school**

388

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

5

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

5

**Demographic Data**

**Early Warning Systems**

**2021-22**

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	95	84	98	97	374
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	26	22	37	19	104
One or more suspensions	0	0	0	0	0	0	0	0	0	0	27	20	22	13	82
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	1	12	29	26	68
Course failure in Math	0	0	0	0	0	0	0	0	0	0	5	18	17	19	59
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	9	23	21	25	78
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	17	18	8	25	68
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	9	23	21	25	78

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	22	31	37	38	128

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

**Date this data was collected or last updated**

Wednesday 6/16/2021

**2020-21 - As Reported**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	93	106	101	82	382
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	8	27	19	10	64
One or more suspensions	0	0	0	0	0	0	0	0	0	2	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	3	6	3	4	16
Course failure in Math	0	0	0	0	0	0	0	0	0	0	14	8	4	26
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	24	25	22	16	87
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	24	9	26	13	72

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	17	20	22	11	70

**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	5	0	2	1	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	8	7	10	2	27

**2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	93	106	101	82	382
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	8	27	19	10	64
One or more suspensions	0	0	0	0	0	0	0	0	0	2	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	3	6	3	4	16
Course failure in Math	0	0	0	0	0	0	0	0	0	0	14	8	4	26
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	24	25	22	16	87
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	24	9	26	13	72

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	17	20	22	11	70

**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	5	0	2	1	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	8	7	10	2	27

**Part II: Needs Assessment/Analysis**

**School Data Review**

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				46%	48%	56%	46%	49%	56%
ELA Learning Gains				45%	46%	51%	47%	50%	53%
ELA Lowest 25th Percentile				26%	32%	42%	37%	45%	44%
Math Achievement				36%	41%	51%	30%	37%	51%
Math Learning Gains				46%	45%	48%	33%	38%	48%
Math Lowest 25th Percentile				47%	38%	45%	30%	30%	45%
Science Achievement				73%	70%	68%	51%	60%	67%
Social Studies Achievement				73%	67%	73%	56%	60%	71%

**Grade Level Data Review - State Assessments**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	45%	47%	-2%	55%	-10%
Cohort Comparison						
10	2021					
	2019	49%	47%	2%	53%	-4%
Cohort Comparison		-45%				

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	
2021						
2019	73%	67%	6%	67%	6%	

CIVICS EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019						

HISTORY EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019	75%	65%	10%	70%	5%	

ALGEBRA EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019	24%	49%	-25%	61%	-37%	

GEOMETRY EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	46%	49%	-3%	57%	-11%

**Grade Level Data Review - Progress Monitoring Assessments**

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Ninth and tenth-grade ELA students are progress monitored using APM.

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	13	n/a	29
	Economically Disadvantaged	13	n/a	13
	Students With Disabilities	0	n/a	3
	English Language Learners	n/a	n/a	n/a
		Number/% Proficiency	Fall	Winter
Mathematics	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
		Number/% Proficiency	Fall	Winter
Biology	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
		Number/% Proficiency	Fall	Winter
US History	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
		Number/% Proficiency	Fall	Winter

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15	n/a	19
	Economically Disadvantaged	15	n/a	19
	Students With Disabilities	34	n/a	20
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a

Grade 12					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		n/a	n/a	n/a
	Economically Disadvantaged		n/a	n/a	n/a
	Students With Disabilities		n/a	n/a	n/a
	English Language Learners		n/a	n/a	n/a
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		n/a	n/a	n/a
	Economically Disadvantaged		n/a	n/a	n/a
	Students With Disabilities		n/a	n/a	n/a
	English Language Learners		n/a	n/a	n/a
		Number/% Proficiency	Fall	Winter	Spring
Biology	All Students		n/a	n/a	n/a
	Economically Disadvantaged		n/a	n/a	n/a
	Students With Disabilities		n/a	n/a	n/a
	English Language Learners		n/a	n/a	n/a
		Number/% Proficiency	Fall	Winter	Spring
US History	All Students		n/a	n/a	n/a
	Economically Disadvantaged		n/a	n/a	n/a
	Students With Disabilities		n/a	n/a	n/a
	English Language Learners		n/a	n/a	n/a
		Number/% Proficiency	Fall	Winter	Spring

**Subgroup Data Review**

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	20	41	38	21	29	30	22	36			
BLK	21	32						45		100	44
WHT	36	34	33	17	13	14	59	71		98	76
FRL	30	34	33	11	13	11	46	54		98	64

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	14	18	12	11	45	53		21		73	
BLK	32	29	7	13	30	25	70	52		94	73
WHT	49	48	33	41	51	62	72	79		89	67
FRL	49	46	27	36	48	55	75	77		83	69

  

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
FRL	49	54	44	31	32	29	48	54		82	59

**ESSA Data Review**

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	434
Total Components for the Federal Index	10
Percent Tested	88%

**Subgroup Data**

Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	45
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	



## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

We have several areas of concern including the following: the number of students scoring level 1 on statewide assessments for both Math and ELA, the low performance of the majority of our subgroups.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

ELA achievement and Math performed the lowest and is in greatest need for improvement in the 2021-22 school year.

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

Due to COVID 19 pandemic, data will be used from the 2019/2021 school year. ELA overall proficiency score was 36% in the school year of 2021 and 46% in the school year of 2019. Math scores in the school year 2019 were 36% percent, compared to 16% percent in the school year 2021. Vernon High School went down by 20 percentage points. Even though this is not an improvement from the 2019 school year, we had intensive supports and interventions in place during 2020-21 school year. We offered more resources and interventions such as after school tutoring, intensive math and intensive reading classes which were needed for continued improvement.

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

ELA had the largest gains from the previous monitored school year, as it improved 5% percentage points. Even though this is an improvement from 2019, the growth was not enough to close the achievement gap as compared to the state average. Even with intensive supports and interventions in place during 2020-21 school year, we realize that more resources and interventions, such as Intensive reading classes were offered which is needed for continued improvement.

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

The actions we took were:

Student Engagement and rigor in the classroom - teachers will continue to receive professional development on engagement strategies, utilizing Khan Academy and IXL, utilizing district pacing guides and learning progressions and standards based instruction.

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

1. Progress monitoring
2. Student engagement and rigor in the classroom
3. Utilize Khan Academy and IXL
4. After School tutoring
5. ACT/SAT prep

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Professional development for teachers may include: college-level coursework, seminars, conferences or online classes.

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

1. Progress monitoring
2. Utilize Khan Academy and IXL
3. Increase Students with Disabilities and ELL proficiency scores
4. Student engagement and rigor in the classroom
5. Increase CTE rate
6. Remediation/Targeted Support- before and after school programs for Math and ELA

## **Part III: Planning for Improvement**

### **Areas of Focus:**

**#1. Instructional Practice specifically relating to Math**

<b>Area of Focus Description and Rationale:</b>	This area of focus was identified due to a continuing decline in proficiency and learning gains in the lowest 25% of Math students. Students in this group decreased from XX% making learning gains to XX%.
<b>Measurable Outcome:</b>	In 2021/22 the lower 25% learning gains will increase at least 10 percentage points to further close the achievement gap between school proficiency in learning gains and the state average in Math.
<b>Monitoring:</b>	<ol style="list-style-type: none"> <li>1.Target pre-requisite skills and prior knowledge</li> <li>2. Attend county wide professional development for math</li> <li>3.Focused dept meeting on student engagement.</li> <li>4.Conduct data chats with deparment teams</li> <li>5. Attend Professional Development Opportunities state wide</li> </ol>
<b>Person responsible for monitoring outcome:</b>	Brian Riviere (brian.riviere@wcsdschools.com)
<b>Evidence-based Strategy:</b>	Assessment data will be used to identify areas of greatest need within the content area, as well as those students who need additional support. Lower performing students will be placed in intensive math classes, as available, and will also be given support with before and after school tutoring.
<b>Rationale for Evidence-based Strategy:</b>	Vernon High School is driven by data and relationships. Evidence used for this strategy includes state assessment data, teachermade assessments, district assessments.

**Action Steps to Implement**

1. Hiring highly qualified, certified Math teachers
2. Identifying students for these classes and interventions
3. Review progress monitoring and classroom assessments to monitor student growth
4. Ensure differentiated instruction through classroom observations
5. Provide instructions resources and supports when needed

**Person Responsible** Brian Riviere (brian.riviere@wcsdschools.com)

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

1. **Maintain at least 90% average daily attendance rate.**
2. **Reduce the number of out of school suspension and number of In school suspension days by 20%.**
3. **Increase by 2% the number of students that score on grade level and show one-year of growth on the FSA test.**
4. **Increase by 1% the number of students that score on grade level and show one-year of growth in ELA/Math.**

### Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

#### Describe how the school addresses building a positive school culture and environment.

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical.

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

Stakeholder groups to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

### Part V: Budget

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
<b>Total:</b>			<b>\$0.00</b>