

Washington County School District

# Vernon Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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# Vernon Elementary School

3665 ROCHE AVE, Vernon, FL 32462

<http://ves.wcsdschools.com>

## School Board Approval

This plan was approved by the Washington County School Board on 10/9/2023.

## SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## 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 Department 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.

## 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, Stakeholder Involvement and SIP Monitoring

#### School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Griffin, Steve	Principal	
English, Latina	Assistant Principal	
Harmon, Montez	Instructional Coach	
McKenzie, Renea	Instructional Coach	
Kirkland, Heidi	Teacher, K-12	
Stanton, Jayme	Teacher, K-12	
Mitchell, Jennifer	Teacher, K-12	
Collins, Marilyn	Teacher, K-12	
Wicker, Chelsea	School Counselor	
Brock, Lindy	Teacher, K-12	
Drummond, Paige	Teacher, K-12	
George, Sarah	Paraprofessional	

#### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Advisory Council meets and discusses the School Improvement Plan. Members discuss the data and then make suggestions for the implementation of the plan.

**SIP Monitoring**

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The academic analyst will monitor the FAST scores for their respective grades. Academic analysts and the leadership team will meet with grade level groups to discuss strategies to help students meet the state's academic standards. Special attention will be given to the students with the greatest achievement gaps. The plan will be revised as necessary once data has been collected, reviewed and studied. Small groups and resources will be restructured with special focus on the standards that need to be achieved.

**Demographic Data**  
Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	23%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) Black/African American Students (BLK)* Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: C 2018-19: C 2017-18: C
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**Early Warning Systems**

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	41	25	28	25	22	27	0	0	0	168
One or more suspensions	1	0	1	0	1	8	0	0	0	11
Course failure in English Language Arts (ELA)	0	0	1	1	10	4	0	0	0	16
Course failure in Math	0	0	0	1	3	2	0	0	0	6
Level 1 on statewide ELA assessment	0	0	0	2	11	12	0	0	0	25
Level 1 on statewide Math assessment	0	0	0	2	17	12	0	0	0	31
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	6	5	4	9	4	2	0	0	0	30

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	4	2	3	6	13	14	0	0	0	42

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	4	3	3	2	0	0	0	0	16
Students retained two or more times	0	0	0	1	2	0	0	0	0	3

**Prior Year (2022-23) As Initially Reported (pre-populated)**

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	83	26	29	26	20	24	0	0	0	208
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	3	12	4	0	0	0	20
Course failure in Math	0	0	0	1	3	2	0	0	0	6
Level 1 on statewide ELA assessment	0	0	0	3	16	16	0	0	0	35
Level 1 on statewide Math assessment	0	0	0	3	23	18	0	0	0	44
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	2	16	10	0	0	0	28



**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	10	8	4	4	1	1	0	0	0	28
Students retained two or more times	10	8	4	4	1	1	0	0	0	28

**Prior Year (2022-23) Updated (pre-populated)**

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	83	26	29	26	20	24	0	0	0	208
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	3	12	4	0	0	0	20
Course failure in Math	0	0	0	1	3	2	0	0	0	6
Level 1 on statewide ELA assessment	0	0	0	3	16	16	0	0	0	35
Level 1 on statewide Math assessment	0	0	0	3	23	18	0	0	0	44
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	2	16	10	0	0	0	28

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	10	8	4	4	1	1	0	0	0	28
Students retained two or more times	10	8	4	4	1	1	0	0	0	28

**II. Needs Assessment/Data Review**

**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	51	53	53	53	57	56	57		
ELA Learning Gains				65			48		
ELA Lowest 25th Percentile				65			43		
Math Achievement*	58	58	59	53	54	50	58		
Math Learning Gains				55			54		
Math Lowest 25th Percentile				44			52		
Science Achievement*	55	51	54	44	58	59	41		
Social Studies Achievement*					53	64			
Middle School Acceleration					49	52			
Graduation Rate					36	50			
College and Career Acceleration						80			
ELP Progress			59						

\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

**ESSA School-Level Data Review (pre-populated)**

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	214
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	54

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	379
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)**

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	32	Yes	1	
ELL				
AMI				
ASN				
BLK	29	Yes	2	2
HSP				
MUL	57			
PAC				
WHT	57			
FRL	51			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	46			
ELL				
AMI				
ASN				
BLK	30	Yes	1	1
HSP				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	51			
PAC				
WHT	59			
FRL	51			

**Accountability Components by Subgroup**

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	51			58			55					
SWD	34			33			17				4	
ELL												
AMI												
ASN												
BLK	32			26							2	
HSP												
MUL	56			58							2	
PAC												
WHT	53			62			60				4	
FRL	47			55			55				4	

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	53	65	65	53	55	44	44					
SWD	38	63	62	42	50	41	25					
ELL												
AMI												
ASN												

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
BLK	23	50	50	19	27		10					
HSP												
MUL	55	62		53	33							
PAC												
WHT	56	68	70	57	62	52	50					
FRL	47	63	67	48	51	43	35					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	57	48	43	58	54	52	41					
SWD	25	19	17	35	50	50	11					
ELL												
AMI												
ASN												
BLK	30	25		33	33		23					
HSP												
MUL	68	45		60	45		45					
PAC												
WHT	61	53	50	62	60	63	47					
FRL	51	38	35	52	47	43	29					

**Grade Level Data Review– State Assessments (pre-populated)**

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

Grade	Year	ELA				
		School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	61%	59%	2%	54%	7%
04	2023 - Spring	49%	56%	-7%	58%	-9%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	46%	49%	-3%	50%	-4%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	49%	61%	-12%	59%	-10%
04	2023 - Spring	59%	63%	-4%	61%	-2%
05	2023 - Spring	61%	52%	9%	55%	6%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	53%	49%	4%	51%	2%

### III. Planning for Improvement

**Data Analysis/Reflection**  
 Answer the following reflection prompts after examining any/all relevant school data sources.

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

Third grade ELA. These students have made gains but still have gaps from the Pandemic. We had changes in personnel midstream. This group is the Kindergarten group that missed the end of Kindergarten year. Parents have placed a smaller emphasis on education.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

Third grade ELA. These students have made gains but still have gaps from the Pandemic. We had changes in personnel midstream. This group is the Kindergarten group that missed the end of Kindergarten year. Parents have placed a smaller emphasis on education.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

4th grade ELA (7 points lower than state average). These students have made gains, but still have gaps from the Pandemic.

**Which data component showed the most improvement? What new actions did your school take in this area?**

5th ELA and 5th Math. We used more cooperative groups, classroom numbers were lower than normal, completed more targeted and engaging instruction and used more small group instruction.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

Attendance is a concern as well as Level 1 on state assessments in Math and Reading.

**Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.**

1. 3rd grade ELA
2. 3rd grade math
3. 4th grade ELA

**Area of Focus**

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

## #1. Positive Culture and Environment specifically relating to Teacher Attendance

### Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In the area of positive culture and environment specifically relating to Teacher Attendance, Vernon Elementary School will use AVID strategies with teachers to build relationships among staff across subject areas and grade levels. At the initial back to school meeting at VES, teachers and staff completed an AVID bingo. The short activity demonstrated an "icebreaker" activity that was quick and fun that could be used with students. It also allowed staff members to look for people outside of their team to learn about. Staff are able to use this activity to also bridge the gap in their own classrooms building relationships among all students with the teacher, especially the focus group of African American students. Staff gathered after orientation in teams and completed a VES Classroom Gallery Walk. This activity allowed teachers to build relationships with team members as they walked the campus looking at classrooms, collecting ideas, and leaving positive comments/feedback for teachers to begin the school year and also to remind them of their "why" and purpose. This is another activity that builds a positive school culture and environment that can be passed on to students. Other activities are planned during the year to continue building a positive culture and environment.

### Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will continue to monitor teacher feedback surveys on our positive culture and environment. Teachers will identify African American students that are not scoring proficient and document their rate of progress and adjust interventions as necessary utilizing FAST assessments including: PM1, PM2, PM3, STAR, and AMIRA.

### Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Teacher feedback surveys  
Classroom Walkthroughs  
Feedback to teachers from Academic Analysts and Administration about the data.  
Academic Analysts will review data with teachers on our focus group of learners who are African American students that are not proficient.

### Person responsible for monitoring outcome:

Latina English (latina.english@wcsdschools.com)

### Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

AVID strategies- activities that encourage a positive culture and environment among students and staff.  
Engagement- activities that keep families and staff involved in our school to continue our positive culture and environment  
Kindness Matters Campaign- The Guidance counselor challenges students each day to be kind or do acts of kindness during the morning message. We have 20 adult greeters every morning on the sidewalks for students, The SRO rewards random acts of kindness and rewards with our "Caught doing something good" campaign. The Principal greets students in the front of the school by opening car doors.

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Schools create positive cultures and environments by modeling positive culture and environments that will assist students in learning.



**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Administration and Academic Analysts will perform classroom walkthroughs  
Veteran teachers are being utilized as mentors to new teachers. This practice allows us to share our strategies to provide support and build a positive culture and community.

**Person Responsible:** Steve Griffin (steve.griffin@wcsdschools.com)

**By When:** End of the year

## #2. Instructional Practice specifically relating to Student Engagement

### Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Instructional practice relating to student engagement was identified as a crucial need. Student engagement is necessary to increase learning for our lower performing African American students.

### Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our focus group of African American students will score a level 3 or higher on the FAST assessments.

### Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Assessment data will be reviewed beginning with PM1 and continued throughout the school year.

### Person responsible for monitoring outcome:

Steve Griffin (steve.griffin@wcsdschools.com)

### Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

AVID will be used with WICOR strategies.

Tiered instruction allows for paraprofessionals, teachers, and students to remain fully engaged during targeted learning in smaller groups.

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Empowering our students using AVID strategies gives them the skills necessary to improve the effectiveness of their learning. Students are able to remain engaged in smaller groups.

### Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

### Will this evidence-based intervention be funded with UniSIG?

No

### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will engage in AVID activities during preplanning and throughout the year. They will serve as examples of how to engage their own students in the classroom. They have also had professional learning opportunities on AVID (Reboot), Active Learning and Engagement Strategies and Tier 1 Instruction.

**Person Responsible:** Montez Harmon (montez.harmon@wcsdschools.com)

**By When:** End of the year

## CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

When we see that a need is apparent, we contact the district and request funding for the needs that we have identified.

## Reading Achievement Initiative for Scholastic Excellence (RAISE)

### Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

### Grades K-2: Instructional Practice specifically relating to Reading/ELA

Standards aligned instruction at VES occurs during core instruction time, but it also occurs during the Multiple Tier System of Supports block or MTSS. MTSS is scheduled for each grade level in 30 minute increments. Paraprofessionals that are trained in multiple programs including Tyner and Connect to Comprehension. Small group instruction focuses on standards that keep groups small while giving extra support in various areas. Teachers and paraprofessionals collaborate and the groups remain very fluid and flexible. Documentation of what occurs daily in the groups is maintained on a student calendar. Teachers will use FSA comparative scores to guide instruction and intensive instruction. The STAR Early Literacy is the assessment for K-2, the school is using evidence based instructional strategies and materials. We are also working with the State Regional Literacy Director (Paula Ellis) for support.

### Grades 3-5: Instructional Practice specifically related to Reading/ELA

Standards aligned instruction at VES occurs during core instruction time, but it also occurs during the Multiple Tier System of Supports block or MTSS. MTSS is scheduled for each grade level in 30 minute increments. Paraprofessionals that are trained in multiple programs including Tyner and Connect to Comprehension. Small group instruction focuses on standards that keep groups small while giving extra support in various areas. Teachers and paraprofessionals collaborate and the groups remain very fluid and flexible. Documentation of what occurs daily in the groups is maintained on a student calendar. Teachers will use FSA comparative scores to guide instruction and intensive instruction. The STAR Early Literacy is the assessment for K-2, the school is using evidence based instructional strategies and materials. We are also working with the State Regional Literacy Director (Paula Ellis) for support.

## Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

### Grades K-2 Measurable Outcomes

By the end of the 2023-2024 school year, VES students in grade K-2 will score at least 57% state proficiency or above state average in ELA.

### Grades 3-5 Measurable Outcomes

By the end of the 2023-2024 school year, VES students in grade 3 will score at least 55% state proficiency or above state average in ELA.

## Monitoring

### Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Progress monitoring such as STAR Early Literacy, teacher observation, and classroom assessments will be used to measure outcome. 49% of students scored proficient on grade 3 ELA.

### Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Harmon, Montez, montez.harmon@wcsdschools.com

## Evidence-based Practices/Programs

### Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Small group instruction will incorporate deliberate standards aligned instruction using research and standards based curriculum and resources. Programs utilized include Connect to Comprehension, Quick Reads, and an afterschool program that focuses on reading and tutoring.

**Rationale:**

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

The state mandates standards based instruction for all students. MTSS is mandated for certain students but after looking at previous years' data we need to address strengths too. Core curriculum purchases of HMH for ELA. It addresses their teachers have received training and materials for use with students.

**Action Steps to Implement**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>The Literacy leadership team meets with and has a direct line to the state regional literacy director of Just Read Florida! with DOE, Paula Ellis. The 3rd grade team has a member that meets once a month with other grade levels. Mrs. McKenzie is working on certification as a Literacy Coach. There are workshops on ELA, and AVID organization. There are weekly classroom assessments and available module assessments. The STAR Reading, F.A.S.T. Cambium Progress Monitoring 1-3. FRECKLE and WAGGLE daily practice also offer reports for teachers to review. Professional Learning occurred through HMH. Grade levels have weekly meetings and discuss articles pertaining to topics of current interest.</p>	<p>McKenzie, Renea, renea.mckenzie@wcsdschools.com</p>

**Title I Requirements**

**Schoolwide Program Plan (SWP) Requirements**

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

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**  
List the school's webpage\* where the SIP is made publicly available.

In the first School Advisory Council meeting, the SIP will be presented and voted on. The SIP will be made available on our website as well as a link provided on our official school webpage. Progress will be updated as the data is made available. The document will be written in layman's terms (simple language).

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

List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Parents are invited to Orientation, and school events including: Bingo for Books, and grade level night meetings. PTO events that welcome parents to participate include: Fall Festival, Santa Breakfast, and/or Spring Fling. The Library hosts Book Fair Family Nights.

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**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)**

Training on HMH and Big Ideas Best Math have helped in strengthening the academic program in the school. Quality learning time is increased when teachers engage learners and utilize targeted instruction including success criteria. Enrichment and Acceleration is supported in both the Math and ELA curriculums.

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

The school works closely with the district in implementing funds that will support the goals as established in the School Improvement Plan including tutoring after school and summer learning programs.

### **Optional Component(s) of the Schoolwide Program Plan**

Include descriptions for any additional strategies that will be incorporated into the plan.

**Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))**

VES has a guidance counselor who is dually licensed as a mental health counselor. Students are able to meet with the counselor for morning check ins in the cafeteria. Parents and staff can request school based mental health services by following a process. Parents are encouraged to reach out to the school counselor if they see a need or have a concern that the school can assist with outside the academic subject areas.

**Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))**

n/a

**Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).**

The MTSS process or the Multi Tiered System of Supports is set up to address problem behavior. It helps to identify, assess, and provide an FBA and BIP. Teachers can recommend students to the process.

**Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))**

The district provides professional learning opportunities during preplanning based on the needs of the district. The school calendar also has early release days built in for additional professional learning. School administration and academic analysts also provide learning opportunities during planning periods, after school, and the summer. Paraprofessionals are also offered multiple training opportunities inclusive of academics and behavior training. Several trainings focused on how to use the materials that the district has provided for students to show academic growth and trained teachers how to use the data to change their instruction.

**Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))**

Students enrolled in the early childhood education programs (VPK and PK) are housed on VES campus. Headstart students come and tour the campus prior to the end of the school year.