

Pinellas County Schools

# MOUNT VERNON ELEMENTARY SCHOOL



## 2025-26 Schoolwide Improvement Plan

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## School Board Approval

*A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.*

## SIP Authority

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Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

## SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

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The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

## Purpose and Outline of the SIP

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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.

# I. School Information

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## A. School Mission and Vision

### Provide the school's mission statement

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The mission of Mt. Vernon Elementary School is to promote highest student achievement through mutual respect, responsibility and partnerships within a safe learning environment in order to enable students to achieve their goals and become responsible, productive citizens.

### Provide the school's vision statement

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100% Student Success

## B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

### 1. School Leadership Membership

#### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

#### Leadership Team Member #1

##### Employee's Name

Nikishia Dixon

Dixonni@pcsb.org

##### Position Title

Principal

##### Job Duties and Responsibilities

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The role of the principal is to provide strategic direction in the school, support a standardized curriculum, assess teaching methods, monitor student achievement data, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate the staff and oversee facilities. The principal also facilitates and monitors the execution and implementation process of the School Improvement Plan.

## Leadership Team Member #2

### Employee's Name

Julie Jones

Jonesjuli@pcsb.org

### Position Title

Assistant Principal

### Job Duties and Responsibilities

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Supports execution, monitoring, and implementation process of the School Improvement Plan.

## Leadership Team Member #3

### Employee's Name

Shaquina Reese

Reesesh@pcsb.org

### Position Title

MTSS Coach

### Job Duties and Responsibilities

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Supports School Improvement Plan, communicates processes/procedures of MTSS, assist teachers with becoming data wise, SBLT facilitator, fidelity of Tier 2, and monitors the implementation of resources for curriculum interventions.

## Leadership Team Member #4

### Employee's Name

Angela Trotter

Trottera@pcsb.org

### Position Title

School Social Worker

### Job Duties and Responsibilities

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Works to support the success of students academically, socially, behaviorally, and emotionally. Collaborates with educators, parents, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community for all students. Identifies and assesses the learning, development, and adjustment characteristics and needs of individuals and groups, as well as, the environmental factors that affect learning and adjustment. Provides interventions to students to support the teaching process and to maximize

learning and adjustment. Assists in the planning, development, and evaluation of programs to meet identified learning and adjustment needs.

## **Leadership Team Member #5**

### **Employee's Name**

Ijaza Saadat

Saadati@pcsb.org

### **Position Title**

School Psychologist

### **Job Duties and Responsibilities**

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Works to support the success of students academically, socially, behaviorally, and emotionally. Collaborates with educators, parents, and other professionals to create safe, healthy, and supportive learning environment that strengthen connections between home, school, and the community for all students. Identifies and assesses the learning, development, and adjustment characteristics and needs of individuals and groups, as well as the environmental factors that affect learning and adjustment. Provides interventions to students to support the teaching process and to maximize learning and adjustment. Assists in the planning, development, and evaluation of programs to meet identified learning and adjustment needs. Delivers a planned and coordinated program of psychological services.

## **Leadership Team Member #6**

### **Employee's Name**

Tiffany Garvey

Garveyt@pcsb.org

### **Position Title**

Literacy Coach (PELI)

### **Job Duties and Responsibilities**

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The role of the PELI Literacy Coach is to support K-2 teachers in the implementation of the Pinellas Early Literacy Initiative. The Literacy Coach leads collaborative planning focusing on implementing solid core instruction, provides coaching support for instructional practices, targets small groups for instruction, and frequently review assessment data to ensure student success.

## **Leadership Team Member #7**

### **Employee's Name**

Danilo Escoto

Escotod@pcsb.org

**Position Title**

School Counselor

**Job Duties and Responsibilities**

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Implements the comprehensive school counseling program as outlined in the Pinellas County School District's Professional Counselor plan. Acts as an advocate for all students. Works in collaboration with other stakeholders in narrowing the achievement gap. Counsels' individual and/or small groups of students with academic, career and personal/social concerns. Assists students in developing a plan for achieving educational, career and personal/social goals.

**2. Stakeholder Involvement**

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

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To develop the 25-26 SIP, our SIP committees used their monthly meeting time in April and May to review the goals, actions steps, and our student achievement data for their specified content area. With this information, each SIP committee identified new goals, action steps, and family engagement events. This information was presented to all staff members, our PTA, and our SAC. A survey was developed in conjunction with our PTA/SAC members. The survey was sent out to our families for feedback on the proposed goals, action steps, and resources that will be supported by our Title 1 funds. All of this information was used to develop our 25-26 School Improvement Plan.

**3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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To regularly monitor our SIP, our SIP committees will meet monthly on the 1st Tuesday of each

month. Each committee will monitor the implementation of their content area. Student performance data will be regularly reviewed at our weekly SBLT meeting. When reviewing student performance data at our SBLT meetings, we will facilitate the Equity Centered Problem-Solving process to make instructional decisions and revise our SIP as needed. Grade Level Team Leaders will work with their teams to monitor their grade level data for each content area and develop an action board for the team, based on student formative assessment data. This process will also allow us to monitor student achievement across content areas and ensure continuous improvement.



## C. Demographic Data

<b>2025-26 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY PK-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2024-25 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>100.0%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>YES</b>
<b>2024-25 ESSA IDENTIFICATION</b> *UPDATED AS OF 1	<b>CSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2024-25 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)*</b> <b>ENGLISH LANGUAGE LEARNERS (ELL)</b> <b>BLACK/AFRICAN AMERICAN STUDENTS (BLK)*</b> <b>HISPANIC STUDENTS (HSP)</b> <b>WHITE STUDENTS (WHT)</b> <b>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2024-25: C</b> <b>2023-24: B</b> <b>2022-23: B</b> <b>2021-22: D</b> <b>2020-21:</b>

## D. Early Warning Systems

### 1. Grades K-8

#### Current Year 2025-26

Using 2024-25 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	
School Enrollment	37	47	38	50	39	36				247
Absent 10% or more school days		12	8	16	6	8				50
One or more suspensions		1	2	3	1	3				10
Course failure in English Language Arts (ELA)					4					4
Course failure in Math				1	5					6
Level 1 on statewide ELA assessment		3	7	21	5					36
Level 1 on statewide Math assessment	1	7	12	21	4	8				53
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		1	1	6	3					11
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		4	7	8	3					22

#### Current Year 2025-26

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	4	15	6	8				37

#### Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	6	1	4	0	0				12
Students retained two or more times				1						1

**Prior Year (2024-25) As Last 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 school days	1	20	10	19	16	17				83
One or more suspensions		3	2	3	3	2				13
Course failure in English Language Arts (ELA)						1				1
Course failure in Math										0
Level 1 on statewide ELA assessment				1	6	9				16
Level 1 on statewide Math assessment				1	7	8				16
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

**Prior Year (2024-25) As Last Reported (pre-populated)**

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		3	1	2	5	8				19

**Prior Year (2024-25) As Last Reported (pre-populated)**

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1			2						3
Students retained two or more times				1	2					3

## 2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

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.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	53	64	59	60	61	57	53	54	53
Grade 3 ELA Achievement	52	67	59	71	63	58	57	54	53
ELA Learning Gains	41	62	60	67	64	60			
ELA Lowest 25th Percentile	33	59	56	78	62	57			
Math Achievement*	50	69	64	52	66	62	46	61	59
Math Learning Gains	38	67	63	41	68	62			
Math Lowest 25th Percentile	47	56	51	33	58	52			
Science Achievement	55	70	58	49	69	57	64	62	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	70	67	63		65	61	77	64	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.

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

## B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	49%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	439
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
49%	56%	59%	38%	34%		45%

\* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

\*\* Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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%
Students With Disabilities	27%	Yes	6	6
English Language Learners	70%	No		
Black/African American Students	32%	Yes	1	
Hispanic Students	55%	No		
White Students	64%	No		
Economically Disadvantaged Students	44%	No		



D. 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.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	53%	52%	41%	33%	50%	38%	47%	55%					70%
Students With Disabilities	6%				47%								
English Language Learners													70%
Black/African American Students	35%	40%	30%	25%	28%	31%	42%	27%					
Hispanic Students	58%	60%			47%								
White Students	64%	59%	43%		75%	50%		90%					
Economically Disadvantaged Students	49%	47%	38%	29%	44%	39%	50%	52%					

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS										
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.
All Students	60%	71%	67%	78%	52%	41%	33%	49%		
Students With Disabilities	12%		57%		6%	15%				
Black/African American Students	44%	58%	71%	91%	27%	26%	25%	21%		
Hispanic Students	86%				86%					
White Students	73%	79%	74%		69%	57%		80%		
Economically Disadvantaged Students	53%	66%	66%	75%	46%	36%	25%	40%		

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS										
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.
All Students	53%	57%			46%			64%		
Students With Disabilities	13%				9%					
English Language Learners										77%
Black/African American Students	34%	44%			23%			50%		
Hispanic Students	56%				63%					70%
Multiracial Students	83%				58%					
White Students	60%	50%			58%			78%		
Economically Disadvantaged Students	49%	54%			43%			63%		

## E. 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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	48%	65%	-17%	57%	-9%
ELA	4	50%	62%	-12%	56%	-6%
ELA	5	58%	61%	-3%	56%	2%
Math	3	58%	68%	-10%	63%	-5%
Math	4	48%	68%	-20%	62%	-14%
Math	5	42%	65%	-23%	57%	-15%
Science	5	53%	67%	-14%	55%	-2%

### III. Planning for Improvement

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#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

##### **Most Improvement**

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

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Science achievement showed the most improvement this year. This can be attributed to our focus on facilitating standards-based instruction (teacher clarity) and authentic student engagement. We closely monitored assessment data to ensure students were learning content. We developed a science review plan that included the reteaching of standards identified on unit assessments. We also integrated science instruction across other content areas, offered targeted science clubs as a part of our Extended Learning Program, and used science content specific text during instruction. In addition, our 5th grade science was taught by an experienced Math/Science teacher.

##### **Lowest Performance**

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

---

Although we saw some slight decreases across many of our components, the data that showed the lowest performance was our overall learning gains in both ELA and Mathematics. In addition, the learning gains of our L25s showed a significant decrease in both ELA and Mathematics. This can be attributed to having new teachers in all but one of our 3rd-5th grade classrooms last year. In addition, this could be attributed the removal of intensive supports that were provided when we were in transformation. My new teachers (1st -3rd year) didn't have the knowledge/experience to meet the varying needs of our learners. They lacked teacher clarity in certain areas which made it difficult for students to learn the content to the depth of the standard and transfer that knowledge to other learning situations.

##### **Greatest Decline**

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

---

The component that showed the greatest decline was our ELA learning gains of our lowest performing students (L25s). This component showed a 44% decrease. This too can be attributed to having new teachers in all of our 3rd-5th grade ELA classrooms last year. My new teachers (1st -3rd year) didn't have the knowledge/experience to meet the varying needs of our learners. They lacked

teacher clarity in certain areas which made it difficult for students to learn the content to the depth of the standard and transfer that knowledge to other learning situations.

This also was greatly impacted by having a teacher responsible for teaching ELA for an entire grade level that needed extensive supports. My Literacy coach eventually took over teaching responsibilities in this classroom, however, this took her supports away from the other ELA teachers in the intermediate grades. So having the teacher needing extensive supports was like a domino effect to the other grade levels.

### **Greatest Gap**

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.

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The component that had the greatest gap when compared to the state would be our black and Students with Disabilities ELA achievement.

### **EWS Areas of Concern**

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

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Potential areas of concern from our EWS data include student attendance (50 students with an attendance rate below 90%), the number of students scoring a Level 1 in Reading and/or mathematics (50/53), and the number of students with two or more indicators (37).

### **Highest Priorities**

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

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Our highest priorities this year will be:

- overall student achievement, especially in my black and SWD subgroups
- students making learning gains
- my lowest performers (L25s) making learning gains

## B. Area(s) of Focus (Instructional Practices)

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

### Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

### Instructional Practice specifically relating to ELA

#### Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our overall ELA achievement dropped to 53%, which was a 7% decline from last year's performance. Additionally in ELA, only 41% of our students made learning gains (26% decrease) and 33% of our L25s made learning gains (44% decrease). This shows a lack of the implementation of effective instruction, that engaged students in standards-based instruction to the depth of the standards. Students didn't have a deep enough understanding of the content to show mastery in another setting (transfer of knowledge).

This could be attributed to the lack of teacher experience with us having all new teachers in our intermediate grades last year. Teachers didn't consistently implement high quality instructional strategies that would yield the results that we would have liked to see. In addition, teachers didn't consistently/intentionally engage our neediest students (SWD and Black sub-group) in this level of instruction. These students often showed a lack of engagement during walkthroughs.

To ensure student success this year, we will focus on the implementation of the 12 instructional practices (Instructional Playbook) that are essential to high quality teaching and learning. Our building leaders will participate in a Leadership Retreat in which they will gain a solid understanding of these practices and how to lead/support their colleagues in consistently implementing this level of instruction to every student, every day. We will also continue to provide embedded professional development centered around authentic student engagement practices that yield high student achievement results.

#### Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percent of all 3-5 students achieving proficiency in ELA will increase from 53% to 60% as measured by the PM3 F.A.S.T. ELA Assessment. The percent of all Grade 3 students achieving

proficiency in ELA will increase from 48% to 55% as measured by the PM3 3 F.A.S.T. The percent of all 3-5 students making learning gains will increase from 41% to 70% as measured by the FAST ELA Assessment ELA Assessment. The percent of L25 students making learning gains in ELA will increase from 33% to 70% as measured by the PM3 FAST ELA Assessment. The percent of all K-2 students achieving proficiency in ELA will increase from 52% to 60% as measured by the PM3 STAR Assessment.

### **Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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This area of focus will be monitored by the ILT, SBLT, and the ELA SIP Committee. Together, these teams will implement the following monitoring practices:

- Daily walkthroughs with timely actionable feedback with a lens on the implementation of the 12 instructional strategies that are essential to high quality teaching and learning and authentic student engagement.
- Weekly ILT meetings to review/monitor walkthrough data to determine additional supports needed for specific teachers to consistently implement high-yield instructional practices.
- Weekly SBLT Meeting to monitor the implementation of our SIP strategies/action steps
- Monthly SIP Committee meetings
- Weekly PLCs/Collaborative planning sessions

### **Person responsible for monitoring outcome**

Administration (Dixon and Jones); ELA SIP Committee

### **Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

#### **Description of Intervention #1:**

Teacher Clarity, Identifying Critical Content, and Cognitive Engagement with Content Deepen understanding of the Florida's B.E.S.T. ELA standards and benchmarks as a non-negotiable for improving student outcomes.

#### **Rationale:**

As teachers become more skilled in this strategy, they will see remarkable changes in students' abilities to process and understand new content because they are able to identify which content is critical and understand how learned content scaffolds in complexity. A classroom of scholars identifies critical content within standards, but also studies, recognizes, and celebrates as knowledge grows increasingly more sophisticated.

#### **Tier of Evidence-based Intervention:**

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



No

### **Description of Intervention #2:**

Collaborative Learning/Mastery Learning Techniques Create a culture of collaboration by establishing demonstration/model classrooms at each grade level where ELA teachers learn from and inspire one another.

### **Rationale:**

Professional development that includes opportunities for collaboration and reflection improves the impact of training in startling ways. Teachers who participate in professional learning methodologies that promote collaboration and offer them opportunities for reflection apply what they learned nearly 90% of the time (Joyce and Showers). The world's top performing school systems enable teachers to work together and learn from one another while planning lessons jointly and observing each other teaching. Professional learning needs to be intensive and ongoing because the process of improving teaching and learning is not often smooth or instantly successful. Peer coaches work with colleagues by modeling or coteaching a lesson and reflect afterward to discuss what worked and what could be improved. This is part of the long-term process of continual improvement. This in-class professional learning is a hallmark of effective professional learning, allowing teachers to put knowledge into action.

### **Tier of Evidence-based Intervention:**

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

No

### **Description of Intervention #3:**

Explicit, Systematic, and Scaffolded Instruction Ensure whole group and small group instruction in the ELA block in both reading and writing is designed and implemented according to evidence-based principles.

### **Rationale:**

Explicit instructional practice for novices in learning new content, skill, or concept: 1) full, clear explanations 2) teacher modeling 3) Provide a "worked-out" sample with full teacher explanation 3) Full guidance during student practice, 4) Teacher corrective feedback. Decades of research clearly demonstrate that for novices (comprising virtually all students), direct, explicit instruction is more effective and more efficient than partial guidance. Teachers are more effective when providing explicit guidance with practice and feedback rather than requiring student discovery while learning new skills/concepts. A review of 70 studies indicates that failure to provide strong instructional support produced measurable loss of learning: minimal guidance can increase the achievement gap. Differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction. Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile: (1) content—what the student needs to learn or how the student will get access to the information; (2) process—activities in which the student engages in order to make sense of or master the content (3) products—culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit (4) learning environment—the way the classroom works and feels. The most important factor in differentiation that helps students achieve more and feel more engaged in school is being sure that what teachers differentiate is high-quality curriculum and instruction. For example, teachers can make sure that: (1) curriculum is clearly focused on the information and understandings that are most valued by an expert in a particular discipline; (2) lessons, activities, and products are designed to ensure that students grapple with, use, and come to understand those essentials; (3) materials and tasks are interesting to students and seem relevant to them; (4) learning is active; and (5) there is joy and satisfaction in learning for each student.

**Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Deepen Understanding of the FL B.E.S.T. ELA Standards

**Person Monitoring:**

Administartion

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Use state and district resources (such as the BEST ELA Standards, PCS Gold Documents, Power Benchmarks, & Pop-Up Padlets) to synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards.

**Action Step #2**

Collaborative Planning

**Person Monitoring:**

Administration

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Provide regular structures for planning/PLCs where teachers regularly engage in data/student work analysis as well as intellectual prep and lesson rehearsal including planning for scaffolds that address gaps in student learning.

**Action Step #3**

Weekly Walkthroughs with Support

**Person Monitoring:**

Administration

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Provide support and feedback focused on explicit, systematic and sequential approaches to reading and writing instruction including a gradual release of responsibility model of instruction and the implementation of the 12 instructional strategies essential to high quality teaching and learning.

**Action Step #4**

Pop-Up Small Groups

**Person Monitoring:**

Administration/ILT

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions/more advanced texts for students above benchmark. These “pop-up” small group supports include access to grade-level text and beyond as well as small group instruction based on

data.

### **Action Step #5**

Model Classrooms

**Person Monitoring:**

Administration/ILT

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Recruit/retain a strong ELA Champion at each grade level to create model classrooms to use for professional development. Provide substitutes so that teachers can observe exemplar ELA instruction and implementation their observations in their classroom.

## **Area of Focus #2**

Address the school's highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to ELA required by RAISE (specific questions)**

### **Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our overall ELA achievement dropped to 53%, which was a 7% decline from last year's performance. Additionally in ELA, only 41% of our students made learning gains (26% decrease) and 33% of our L25s made learning gains (44% decrease). This shows a lack of the implementation of effective instruction, that engaged students in standards-based instruction to the depth of the standards. Students didn't have a deep enough understanding of the content to show mastery in another setting (transfer of knowledge).

In our primary grades, our overall ELA achievement dropped to 52%, which was a 4% decline from last year's performance. To develop early literacy, students need instruction in two related sets of skills: foundational reading skills and reading comprehension skills.

Mt. Vernon is starting its 4th consecutive year as a Pinellas Early Literacy Initiative (PELI) school. This initiative provides job embedded professional development on research-based instructional practices in early literacy development. Employing evidence-based strategies and action steps will enable students to read words, relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they read. To continue this work, we will strategically focus on fully implementing the Pinellas Early Literacy Initiative by focusing on VPK-3 classrooms, ensuring equitable use of resources, including instructional supports, school-based professional development, cycles of coaching, and feedback.

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

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Full implementation of the Pinellas Early Literacy Initiative (PELI) in VPK-2 classrooms, ensuring equitable use of resources, including instructional supports, school-based professional development, cycles of coaching, and feedback. Evidence-based practices include:

- providing print-rich explicit, systematic, and scaffolded instruction
- Teach students to decode words, analyze word parts, and recognize words
- Reinforce the effectiveness of instruction in alphabetics, fluency, and vocabulary
- Provide instruction in broad oral language skills

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

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To further develop comprehension skills in grades 3-5, we will plan/implement standards-based lessons that deepen understanding of the Florida's B.E.S.T. ELA standards and benchmarks as a non-negotiable for improving student outcomes. Evidence-based practices include:

- Explicitly teach students how to use reading comprehension strategies
- Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

**Grades K-2: Measurable Outcome(s)**

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The percent of all K-2 students achieving proficiency in ELA will increase from 52% to 60% as measured by the PM3 ELA STAR Assessment.

**Grades 3-5: Measurable Outcome(s)**

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The percent of all 3-5 students achieving proficiency in ELA will increase from 53% to 60% as measured by the PM3 3 F.A.S.T. ELA Assessment.

**Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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This area of focus will be monitored by the ILT, SBLT, and the ELA SIP Committee. Together, these teams will implement the following monitoring practices:

- Daily walkthroughs with timely actionable feedback with a lens on the implementation of the 12 instructional strategies that are essential to high quality teaching and learning and authentic student engagement.
- Weekly ILT meetings to review/monitor walkthrough data to determine additional supports needed for specific teachers to consistently implement high-yield instructional practices.
- Weekly SBLT Meeting to monitor the implementation of our SIP strategies/action steps
- Monthly SIP Committee meetings

- Weekly PLCs/Collaborative planning sessions

### **Person responsible for monitoring outcome**

Administration (Dixon and Jones); ILT

### **Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

### **Description of Intervention #1:**

Pinellas Early Literacy Initiative (PELI)

### **Rationale:**

To develop literacy, students need instruction in two related skills: foundational reading and reading comprehension. Employing evidence-based strategies and action steps will enable students to read words (alphabetic), relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they read.

### **Tier of Evidence-based Intervention:**

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

No

### **Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

### **Action Step #1**

Literacy Leadership

### **Person Monitoring:**

Administration (Dixon and Jones); ILT

### **By When/Frequency:**

ongoing

### **Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Build capacity by identifying teachers, coaches, and district staff who can support training in understanding how high-quality instructional materials connect to evidence-based practices and the B.E.S.T. ELA benchmarks.

### **Action Step #2**

Literacy Coaching

### **Person Monitoring:**

Administration (Dixon and Jones); ILT

### **By When/Frequency:**

ongoing

### **Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Literacy coach (PELI) work with school principal and school teams (K-3) to plan and implement consistent professional learning outlined by the Pinellas Early Literacy Initiative, centered on evidence-based practices grounded in the science of reading, the UFLC Flamingo Small group model, and writing, to demonstrate a significant effect on improving student outcomes. Literacy coach (PELI) will also prioritize time to those teachers, activities, and roles that will have the greatest impact

on student achievement in reading, namely coaching, modeling, and mentoring in classrooms daily.

### **Action Step #3**

Pop- Up Small Groups

#### **Person Monitoring:**

Administration (Dixon and Jones); ILT

#### **By When/Frequency:**

Ongoing

### **Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Use district resources to implement Pop-Up small groups in grades 3-5 with fidelity.

### **Area of Focus #3**

Address the school's highest priorities based on any/all relevant data sources.

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

#### **Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our overall Math achievement dropped to 50%, which was a 2% decline from last year's performance. Additionally in Mathematics, only 38% of our students made learning gains (3% decrease) and 47% of our L25s made learning gains (14% increase). This shows a lack of the implementation of effective instruction, that engaged students in standards-based instruction to the depth of the standards. Students didn't have a deep enough understanding of the content to show mastery in another setting (transfer of knowledge).

This could be attributed to the lack of teacher experience with us having all new teachers in our intermediate grades last year, except for 5th grade. Teachers didn't consistently implement high quality instructional strategies that would yield the results that we would have liked to see. In addition, teachers didn't consistently/intentionally engage our neediest students (SWD and Black sub-group) in this level of instruction. These students often showed a lack of engagement during walkthroughs.

To ensure student success this year, we will focus on the implementation of the 12 instructional practices (Instructional Playbook) that are essential to high quality teaching and learning. Our building leaders will participate in a Leadership Retreat in which they will gain a solid understanding of these practices and how to lead/support their colleagues in consistently implementing this level of instruction to every student, every day. We will also continue to provide embedded professional development centered around authentic student engagement practices that yield high student achievement results.

#### **Measurable Outcome**



**Measurable Outcome:** Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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The percent of all 3-5 students achieving proficiency in Mathematics will increase from 50% to 60% as measured by the PM3 3 F.A.S.T. Mathematics Assessment. The percent of all 3-5 students making learning gains in mathematics will increase from 38% to 70% as measured by the FAST Mathematics Assessment. The percent of L25 students making learning gains in Mathematics will increase from 47% to 70% as measured by the PM3 FAST Mathematics Assessment.

### **Monitoring**

**Monitoring:** Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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This area of focus will be monitored by the ILT, SBLT, and the Math SIP Committee. Together, these teams will implement the following monitoring practices:

- Daily walkthroughs with timely actionable feedback with a lens on the implementation of the 12 instructional strategies that are essential to high quality teaching and learning and authentic student engagement.
- Weekly ILT meetings to review/monitor walkthrough data to determine additional supports needed for specific teachers to consistently implement high-yield instructional practices.
- Weekly SBLT Meeting to monitor the implementation of our SIP strategies/action steps
- Monthly SIP Committee meetings
- Weekly PLCs/Collaborative planning sessions

### **Person responsible for monitoring outcome**

Administration; Math SIP Committee

### **Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

#### **Description of Intervention #1:**

Teacher Clarity, Identifying Critical Content, Backwards Planning, and Cognitive Engagement with Content Deepen understanding of the Florida's B.E.S.T. Standards for Mathematics and Mathematical Thinking and Reasoning Standards (MTR's) as a non-negotiable for improving student outcomes.

#### **Rationale:**

Shifting from stating a standard to communicating learning expectations ensures that goals are appropriate, challenging, and attainable. When goals are specific, revisited throughout the lesson and connect to other mathematics, they are clearer to students. Effective teaching of mathematics establishes clear goals for the mathematics that students are learning, situates goals within learning progressions, and uses the goals to guide instructional decisions. Effective Mathematics Teaching Practices (Principles to Actions, NCTM 2014).

**Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #2:**

Implementation of tasks that promote reasoning, thinking, and problem solving, Student-Centered Learning with academic discourse-John VandeWalle, Cognitive Engagement with Content, Writing to Learn, and Formative Assessment with Specific Feedback. Utilize district curricular materials to create a common foundation of standards-aligned, rigorous expectations for all students.

**Rationale:**

By shifting from Routine tasks to Reasoning tasks, students are engaged in high-cognitive-demand tasks with multiple solution pathways. Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies. Effective Mathematics Teaching Practices (Principles to Actions, NCTM 2014).

**Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Collaborative Planning

**Person Monitoring:**

Administration (Dixon and Jones)

**By When/Frequency:**

Ongoing

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Schedule and facilitate ongoing collaborative planning of mathematics topics by grade level, using district provided resources and the PCS effective planning protocol (T&L Handbook).

**Action Step #2**

Weekly Walkthroughs with Support

**Person Monitoring:**

Administration (Dixon and Jones)

**By When/Frequency:**

Ongoing

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Provide support and specific feedback focused on the implementation of the 12 instructional strategies essential to high quality teaching and learning. Ensure feedback, professional learning, and PLC's support the Florida B.E.S.T. Standards and promote strong alignment between standard, target and task.

**Action Step #3**

Student Ownership of Learning

**Person Monitoring:**

Administration (Dixon and Jones)

**By When/Frequency:**

Ongoing



**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Use success criteria, learning progressions, and 3rd-5th ALDs to allow students to track their progress towards growth and proficiency.

**Action Step #4**

Goal Setting

**Person Monitoring:**

Administration (Dixon and Jones)

**By When/Frequency:**

Ongoing

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Implement goal setting opportunities where students regularly and visibly participate in setting their own goals, monitoring their academic progress throughout the year, revising their goals based on data, and celebrating successes.

**Action Step #5**

Writing to Learn

**Person Monitoring:**

Administration (Dixon and Jones)

**By When/Frequency:**

Ongoing

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Integrate writing-to-learn strategies, such as math journals, sentence stems, and written explanations of problem-solving—to clearly explain mathematical thinking (reflecting), deepen understanding, and make real-world connections. Additionally, use these strategies to help students reasoning through mathematical ideas using written language, explaining strategies, error analysis, writing prompts or exit tickets.

**Area of Focus #4**

Address the school's highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to Science****Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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Our overall science achievement increased from 49% to 55%, which was a 6% increase from last year's performance. This shows that our efforts this past year were intentional and meet the needs of more of our learners. This was achieved by focusing on facilitating standards-based instruction (teacher clarity) and authentic student engagement. We also utilized assessments and feedback to ensure that our learners knew where they were on their progression to standards mastery.

Based on his research, Hattie defines feedback as "information provided by an agent (a teacher, a peer, a book, etc.) about aspects of a student's (or teacher's) performance or understanding." Once the learner receives that feedback, he then has two options: work harder/change something so that

he can reach the goal or lower the expectations about the goal. Student assessment is not just important feedback for learners but is even more useful to teachers as they work to examine whether the learning goals were achieved, content was understood, methods were appropriate and media helpful. Formative assessment checks throughout a unit, the use of a mini assessments midway or a summative assessment at the end of the unit will provide the teacher information to help evaluate the teaching and learning of content.

By implementing the strategies and having an experienced science teacher to teach our 5th grade science, we were able to increase student achievement in science. To ensure success this year, we will continue and build upon our previous efforts. We will focus on the implementation of the 12 instructional practices (Instructional Playbook) that are essential to high quality teaching and learning. Our building leaders will participate in a Leadership Retreat in which they will gain a solid understanding of these practices and how to lead/support their colleagues in consistently implementing this level of instruction to every student, every day. We will also continue to provide embedded professional development centered around authentic student engagement practices that yield high student achievement results.

### **Measurable Outcome**

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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The percent of students achieving proficiency in science will increase from 55% to 60% as measured by the 2026 Florida State Academic Standards for Science (FSASS) Assessment.

### **Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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This area of focus will be monitored by the ILT, SBLT, and the Science SIP Committee. Together, these teams will implement the following monitoring practices:

- Review of unit assessment, exit tickets, and walkthrough trend data.
- Implementation of a comprehensive science review plan that identifies learning gaps in specific standards and specific review tasks.
- Ongoing monitoring of desired EOY outcomes during grade level comparative data chats.
- Weekly walkthroughs with timely, actionable feedback with a lens on standards-based instruction, defined student engagement, and the utilization of assessments and feedback for standards mastery
- Weekly ILT meeting to monitor the implementation of high-yield instructional practices
- Monthly SIP Committee meeting to monitor the implementation of our SIP strategies/action steps

- ongoing data analysis of multiple data sources (unit, module, and state assessments)

### **Person responsible for monitoring outcome**

Administration (Dixon and Jones)

### **Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

#### **Description of Intervention #1:**

Utilize district curricular materials to create a common foundation of standards-aligned, rigorous expectations for all students. Feedback (Hattie, 0.70 effect size); The Importance of Assessment and Feedback for teachers (Hattie & Zierer, 2017), Cognitive engagement with content, writing to learn, and Formative Assessment with feedback.

#### **Rationale:**

The purpose of feedback is to help the learner get from where he is currently to where he needs to be. Based on his research, Hattie defines feedback as “information provided by an agent (a teacher, a peer, a book, etc.) about aspects of a student’s (or teacher’s) performance or understanding.” Once the learner receives that feedback, he then has two options: work harder/change something so that he can reach the goal or lower the expectations about the goal. This is one reason why setting realistic goals in the first place is so important. Student assessment is not just important feedback for learners but is even more useful to teachers as they work to examine whether the learning goals were achieved, content was understood, methods were appropriate and media helpful. Formative assessment checks throughout a unit, the use of a mini assessments midway or a summative assessment at the end of the unit will provide the teacher information to help evaluate the teaching and learning of content.

### **Tier of Evidence-based Intervention:**

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

No

#### **Description of Intervention #2:**

Monitor instruction to ensure it is designed and implemented according to evidence-based principles. Formative Assessment with Feedback, Cognitive Engagement with Content, and Writing to Learn.

#### **Rationale:**

The purpose of feedback is to help the learner get from where he is currently to where he needs to be. Based on his research, Hattie defines feedback as “information provided by an agent (a teacher, a peer, a book, etc.) about aspects of a student’s (or teacher’s) performance or understanding.” Once the learner receives that feedback, he then has two options: work harder/change something so that he can reach the goal or lower the expectations about the goal. This is one reason why setting realistic goals in the first place is so important. Student assessment is not just important feedback for learners but is even more useful to teachers as they work to examine whether the learning goals were achieved, content was understood, methods were appropriate and media helpful. Formative Assessment checks throughout a unit, the use of a mini assessments midway or a summative assessment at the end of the unit will provide the teacher information to help evaluate the teaching and learning of content.

### **Tier of Evidence-based Intervention:**

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

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Instructional supports for all learners

**Person Monitoring:**

Administration (Dixon and Jones)

**By When/Frequency:**

Ongoing

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions/more advanced texts for students above benchmark. These supports include review of previously taught benchmarks as well as preview of upcoming benchmarks.

**Action Step #2**

Authentic cognitive engagement with content

**Person Monitoring:**

Administration (Dixon and Jones)

**By When/Frequency:**

Ongoing

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Employ instructional practices that result in active engagement of students (higher-order questioning, hands-on learning, limiting teacher talk, high-quality feedback, and opportunities to use that feedback.

**Action Step #3**

Comprehensive Review Plan

**Person Monitoring:**

Administration (Dixon and Jones)

**By When/Frequency:**

Ongoing

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Develop, implement, and monitor a school-wide plan and timeline to support students' natural wonderings through the use of science projects (experiments, research/models, field studies and engineer design tasks), culminating in a school science night.

**Action Step #4**

Writing to Learn

**Person Monitoring:**

Administration (Dixon and Jones)

**By When/Frequency:**

Ongoing

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Integrate writing-to-learn strategies through the use of science notebooks, where students can record their thinking using sentence stems, written explanations, and/or diagrams—to clearly explain scientific thinking.

## Area of Focus #5

Address the school's highest priorities based on any/all relevant data sources.

### ESSA Subgroups specifically relating to Students With Disabilities (SWD)

#### Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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Last year, only 6% of our Students with Disabilities (SWD) were proficient in ELA. This was a 6% decrease in ELA achievement for this subgroup. This subgroup has consistently performed below the federal index (6 consecutive years). In this same sub-group, we saw a 41% increase in mathematics achievement. Our ELA data shows that core instruction is not meeting the varying needs of these students.

To ensure the success of our SWD, we need to ensure that classroom teachers are consistently differentiating their instruction. Teachers should be planning collaboratively with our ESE Resources Teachers to ensure that we are providing the necessary scaffolds/accommodation for our SWD while they are being engaged in grade level content. Teachers need to be intentional about authentically engaging these students in standards-based instruction, at the level that the standard is written. Scaffolds/supports should be clearly identified when planning instruction for these students. For our SWD that are struggling readers, we need to ensure that their specialized instruction includes some early literacy interventions to help them grow as readers. Additionally, we will focus on the implementation with fidelity of the 12 instructional practices (Instructional Playbook) that are essential to high quality teaching and learning.

#### Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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The percent of SWD in grades 3-5 achieving proficiency in ELA will increase from 6% to 50% as measured by the PM3 3 F.A.S.T. ELA Assessment. The percent of SWD in grades 3-5 achieving proficiency in mathematics will increase from 47% to 50% as measured by the PM3 3 F.A.S.T. Mathematics Assessment.

#### Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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This area of focus will be monitored by the ILT, SBLT, and the ELA/Math SIP Committee. Together, these teams will implement the following monitoring practices:

- Daily walkthroughs with timely actionable feedback with a lens on the implementation of the 12 instructional strategies that are essential to high quality teaching and learning and authentic student engagement.
- Weekly ILT meetings to review/monitor walkthrough data to determine additional supports needed for specific teachers to consistently implement high-yield instructional practices.
- Weekly SBLT Meeting to monitor the implementation of our SIP strategies/action steps
- Monthly SIP Committee meetings
- Weekly PLCs/Collaborative planning sessions

### **Person responsible for monitoring outcome**

Administration (Dixon and Jones), ILT

### **Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

#### **Description of Intervention #1:**

Explicit, direct, and scaffolded instruction; multi-sensory approach to all learning; utilize a systematic approach for the delivery of instruction. Ensure that small group instruction and 1:1 Specially Designed Instruction (SDI) are planned and implemented in alignment with evidence-based practices, intentionally targeting students' specific skill deficits to provide access to the general education curriculum.

#### **Rationale:**

Multi-sensory instruction uses visual, auditory, kinesthetic-tactile modalities in acquisition of reading skills. Direct, scaffolded, and explicit instruction includes modeling of the skills along with guided practice until mastery is achieved; direct explanations and clearly explained skills comprises explicit instruction; teachers are clear, unambiguous, direct and visible—until students meet mastery. Systematic instruction includes breaking lessons into sequential and manageable steps that go from simple to complex skills.

#### **Tier of Evidence-based Intervention:**

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

No

#### **Description of Intervention #2:**

Collaborative planning and PLC's Create master schedule that allows for collaboration between Gen Ed and ESE teachers to ensure students receive all services and accommodations throughout their school day.

#### **Rationale:**

ESE students require remediation and skill development in order to master the B.E.S.T. standards. Through collaborative planning and appropriate scaffolding of grade level content, the Gen. Ed teacher and the ESE Resource teacher can identify the specific supports that will be provided during

core instruction and intervention to ensure student success.

**Tier of Evidence-based Intervention:**

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

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Explicit, Direct, and Scaffolded Instruction

**Person Monitoring:**

Administration (Dixon and Jones)

**By When/Frequency:**

ongoing

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Monitor the use of appropriate practices and scaffolding to ensure students' needs are met.

**Action Step #2**

Collaborative Planning/PLCs

**Person Monitoring:**

Administration (Dixon and Jones)

**By When/Frequency:**

Ongoing

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Provide opportunities for ESE Resource and Gen Ed teachers to co-plan for differentiated instruction and support delivery of services.

**Area of Focus #6**

Address the school's highest priorities based on any/all relevant data sources.

**ESSA Subgroups specifically relating to Black/African American Students (BLK)**

**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Last year, only 35% of our Black/African American students were proficient in ELA. This was a 9% decrease in ELA achievement for this subgroup. In mathematics, only 28% of our students were proficient. This data shows that our core ELA and Mathematics instruction is not meeting the varying needs of these students.

To ensure the success of our Black students, we need to ensure that classroom teachers are implementing with fidelity the use of the 12 instructional practices (Instructional Playbook) that are essential to high quality teaching and learning. Additionally, teachers should be consistently



differentiating their instruction to meet the needs of this sub-group. Teachers should be planning for and providing the necessary scaffolds/supports for these students to access grade-level content, with success. Teachers need to be intentional about authentically engaging these students in standards-based instruction, at the level that the standard is written.

### **Measurable Outcome**

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

The percent of black students in grades 3-5 achieving proficiency in ELA will increase from 35% to 50% as measured by the PM3 3 F.A.S.T. ELA Assessment. The percent of black students in grades 3-5 achieving proficiency in mathematics will increase from 28% to 50% as measured by the PM3 3 F.A.S.T. Math Assessment.

### **Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

---

This area of focus will be monitored by the ILT, SBLT, and the ELA/Math SIP Committee. Together, these teams will implement the following monitoring practices:

- Daily walkthroughs with timely actionable feedback with a lens on the implementation of the 12 instructional strategies that are essential to high quality teaching and learning and authentic student engagement.
- Weekly ILT meetings to review/monitor walkthrough data to determine additional supports needed for specific teachers to consistently implement high-yield instructional practices.
- Weekly SBLT Meeting to monitor the implementation of our SIP strategies/action steps
- Monthly SIP Committee meetings
- Weekly PLCs/Collaborative planning sessions

### **Person responsible for monitoring outcome**

Administration (Dixon and Jones); ILT

### **Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

#### **Description of Intervention #1:**

Teacher Clarity, Identifying Critical Content, and Cognitive Engagement with Content Deepen understanding of the Florida's B.E.S.T. ELA standards and benchmarks as a non-negotiable for improving student outcomes.

#### **Rationale:**



As teachers become more skilled in this strategy, they will see remarkable changes in students' abilities to process and understand new content because they are able to identify which content is critical and understand how learned content scaffolds in complexity. A classroom of scholars identifies critical content within standards, but also studies, recognizes, and celebrates as knowledge grows increasingly more sophisticated.

**Tier of Evidence-based Intervention:**

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

No

**Description of Intervention #2:**

Teacher Clarity, Identifying Critical Content, Backwards Planning, and Cognitive Engagement with Content Deepen understanding of the Florida's B.E.S.T. Standards for Mathematics and Mathematical Thinking and Reasoning Standards (MTR's) as a non-negotiable for improving student outcomes.

**Rationale:**

Shifting from stating a standard to communicating learning expectations ensures that goals are appropriate, challenging, and attainable. When goals are specific, revisited throughout the lesson and connect to other mathematics, they are clearer to students. Effective teaching of mathematics establishes clear goals for the mathematics that students are learning, situates goals within learning progressions, and uses the goals to guide instructional decisions. Effective Mathematics Teaching Practices (Principles to Actions, NCTM 2014)

**Tier of Evidence-based Intervention:**

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

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Deepen Understanding of the FL B.E.S.T. ELA and Math Standards

**Person Monitoring:**

Administration (Dixon and Jones); ILT

**By When/Frequency:**

Ongoing

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Use state and district resources (such as the BEST ELA Standards, PCS Gold Documents, Power Benchmarks, & Pop-Up Padlets) to synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards. Use success criteria or learning progression or 3-5 ALDs to allow students to track their progress towards growth and proficiency in mathematics.

**Action Step #2**

Collaborative Planning

**Person Monitoring:**

Administration (Dixon and Jones); ILT

**By When/Frequency:**

Ongoing

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Provide regular structures for planning/PLCs where teachers regularly engage in data/student work

analysis as well as intellectual prep and lesson rehearsal including planning for scaffolds that address gaps in student learning.

### **Action Step #3**

Small Group Instruction (Pop-Up)

#### **Person Monitoring:**

Administration (Dixon and Jones); ILT

#### **By When/Frequency:**

Ongoing

#### **Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions/more advanced texts for students above benchmark. These “pop-up” small group supports include access to grade-level text and beyond as well as small group instruction based on data.

## **IV. Positive Learning Environment**

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### **Area of Focus #1**

Student Attendance

#### **Area of Focus Description and Rationale**

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Currently, we have 50 students that have missed 10% or more of school. Research consistently shows that students who miss 10% or more of school, which is considered chronic absenteeism, experience significant negative impacts on their academic and social-emotional well-being. They are more likely to fall behind academically, struggle with reading, have difficulty keeping up with their peers, and potentially drop out of high school. Additionally, chronic absenteeism is linked to behavioral issues and can hinder the development of social skills and a sense of belonging.

#### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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By the end of the 25-26 school year, we will decrease the number of students that miss 10% or more of school by 20% as measured by daily student attendance.

#### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

This area of focus will be monitored by our Child Study Team (CST) that meets bi-weekly. This team

will monitor student attendance using the attendance dashboard. This team has developed an action plan that includes attendance supports at the core level, as well as Tier II and Tier III supports. This monitoring plan includes proactive supports in which students with less than a 90% attendance rates from the 24-25 school year will participate in the Strive for 5 Attendance Monitoring Program. In addition, we will have monthly perfect attendance recognition, and Attendance Matters Week (September) in which we will highlight the importance of school attendance on student success.

**Person responsible for monitoring outcome**

Child Study Team (CST), Angela Trotter (School Social Worker)

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

A child study team meeting is a meeting held by school staff to discuss a student's academic, behavioral, or social-emotional progress. The goal is to identify strategies and interventions to support the student's success. These meetings typically involve teachers, parents, administrators, and other school staff.

**Rationale:**

Child Study Team (CST) meetings play a vital role in improving school performance by facilitating collaboration among educators, parents, and specialists to address the unique needs of students who may be struggling academically, behaviorally, or emotionally. These meetings help identify learning barriers, develop tailored interventions, and monitor student progress, ultimately leading to better outcomes in the classroom.

**Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Monthly Perfect Attendance Recognition

**Person Monitoring:**

Angela Trotter, School Social Worker

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Mrs. Trotter will recognize those students that had perfect attendance from the previous month on the 2nd Monday of the following month, during their lunch period. Students with perfect attendance will receive a small treat and their points on their parent support card. Students with perfect attendance for the marking period will receive a yard sign to highlight the achievement.

**Action Step #2**

Strive For 5!

**Person Monitoring:**

Child Study Team (CST)

**By When/Frequency:**

Bi-weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Students with less than a 90% attendance rate during the 24-25 school year will participate in the Strive for 5 Program in which they are recognized each week that they are in attendance for 5 days. They will track their own attendance and submit their tracker each week that they have attended 5 days for a special treat. These students will be surveyed in August to determine items that will go in the Strive for 5 treat box. Students will also be partnered with a trusted adult that encourage them to attend school regularly.

**Action Step #3**

Attendance Spirit Week (September 1st - 5th, 2025)

**Person Monitoring:**

Angela Trotter, School Social Worker

**By When/Frequency:**

September 1st -5th, 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Attendance Spirit Week will be celebrated during the first week in September. We will highlight the importance of school attendance and participate in schoolwide spirit activities in which students will acknowledge their understanding of the role of attending school regularly.

**Area of Focus #2**

Other: Family/Community Engagement

**Area of Focus Description and Rationale**

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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Family/Community Engagement is an important component of student achievement. Research has shown that parents' involvement in and engagement with their child's education—including through parent-teacher conferences, parent-teacher organizations, school events, and at-home discussions about school—can lead to higher student achievement and better social-emotional outcomes.

Our 24-25 stakeholder survey indicates that there is an opportunity for growth when it comes to using stakeholder input to improve student achievement. This data also indicates a steady decline in the number of stakeholders that strongly agree that the school uses their input to increase student achievement. With only 50% of our stakeholders feeling that their input is valued, we want to intentionally create opportunities for parents to be heard and use that feedback to increase student achievement.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

During the 2025-2026 school year, we will increase the percentage of families who agree/strongly agree with our use of family input to improve the student achievement by 20% as measured by our annual stakeholder survey.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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We will monitor this area of focus by periodically (quarterly) surveying parents on their opportunities to provide feedback and seeing evidence of their feedback in the success of their student.

**Person responsible for monitoring outcome**

Culture/Climate Committee; Title 1 Liaison

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

Annual Stakeholder Survey

**Rationale:**

The purpose of an annual stakeholder survey in schools is to gather feedback from various groups (parents, students, teachers, staff, and community members) to assess the school's performance, identify areas for improvement, and inform decision-making related to school improvement plans, resource allocation, and program development. By collecting this information, parents have a voice in school processes that can directly effect the achievement of their student.

**Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Needs Survey

**Person Monitoring:**

Culture/Climate Committee; Title 1 Liaison

**By When/Frequency:**

September 1

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Identify the specific needs of families by sending a survey and using that data to make instructional decisions that support student achievement.

**Action Step #2**

Routine Stakeholder Surveys

**Person Monitoring:**

Culture/Climate Committee; Title 1 Liaison

**By When/Frequency:**

Quarterly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Routinely engage families/stakeholders on their overall experience.

**Action Step #3**

Feedback at Family Events

**Person Monitoring:**

Culture/Climate Team; Title 1 Liaison

**By When/Frequency:**

ongoing

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Routinely collect family/community feedback at Family Engagement Events.

## V. Title I Requirements (optional)

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### A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

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The dissemination of the School Improvement Plan (SIP) and Title I Schoolwide Plan (SWP) to stakeholders includes the following:

- PTA/SAC Meetings: The SIP will be disseminated and discussed at all Parent Teacher Association (PTA) and School Advisory Council (SAC) meetings, which are held on the 3rd Tuesday of each month at 6:00 p.m. in our Media Center. Stakeholders, including students, families, and school staff, will have the opportunity to review the plan's progress and any revisions, providing a platform for input and feedback. Any notable progress or changes to the SIP will be shared with stakeholders during PTA/SAC meetings. This ensures transparency and allows for collaborative decision-making based on the evolving needs of our school community.
- Annual Title I Meeting: The SIP will also be presented and discussed at the Annual Title I meeting, specifically aimed at parents. This meeting will provide a deeper understanding of the plan's objectives, strategies, and outcomes, and will be conducted in a language accessible to all parents. This meeting will take place on Aug. 27th at 5:30 p.m. There will be an online option for parents that can't attend in person and a recording that will be posted on our website for later viewing.
- Title 1 Events (Content related): The SIP will also be presented and discussed at our Title 1 events (4 per year) that are tied to a specific content area (ELA, Math, Science, STEAM). These events will provide parents with the strategies and tools that they can use at home to support their student's achievement in a specific content area.
- Faculty Meetings: The SIP will be shared with school staff during regular faculty meetings. This ensures that all educators are well-informed about the plan's goals and strategies, promoting



alignment and coordinated efforts towards its implementation. Our SIP goals will be embedded in our schoolwide presentation template that is used for all meetings at Mt. Vernon.

- School Website: To enhance accessibility, the SIP will be posted on our school website. This allows all stakeholders to easily access and review the plan at their convenience.

<https://www.pcsb.org/mtvernon-es>.

- Weekly Rainbow (Parent Newsletter): The SIP will also be presented in our school newsletter.

### **Positive Relationships With Parents, Families and other Community Stakeholders**

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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Mount Vernon Elementary 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 by:

- Focusing on ways to engage families; using their input to increase student achievement
- Supporting teachers by engaging in professional learning centered around effective parent communication
- Continuing the work of the Family Engagement Committee and the implementation of Parent Support Card/Power Parent, Parent University, First Friday Lunch, Literacy Night, Math Night and STEAM Night
- Continuing the parent-school-student collaboration to decrease the number of students that miss more than 10% of the school year as measured by the attendance dashboard
- Continuing to utilize the School-Parent-Student Compact during parent conferences as an additional tool to support ongoing monitoring
- <https://www.pcsb.org/mtvernon-es>.

### **Plans to Strengthen the Academic Program**

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 II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Mount Vernon Elementary 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 by:

- Facilitating grade level data chats after every assessment cycle. Teachers will identify



individual learning gaps and plan small group instruction to address the identified learning gaps. Targeted groups were monitored using exit tickets to ensure that students were actually working towards mastery of specific benchmarks.

- Providing professional development on using their assessment data to make instructional decisions. Teams will work to develop action plans for their grade level and will revise their plan each month.
- SBLT and MTSS teams will meet weekly to address academic concerns.
- Providing additional opportunities to analyze data and collaboratively plan by providing substitute teachers when possible
- Offering a Summer Leadership Retreat
- Providing Teacher Leaders/Model Classrooms to model best practices
- Attending conference (NCTM, FASA Leadership, FCTM, GYTO)

### **How Plan is Developed**

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

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#### **ESOL**

Mount Vernon Elementary School will ensure the unique needs of ESOL students are being met by the following strategies: 1. Ensuring high-quality, standards-based and culturally responsive educational programs for ESOL students and families. 2. Provide professional development for all educators working with ESOL students. 3. Providing information to families in their native language to the extent possible.

#### **IDEA (ESE)**

Mount Vernon Elementary School will conduct meetings with parents and our ESE team to discuss policies and procedures for ESE students, as well as, the specific learning needs and expectations for ESE students.

#### **Title II (Professional Learning dept.)**

Mount Vernon Elementary School will take advantage of any support provided by the district in regards professional learning.

#### **Community partners:**

Mount Vernon Elementary School will continue the partnerships with BGCS, Children's Village/The

Sally House, and SPFC. Our partnership with SPFC allows us to provide food in our pantry for our families who have food insecurities. In addition, our pantry has clothing, toiletries, and other household items that are free of charge to our families. Students residing in Children's Village/ Sally House get transportation provided for them to participate in extended learning opportunities. BGCS had a location change. We still provided transportation to the new location for our ELP participants. We also expanded our garden this year to be able to grow more food for our families. We purchased new beds and facilitated a garden club after school for students to do the upkeep of the garden.

## B. Component(s) of the Schoolwide Program Plan

### Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### Improving Student's Skills Outside the Academic Subject Areas

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

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N/A

#### Preparing for Postsecondary Opportunities and the Workforce

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

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N/A

#### Addressing Problem Behavior and Early Intervening Services

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

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N/A

#### Professional Learning and Other Activities

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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N/A

#### Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

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Title I funds continue to support the full day three-year old program at Mount Vernon Elementary

School allowing the district to provide continuity of service for a full two years in early childhood prior to entering kindergarten. This seamless, two-year programming provides a strong foundation for school readiness and future educational success. This leads to a smooth transition between preschool and kindergarten for both scholars and parents. Families are familiar with the personnel, environment, rules, and safety procedures.

## VI. ATSI, TSI and CSI Resource Review

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This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

### Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

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To review the use of resources to meet the identified needs of our students, we do the following:

- Title 1 Step-back Meetings with our Title 1 Facilitator
- Annual Unit Allocation Meetings
- Instructional Walks with content area directors/Elementary Ed Director

### Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

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No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	No
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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00