



# School Improvement Plan 2017-18

## Mount Vernon Elementary

Michael A. Grego, Ed.D.  
Superintendent

Pinellas County Schools



## School Profile

<b>Principal:</b> Robert Ovalle	<b>SAC Chair:</b> Angela Vigna
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<b>School Vision</b>	100% School Success
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<b>School Mission</b>	The mission of Mount Vernon Elementary 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.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
	3%	38%	14%	6%	39%	

<b>School Grade</b>	<b>2017:</b> C	<b>2016:</b> C	<b>2015:</b> C	<b>Title 1 School?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	34	37	44	46	41	42						
Learning Gains All	45	47	54	49								
Learning Gains L25%	49	50	42	40								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Robert	Ovalle	FT	1-3 years
Assistant Principal	Victoria	Wike	FT	1-3 years
MTSS Coach	Jennifer	Lawless	FT	4-10 years
Reading Coach	Johanna	Doege	FT	1-3 years
Teacher	Tabatha	Carlson	FT	4-10 years
Teacher	Gina	Novakovich	FT	Less than 1 year
Behavior Spec.	Jennifer	Peers	FT	4-10 years
Teacher	Herb	Graham	FT	1-3 years
Teacher	Toure	Fode	FT	1-3 years
Teacher	Lisa	Jackson	FT	20+ years
Teacher	Lauren	Frederick	FT	4-10 years
Teacher	Tracy	Caramalis	FT	4-10 years
Psychologist	Delia	Berglund	FT	Less than 1 year

Total Instructional Staff:		Total Support Staff:	
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## School Culture for Learning

Connections: **District Strategic Plan** ●Goals 2, 3  
**Marzano Leadership** ●Domain 5

### School-wide Behavior Plan

1. Describe your school’s expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

Mt. Vernon ES prides our self on fostering a strong environment in which every child feels comfortable and safe at all times while on campus. The staff makes every effort to learn all of the students by name and characteristics that might be helpful when interacting with the student(s). To promote the safe environment, we utilize a school-wide behavior plan that teachers align their classroom behavior plans with in order to provide clear expectations and consistency. The expectations are clearly presented to students, parents and staff annually and provided to each student in their agenda. The school wide expectations are the basis for the classroom behavior plans and alignment is an expectation of all. When the expectations are not adhered to a tiered behavior process/flowchart has been established and followed through.

2. What is your plan for ensuring that school-wide expectations transfer to the classrooms? How does your school ensure that expectations are implemented equitably in the handling of student behavior?

At Mt. Vernon, we take pride in establishing a safe learning environment for our students and staff. By establishing our school-wide behavior plan we are ensuring that our expectations are clearly defined for all stakeholders. This helps us to create a sense of safety and security for your students. Student expectations are not only communicated to students but are also posted throughout our school and serve as daily reminders. Classrooms participate by submitting their golden tickets for classroom incentives. We monitor the classrooms who do and don’t redeem their tickets for incentives. We provided support for those classrooms who are earning the tickets.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

Mt. Vernon Elementary provides ongoing support via the school social worker and the Behavior Specialist as it relates to concerns voiced by any stakeholder. Additional supports such as classroom meetings, mentors, teaching of replacement behaviors, reinforcement schedule, etc. are provided to any student requiring more supports. Our school has also joined forces with Raymond James Financial and have established one of the strongest mentoring programs in the district in which students meet with their assigned mentor once a week.

### Data-Based Problem Solving

4. Describe your school’s plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

The SBLT team meets monthly to discuss the physical, social and emotional needs of our students. Students who are identified in need of support are placed in our tier process for academics or behavior. Classroom teachers share with the leadership team their classroom data (COMSTAT) monthly during a PLC to ensure that every student is monitored.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboards, disparity gaps or Healthy Schools data).

The SBLT and the leadership team will meet monthly to discuss data. The SBLT will discuss school wide concerns with each grade level team for both academic and behavior concerns. All academic concerns will be reviewed and monitored by our MTSS teacher for tiered interventions. The data sources that will be used are, MAPP, school profiles, progress monitoring, teacher input, and any other relevant data source. Behavior concerns will also be reviewed by the MTSS teacher for tiered interventions. The data sources that will be used are Early Warning Indicators, FBA, PBIP, behavior data, and teacher observations.

**High Expectations for All**

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

The administration will ensure that all instructional staff members have high expectations for both themselves and their students. They will plan instruction based upon the standards as the primary factor for instruction. The use of the Marzano framework will be utilized to evaluate the effectiveness of instruction. Classroom teachers will share their data during COMSTAT, to determine student progress and determine future interventions. Additionally, grade levels will have the opportunity to tailor their PD during PLC, once a month to ensure that their instruction is align to the standards and the level or rigor is conducive to student achievement.

 **School Culture, Climate / SWBP / Key Goals and Strategies**

<b>Goal 1:</b> What is your primary goal and strategy to improve the overall culture and climate at your school?	
Our primary goal is to have 100% staff participation in strengthening and promoting a positive school culture and climate through a book study, culturally relevant teaching and Restorative Practices which will be monitored through weekly PLC.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
We will implement the components of culturally relevant teaching and Restorative Practices to strengthen classroom instruction, maximize student learning opportunities and develop and foster positive relationships within the school community.	Jennifer Peers Allison McLellan Tabatha Carlson Robert Ovalle Victoria Wike Brittney Hayes Michael Fishback Paige Lawless
<b>Goal 2:</b> What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
Our goal is to have 0% gap between black and non-black students as measured by our discipline data and will be monitored during our weekly PLC's.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Develop and implement with fidelity a school wide behavior plan that emphasizes the components of Restorative Practices.	Jennifer Peers Allison McLellan Tabatha Carlson Robert Ovalle Victoria Wike Brittney Hayes Michael Fishback Paige Lawless

<b>Optional Goal:</b> Describe any other goal you may have related to school culture or climate. Use only if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible



## Standards-Based Instruction for Learning

Connections: District Strategic Plan • Goals 1,2,4,5  
Marzano Leadership • Domain 1,2,3,4

**7.** Describe your school’s efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

The use of district curriculum, supplemental curriculum, weekly PLC’s, and the use of the Marzano framework with feedback will increase academic rigor and student engagement. We will also be integrating content curriculum (Science and Social Studies) into the ELA block in all grade levels. We have seen an increase of standard based instruction in every ISIM visit we have had.

**8.** In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

Based upon the 2017 FSA and FCAT Science results we had a decrease in overall scores in ELA, Math and Science. We will ensure that grade levels are integrating content curriculum across all curriculum areas. PLC’s will be structured to ensure teachers are developing their instruction according to standards and data. Professional development will be implemented to ensure that teachers have the resources and support to be successful. In the area of Science, we will monitor the discussion the use of the science lab to ensure the fidelity in grades 2-5.

**9.** Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff’s use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

By using a variety of assessment data, such as MAP, Running Records, iStation, Achieve 3000, and ST Math, we will be able to determine students in need of tiered support. The use of scales and goals will also be used to monitor growth. Teachers will also have monthly COMSTAT meetings to share their class data.

**10.** Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

Mount Vernon ensures that supports are put into place to allow students to obtain their maximum potential. Interventions are put into place and focused on the specific needs of the student. Our staff also makes certain that successful strategies and interventions are communicated to the receiving schools. Rising 6<sup>th</sup> grade students choose middle school electives prior to promotion. Fifth grade teachers will conduct a mock middle school day in which students have a schedule that would be similar to that of sixth grade, navigating the campus from one class to another. Classes focus on what to expect in middle school and how to solve common problems that may arise in middle school. Our EBD students are also visited by their middle school behavior specialists to promote an easy transition.

**Standards-Based Instruction / Key Goals and Strategies**

<b>Goal 1:</b> What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Teachers will effectively integrate content areas (Science and Social Studies) into their ELA block. Teachers will also continue to effectively unpack standards and use the standard to plan their instruction. Administration will work collaboratively with grade levels to ensure proper resources are being used for instruction. This work will be monitored through PLC's as well as feedback during walkthrough's.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
This strategy provides teachers the opportunity to assess students' needs to differentiate instruction and interventions based on Florida standards.	Ovalle, Wike, Lawless, Bayliss
<b>Goal 2:</b> What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing .standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Teachers will utilize standards-based instruction 100% of the time and will increase student-centered environments from 22% to 70%. Administration will conduct more timely and regular informal and formal observations, and will increase the overall amount of visits and time spent in classrooms/working with teachers. Administration has asked that teachers complete the DBQ training as well as other professional development that will increase the amount of student-centered activities and instruction. Teachers will utilize backwards planning this year to ensure we reach our goal of 100% standards-based instruction. Teachers will start planning by unpacking the standards, aligning/creating assessments, and creating scales before planning lessons.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Administration will review lesson plans weekly and meet with academic coaches to help plan coaching cycles. Administration will review scales and modules planned and will discuss standards-based instructional goals during PLCs. Teachers will have a PLC dedicated to meeting their needs and asking questions so that administration may provide teachers with the necessary supports and resources.	Ovalle, Wike, Lawless, Bayliss
<b>Optional Goal:</b> Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible



## Collaboration for Professional Growth

Connections:

**District Strategic Plan** ●Goals 1,2,4,5  
**Marzano Leadership** ●Domain 2, 4

**11.** Describe your school's efforts to encourage a positive working relationship among teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school's AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

Our AdvancED climate survey indicated the need to improve our school culture for learning, professional culture, and collaboration for professional growth. We will concentrate specifically on the following elements:

- teachers providing students with specific and timely feedback
- school leaders providing regular and timely evaluations for staff members
- school leaders providing more feedback to improve student learning
- school leaders holding themselves accountable for student learning
- increased collaboration with culture, school goals, initiatives, and opportunities for involvement

The following specific actions will be taken:

- Grade Level choice PLC topics once per month
- School-Based Leadership Team (including teachers) guiding SIP Actions and Goals
- regular data chats
- implementation of student and staff circles (team building)
- SBLT Team of volunteer members and administration
- Constant and regular support of administrators at PLC and SBLT
- administrative formal evaluations completed by December
- more detailed feedback from administrators in iObservation during evaluations
- Administration-created low achieving mentor club for students

**12.** Describe your school’s plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

Our PLCs will be implemented weekly using an agenda that outlines our vision, mission, PLC goals, and items to be covered each week. Our schedule will include a weekly rotation of com stat, behavior data, collaborative practice model, and grade level choice/input. Common planning will occur once per week and will be supported by academic coaches and administration. We have an electronic spreadsheet in OneNote that has been created and revised by teachers to upload class data to submit to administration and to discuss during PLCs (Comstat).

 **Professional Development**

**13.** Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

Our focus of professional development has targeted Marzano, DBQ, use of scales and standards-based instruction, Restorative Practices, and backwards planning. Our next steps include full implementation of these trainings, staff-led trainings on these areas, academic coach in classroom 100% of time, leadership by example, and more timely teacher observations.

Provide a list of the key professional development opportunities that you have planned as part of your school’s sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, ISM visit feedback, etc.).

**Targeted Trainings / Teacher and Staff Growth Areas**

Key trainings planned for summer/fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
Marzano Conference Building Expertise	Summer	Instructional Staff	Fall School-site PD

Restorative Practices	Summer	Instructional Staff and Support Staff	Fall School-site PD
ASCD Conference	Summer	Instructional Staff	Fall School-site PD
DBQ	Summer	3-5 Instructional Staff	Evidence in Lesson Plans
Achieve 3000	Pre-school	K-5	Fall School-site PD
Equity Cohort	In the Fall	Instructional Staff	Fall School-site PD



## Family and Community Engagement

Connections: **District Strategic Plan** • Goals 1,3,6,7  
**Marzano Leadership** • Domain 4, 5, 6

**14.** Describe your school’s plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

Our AdvancED climate survey indicated the need to improve the school communication regarding school goals and activities as well as teacher’s informing parents about student progress. We plan to implement Portal Gradebook training, monitoring of more timely grade input in Portal, and more frequent parent conferences. We installed an electronic marquee to ensure dates and events are communicated to families and community members in a timely manner. We have moved many staff and parent related forms and informational resources to electronic communicate.

**15.** Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school’s attempts to support families in interpreting and using student data via trainings, data chats and/or student-led conferences.

We host a monthly family night providing academic training and resources. We host an iStation and ST Math night. Our goal this year is to implement goal-setting night using iStation and reading goals.

### Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use these data to support your goals and strategies to better connect with families.



Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / assignments, progress.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

\*Note: Please use your own school data resources or best estimates in completing this inventory.

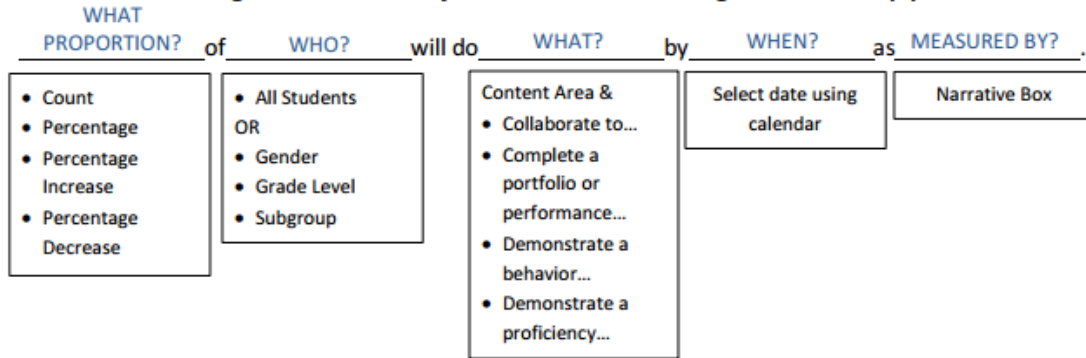
### Family Engagement / Key Goals and Strategies

<b>Goal 1:</b> What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
What is the key strategy that you will implement to accomplish this goal?	
We will keep a roster of teachers that attend family nights to ensure equitable attendance, we will increase our capacity for ticket sales so that we do not deny any families participation in family night, and we will focus our family nights on Arts and parent-student interaction to increase parental interest in attending. We will recruit longer for SAC and PTA and our goal is to have a parent PTA President this year. We will also revamp our after school tutoring program to increase staff and parental involvement.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
	Jennifer Lawless
<b>Goal 2:</b> What is your primary goal and strategy to increase your school’s involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
To increase staff and parent involvement in our community.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Visit students at the Sallie House during pre-school, visit students that earned a level 5 on FSA at their house to congratulate them, home visits for returning students that live nearby, and work with our partnerships to build community resources. We will host a family night or tutoring night in which we visit the student community and bring the help/resources to them.	Allison McLellan
<b>Optional Goal:</b> Describe any other goal you may have related to family / community engagement. Use if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

## Section 2 – Targeted School Goals / Action Steps

## Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.



**SMART GOALS:** Please be sure that your goals throughout this document are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a goal manager and data source.

<b>ELA / Reading Goal</b>	<b>Goal Manager: Johanna Bayliss</b>
Increase ELA Proficiency from 34% to 60% to exceed the district goal of 57% on FSA. We will also increase our L25 50% from the previous year.	
<b>Actions / Activities in Support of ELA Goal</b>	<b>Evidence to Measure Success</b>
L300 Magic Hour interventions	Walkthroughs with feedback
Integrate Achieve 3000 Technology-Based Lessons aligned with Florida Standards	Achieve 3000 Reports
Integrate Science and Social Studies (including DBQ-based lessons) into ELA Block	Lesson Plans/Coaching Log
Utilize Reading Coach 100% of time in classrooms	Coaching Log
Launch IRLA and Spire for VE Curriculum	
Increase school day by 30 minutes in ELA	PLC data Chats
Increased monitoring of iStation	iStation Reports

<b>Mathematics Goal</b>	<b>Goal Manager: Jennifer Lawless</b>
Increase math proficiency rate by 41% to exceed the district goal of 59% on FSA. We will also increase our L25 50% from the previous year.	
<b>Actions / Activities in Support of Math Goal</b>	<b>Evidence to Measure Success</b>
Teachers will collect and utilize data (unit assessments in Unify, ongoing formative assessments, and MAP) to adjust instruction, enrich and reteach, and provide research based interventions.	Teachers will show evidence of curriculum adjustments in their lesson plans
Teachers will conduct data chats with students and support students in setting learning goals based on data and progress monitoring.	Students will track data and goals set in individual data folders

Teachers will increase rigor by using problem-based learning heavily supported by the Eureka curriculum.	Students will engage in real life problem solving activities as evident by their journals, exit tickets, and reflections.
Teachers will provide students with time, manipulatives and instructional support so that they are successful and progressing in ST Math.	Students will complete 75% of the ST Math curriculum prior to FSA testing.

<b>Science Goal</b>		<b>Goal Manager: Jennifer Lawless</b>	
Increase science proficiency rate by 39% to exceed the district goal of 64% on FSA.			
<b>Actions / Activities in Support of Science Goal</b>		<b>Evidence to Measure Success</b>	
Teachers will utilize August Diagnostic Assessment data to identify lowest performing standards and develop plans for differentiation and integration in those areas.		Teachers will show evidence of curriculum adjustments in their lesson plans	
Integrate science curriculum into the ELA block using Achieve 3000 with the support of the reading coach.		Teacher will show evidence of curriculum adjustments in their lesson plans. Teachers will utilize Achieve reports to drive instruction.	
Utilize Virtual Reality Technology to provide and support background knowledge and academic vocabulary.		Teacher will show evidence of curriculum adjustments in their lesson plans. Teachers will utilize Achieve reports to drive instruction.	
Teachers will establish routine practice of the 10-70-20 instructional model. (10%-Setting the Purpose, 70%-Core Science, 20%-Confirming the learning).		Teachers will show evidence of 10-70-20model in lesson plans. Students journals will an increase in student reflections as well as teacher feedback.	
Teachers will implement science labs in grades 3-5, as well as implementation of STEM program in grades 4-5, by providing hands on activities.		Students will record finding in SLAGs and science journals as evidence of learning in science lab and STEM program.	

**Other School Goals\* / Use Only as Needed**

\*All schools are required to complete a Healthy Schools goal.

\*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.)	
<b>Goal Name: Healthy Schools</b>	<b>Goal Manager: Jennifer Bolton</b>

Maintain Alliance for Healthy Schools Bronze level status.	
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>
Healthy Schools Team will meet to promote healthy schools activities.	Evidenced through Alliance for a Healthier generation portal action plan.
Healthy Schools Team will attend trainings to promote school health.	Evidenced through True North Logic.

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b>	<b>Goal Manager:</b>
Place goal statement here.	
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b>	<b>Goal Manager:</b>
Place goal statement here.	
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>

**Academic Achievement Gap / Required Goals**

<b>Subgroup Goal (Black)</b>	<b>Goal Manager:</b> Victoria Wike
Mount Vernon's goal is to have is to have 75% of our black students meet or exceed the proficient level in math and reading as measured by the 2017 FSA.	

<b>Actions / Activities in Support of Black Goal</b>	<b>Evidence to Measure Success</b>
Teacher will implement culturally responsive instructional practices in classrooms.	Culturally Responsive strategies , observations
A cultural response team will be created and those individuals will receive training through the district equity cohort. The team will work with staff to implement culturally responsive practices in classrooms.	Student engagement % and # of classrooms observed and evident
Teachers/Staff Members become mentors.	

Monthly monitoring of student achievement during PLCs	Data analysis of students
Implement circles during daily morning routine	Build relationships in order to achieve highest student success.

<b>Subgroup Goal (ELL)</b>	<b>Goal Manager:</b>
Place goal statement here.	

<b>Actions / Activities in Support of ELL Goal</b>	<b>Evidence to Measure Success</b>

<b>Subgroup Goal (ESE)</b>	<b>Goal Manager:</b> Victoria Wike
Our goal is for 70% of our ESE population will obtain a level 3 or higher on the 2017-2018 FSA.	

<b>Actions / Activities in Support of ESE Goal</b>	<b>Evidence to Measure Success</b>
Students will participate in SPIRE lessons. Provide students with small group lessons based on IRLA. Provide these students with additional learning opportunities geared toward their specific needs	Data will be obtained by SPIRE and individual student IRLA levels.  Data will be obtained by STMATH and iStation
Bi-Weekly progress monitoring to ensure interventions are meeting the needs of students	Data obtained and analyzed from ESE teachers and interventionists.

<b>Subgroup Goal (If Needed)</b>	<b>Goal Manager:</b>
<b>Enter Goal Name</b>	
Place goal statement here (additional goal only if needed).	

<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>

## Early Warning Systems (EWS) -- Data and Goals

**Note:** This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note:

For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.\*

Early Warning Indicator (Number of students by grade level)	Grade 1st	Grade 2nd	Grade 3rd	Grade 4th	Grade 5th	Grade Select	Grade Select	School Totals	
								#	%*
Students scoring at FSA Level 1 (ELA or Math)			46	49	72				
Students with excessive absences / below 90 %	17	18	13	16	15				
Students with excessive behavior / discipline**	5	4	10	14	15				
Students with excessive course failures**									
Students exhibiting two or more Early Warning indicators	0	0	1	2	10				

\*Required per Section 1001.42(18)(a)2.,F.S. \*\* Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F’s (or U’s) in Language Arts or Math and for high schools one or more F’s (or U’s) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. Enter only relevant grade levels as needed per your school site.

**EWS - Attendance**

<b>Attendance Goal</b>		Please ensure that your goal is written as a SMART goal.
The goal for the school year is to decrease the number of students with 10% of more absences from 14% to that of 10%.		
<b>Actions / Activities in Support of Attendance Goal</b>		<b>Evidence to Measure Success</b>
Review attendance percentages every month with CST. Continue to utilize the CST to monitor students with more than 10% absence rate and send home letters to have conferences with families.		The attendance rate as provided by school profiles database.

**EWS - Discipline**

<b>Discipline Goal</b>		Please ensure that your goal is written as a SMART goal.
To decrease the number of referrals in 2017-2018 by 10%.		
<b>Actions / Activities in Support of Discipline Goal</b>		<b>Evidence to Measure Success</b>
School wide behavior plan established and communicated with students and staff		Data from FOCUS and school dashboard


<b>Discipline Goal – Other</b> (as needed) Please ensure that your goal is written as a SMART goal.	
Specify	
Place goal statement here (only if needed).	
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>

**EWS – Academic Intervention**

Describe your school’s established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

Mount Vernon's SBLT team will review data at each meeting. In these meetings, we will determine if students need interventions and if current interventions in place are successful and meet the needs of the student. Those students who need additional opportunities for small group learning will be referred to the extended learning program.

<b>Early Intervention / Extended Learning Goal</b> Please ensure that your goal is written as a SMART goal.
Our extended learning program will see learning gains in 100% of the enrolled students as measured by the iReady assessments.

<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>
Provide differentiated instructional groups and materials for ELP.	Review of iStation data and Achieve 3000 by SBLT team

**Section 3 – Required Items / Resources**

**Instructional Employees**

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	36	% with advanced degrees	33
% receiving effective rating or higher		% first-year teachers	0
% highly qualified (HQT)*	100	% with 1-5 years of experience	10
% certified in-field**	100	% with 6-14 years of experience	13
% ESOL endorsed	76	% with 15 or more years of experience	13

\*as defined in 20 U.S.C. 7801 (23). \*\*as defined in Section 1012.2315(2), F.S. May change with ESSA.

Describe your school’s efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

All positions will be posted to recruit candidates that are highly qualified and represents our student population.

**SAC Membership**

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Robert	Ovalle	Hispanic	Principal
Victoria	Wike	White	Principal
Sherrie	Lee	White	Teacher
Angela	Vigna	White	Parent
Nettie	Gipson	Black	Parent
Christine	Duffield	White	Parent
Tabatha	Carlson	Hispanic	Teacher
Toby	Duffield	White	Parent
Lauren	Nguyen	White	Parent
Sabrina	Adams	White	Parent
Edyth	James	Black	Parent
		Select	
		Select	
		Select	
		Select	
	N	Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	



		Select	
		Select	
		Select	
		Select	
		Select	
		Select	

**SAC Compliance**

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <i>(Describe the measures being taken to meet compliance below.)</i>

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date:
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**SBLT / MTSS Leadership Team**

Is there an SBLT / MTSS school-based team established?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: Robert Ovalle
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Please state the days / intervals that your team meets below.
The SBLT team meets on the first and third Tuesday of the month.

**Budget / SIP Funds**

Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan. Attached budget if preferred.

SIP funds will support the school initiatives as determined by the SAC and SIP. The SIP allocation is \$5 per student.

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