MOUNT VERNON ELEMENTARY SCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Pinellas County School Board.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

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

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

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://cims2.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Mt. 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.

Provide the school's vision statement

100% Student Success

B. School Leadership Team

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

Position Title
Principal

Job Duties and Responsibilities

Facilitates and monitors the execution and implementation process of the School Improvement Plan.

Leadership Team Member #2

Employee's Name
Julie Jones

Position Title
Assistant Principal

Job Duties and Responsibilities

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

Leadership Team Member #3

Employee's Name
Stacey Raspitzi

Position Title
MTSS Coach

Job Duties and Responsibilities

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

Position Title
School Social Worker

Job Duties and Responsibilities

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
Shinique Brown

Position Title
School Psychologist

Job Duties and Responsibilities

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.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

To develop the 24-25 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 24-25 School Improvement Plan.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state 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. *(ESEA 1114(b)(3))*

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 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 present to the SBLT monthly on the State of the Grade. This process will also allow us to monitor student achievement across content areas and ensure continuous improvement.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**61.1%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**TSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: B** **2022-23: B*** **2021-22: D** **2020-21:** **2019-20: C**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more 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-6.0531, 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

Current Year 2024-25

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		3	1	2	5	8				19

Current Year 2024-25

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			2						3
Students retained two or more times				1	2					3

Prior Year (2023-24) 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	15	11	12	8	12				59
One or more suspensions										0
Course failure in ELA				1	1	1				3
Course failure in Math				1						1
Level 1 on statewide ELA assessment				4	8	13				25
Level 1 on statewide Math assessment				3	10	11				24
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) 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				4	6	8				18

Prior Year (2023-24) 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	4		2	4						10
Students retained two or more times				3						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

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

> Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	60			53	54	53	45	55	56
ELA Grade 3 Achievement **	71			57	54	53			
ELA Learning Gains	67			47					
ELA Learning Gains Lowest 25%	78			53					
Math Achievement *	52			46	61	59	31	51	50
Math Learning Gains	41			36					
Math Learning Gains Lowest 25%	33			22					
Science Achievement *	49			64	62	54	34	62	59
Social Studies Achievement *								65	64
Graduation Rate								57	50
Middle School Acceleration								52	52
College and Career Readiness									80
ELP Progress	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)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL FPPI – All Students	56%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	451
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
56%	59%	38%	34%		45%	49%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 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.

C. ESSA Subgroup Data Review (pre-populated)

	2023-24 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	23%	Yes	5	5
Black/African American Students	45%	No		
Hispanic Students	86%	No		
White Students	72%	No		
Economically Disadvantaged Students	51%	No		

	2022-23 ESSA SUBGROUP DATA SUMMARY			
ESSA SUBGROUP	**FEDERAL PERCENT OF POINTS INDEX**	**SUBGROUP BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%**
Students With Disabilities	11%	Yes	4	4
English Language Learners	77%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	**FEDERAL PERCENT OF POINTS INDEX**	**SUBGROUP BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%**
Black/African American Students	38%	Yes	4	
Hispanic Students	63%	No		
Multiracial Students	71%	No		
White Students	62%	No		
Economically Disadvantaged Students	52%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	**FEDERAL PERCENT OF POINTS INDEX**	**SUBGROUP BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%**
Students With Disabilities	29%	Yes	3	3
English Language Learners				
Native American Students				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	**FEDERAL PERCENT OF POINTS INDEX**	**SUBGROUP BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%**
Asian Students				
Black/African American Students	21%	Yes	3	1
Hispanic Students	39%	Yes	1	
Multiracial Students	50%	No		
Pacific Islander Students				
White Students	53%	No		
Economically Disadvantaged Students	34%	Yes	1	

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. (pre-populated)

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.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
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.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	53%	57%			46%			64%					77%
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%					

2021-22 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 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	45%		47%	53%	31%	36%	22%	34%					
Students With Disabilities	22%		44%		9%	41%	30%						
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students	28%		24%		8%	29%	30%	8%					
Hispanic Students	33%		55%		44%	25%							
Multiracial Students	45%				55%								
Pacific Islander Students													
White Students	67%		57%		41%	44%		55%					
Economically Disadvantaged Students	37%		38%	58%	29%	33%	23%	20%					

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.

Data for 2023-24 had not been loaded to CIMS at time of printing.

III. Planning for Improvement

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?

In ELA, grades 3-5 showed a 6% increase in proficiency. In mathematics, grades 3-5 showed a 5% increase in proficiency. Teachers used comparative assessment data to identify learning gaps, plan for remediation and created differentiated small groups to support the individual needs of scholars. Teachers participated in collaborative planning/additional planning time with instructional coaches to plan standards-based lessons.

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

In ELA, K-2 STAR READING/Early Literacy had a 25% decrease in proficiency. This was due to a significant decrease in the number of students reaching proficiency by PM3 in Kindergarten. This can be attributed to the lack of experience and other changes that took place in kindergarten last year. We gained a unit after the 10-day count. We had a teacher to resign in October. This left us with two brand new teachers and one new to the grade level, on this team.

In mathematics, our L25s showed the lowest performance. This could be attributed to several factors including: inconsistent use of Tier 2 interventions in mathematics, lack of teacher/student relationships, lack of teacher content knowledge to address learning gaps within the standard (Benchmark-aligned instruction), and the lack of collaborative planning in the area of mathematics occurring.

In Science, there was a 17% decline in proficiency of our 5th grade cohort. Although a decline from the previous year, this performance was closely aligned to the ELA performance of this cohort.

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

In ELA, the greatest decline was shown in our STAR Reading proficiency. In mathematics, the greatest decline was shown in our K-2 proficiency, with only 44% of our scholars reaching proficiency.

A major factor of this was the lack of intervention use with fidelity/ consistency. We attempted to use three different interventions, not using either of them with fidelity. This was due to us being a TZ school that used a different intervention and shifting the interventions throughout the year.

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.

No Answer Entered

EWS Areas of Concern

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

No Answer Entered

Highest Priorities

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

No Answer Entered

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, Student Engagement

Area of Focus Description and Rationale

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

Although our overall proficiency in grades 3-5 ELA increased, students who did not make a learning gain/increase often showed a lack of engagement in the classrooms. Walkthrough data shows that student engagement was inconsistent across content areas. This year, we will work intentionally on student engagement; defining authentic student engagement and providing professional development that identifies instructional practices that yield high student engagement.

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 60% to 65% as measured by the PM3 3 F.A.S.T. ELA Assessment. The percent of all Grade 3 students achieving proficiency in ELA will remain at 72% as measured by the PM3 3 F.A.S.T. ELA Assessment. The percent of L25 students making learning gains in ELA will increase from 63% to 65% as measured by the PM3 FAST ELA Assessment. The percent of all 3-5 students making learning gains will increase from 65% to 70% as measured by the FAST ELA Assessment.

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 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 defined student engagement
- Weekly ILT meeting to monitor the implementation of high-yield instructional practices
- Weekly SBLT Meeting to monitor the implementation of our SIP strategies/action steps
- Monthly SIP Committee meeting
- Weekly PLCs/Collaborative planning sessions with ILT

- Use of comparative assessment data to identify overall and sub-group learning gaps and plan for small group instruction
- ongoing data analysis of multiple data sources (unit, module, and state assessments)

Person responsible for monitoring outcome
Julie Jones, Assistant Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Create a student-centered classroom environment that leads to deep learning by activating prior knowledge, increasing relevancy, agency, and authentic engagement.

Rationale:
Students thrive in classrooms that promote curiosity, improvement, and risk-taking. By tapping into students' curiosities, relevance is created which results in not only higher levels of student engagement, but deeper and long-lasting learning. Learning becomes more meaningful when students not only know what they are learning, but why they are learning it. All students deserve to feel heard and valued in the classroom. Productive classrooms may buzz with conversation. When students contribute to the collective classroom experience, it motivates and engages them by creating a sense of belonging as well as the satisfaction of being appreciated for their thoughts and ideas. They are a valuable member of the classroom learning experience. Establishing clear expectations at the start of each lesson and providing timely, positive feedback during stretches of independent practice will ensure students build agency and confidence when tackling complex texts and tasks on their own.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Professional Development on Authentic Student Engagement

Person Monitoring:	**By When/Frequency:**
Instructional Leadership Team	Ongoing; monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide professional development on how to cultivate an engaging classroom and plan for authentic engagement on a daily basis. Staff will be engaged in a book study of the book, "The Wild Card". We will kick off our professional development series during preschool and continue throughout the 1st semester to share research-based practices on authentically engaging students across content

areas. This will be monitored through our weekly walkthrough tool, which will provide immediate actionable feedback that includes student engagement. ILT will monitor walkthrough feedback during weekly ILT meetings.

Action Step #2
Intentional instructional practices

Person Monitoring:	**By When/Frequency:**
Instructional Leadership Team	Ongoing; weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Employ instructional practices to motivate and deepen student engagement including, but not limited to: positive expectations for success, novel tasks or other approaches to stimulate curiosity, a one-or two-minute previous or "pitch" to help students see the relevance of the day's lesson meaningful tasks related to student interests and cultural backgrounds. Teachers will engage in a book study of the book, "The Wild Card" that will identify key instructional practices that yield authentic student engagement experiences that increases student engagement. Model classrooms will be developed across content areas and grade level bands. Teachers will visit model classrooms to see this work in action. The instructional leadership team will monitor this action through weekly walkthroughs with actionable feedback. ILT will monitor walkthrough feedback during weekly ILT meetings.

Action Step #3
Improved classroom and school culture

Person Monitoring:	**By When/Frequency:**
Instructional Leadership Team	ongoing; weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Cultivate a trusting and motivating classroom culture where curiosity, improvement & risk-taking are valued. Teachers will engage in a book study of the book, "The Wild Card" that will identify key actions to take to create this environment. Model classrooms will be developed across content areas and grade level bans. Teachers will visit model classrooms to see this work in action. The instructional leadership team will monitor this action through weekly walkthroughs with actionable feedback. ILT will monitor walkthrough feedback during weekly ILT meetings.

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)

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

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 3rd 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.

Area of Focus Description and Rationale

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

Early Literacy is an area of focus being that we saw a drastic decline (-17%) in the percentage of our K-2 students that were proficient at PM3. The greatest decline was in kindergarten with only 44% of our students reaching proficiency. To address this concern, we will strategically focus on fully implementing the Pinellas Early Literacy Initiative (PELI) by focusing on VPK-2 classrooms ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching, and feedback. This work will be supported by our Pinellas Early Literacy Initiative (PELI) coaches. This intentionality will build a solid literacy foundation in our VPK-2 students to further develop in grades 3-5.

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

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.

Grades K-2: Measurable Outcome(s)

The percent of all K-2 students achieving proficiency will increase from 56% to 65% as measured by the PM3 STAR Reading/Early Literacy Assessment.

Grades 3-5: Measurable Outcome(s)

The percent of all 3-5 students achieving proficiency in ELA will increase from 60% to 65% as measured by the PM3 3 F.A.S.T. ELA Assessment. The percent of L25 students making learning gains in ELA will increase from 63% to 65% as measured by the PM3 FAST ELA Assessment. The percent of all 3-5 students making learning gains will increase from 65% to 70% as measured by the FAST ELA Assessment.

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 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 defined student engagement
- Weekly ILT meeting to monitor the implementation of high-yield instructional practices
- Weekly SBLT Meeting to monitor the implementation of our SIP strategies/action steps
- Monthly SIP Committee meeting
- Weekly PLCs/Collaborative planning sessions with ILT
- Use of comparative assessment data to identify overall and sub-group learning gaps and plan for small group instruction
- ongoing data analysis of multiple data sources (ELFAC, Running Record, unit, module, and state assessments)
- Monthly state of the grade presentation to SBLT where we will use the Equity Centered Problem-Solving Routine to identify learning gaps and plan for remediation
- Grade level action plans

Person responsible for monitoring outcome
Julie Jones

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Teachers providing explicit, systematic, and scaffolded instruction.

Rationale:
Teachers are more effective when providing explicit guidance with practice and feedback rather than requiring student discovery while learning new skills/concepts.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:
List the action steps that will be taken to address this Area of Focus or implement this intervention.
Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Instructional supports for all students during core

Person Monitoring: **By When/Frequency:**
Instructional Leadership Team   ongoing; 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 interdependence, including supports for students with exceptional needs, English Language supports,

as well as extensions/more advanced texts for students above benchmark. This will be monitored through weekly walkthroughs and collaborative planning sessions. Strong core instruction will result in increased student achievement.

Action Step #2
Professional Learning

Person Monitoring:	**By When/Frequency:**
Instructional Leadership Team	ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Professional Learning Communities (PLCs) are guided by assessment data and are ongoing, engaging, interactive, collaborative, and job-embedded. PLC's provide time for teachers to collaborate, research, conduct lesson studies, and plan instruction. School-based teams support Pinellas Early Literacy Initiative (PELI) professional learning sessions on the science of reading and evidence-based literacy instruction, materials, and assessment supported by the University of Florida Lastinger Center. School-based teams provide training to teachers that integrate the six components of reading (phonemic awareness, phonics, fluency, oral language, comprehension, and vocabulary) into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies outlined in the Pinellas Early Literacy Initiative.

Area of Focus #3

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD), Black/ African American Students (BLK)

Area of Focus Description and Rationale
Include a description of your Area of Focus, 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, we saw minimal increases in achievement of our black and SWD sub-groups. In ELA, the SWD sub-group increased from 8% to 12% proficiency. The black sub-group increased from 33% to 47%. In mathematics, both of these sub-groups saw a decline in proficiency: SWD sub-group from 18% to 6% and black sub-group from 33% to 28%. We need more of our students in these sub-groups responding to core instruction. In addition, we need to ensure that we are planning purposeful differentiated instruction to meet the individual needs of our learners. The students need to be authentically engaged in standards- based instruction, at the level that the standard is written. This doesn't always happen when these students are pulled out of instruction to receive specialized instruction.

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 black students in grades 3-5 achieving proficiency in ELA will increase from 47% to

55% as measured by the PM3 3 F.A.S.T. ELA Assessment. The percent of SWD in grades 3-5 achieving proficiency in ELA will increase from 12% to 55% as measured by the PM3 3 F.A.S.T. ELA Assessment.

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 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 defined student engagement
- Weekly ILT meeting to monitor the implementation of high-yield instructional practices
- Weekly SBLT Meeting to monitor the implementation of our SIP strategies/action steps
- Monthly SIP Committee meeting
- Weekly PLCs/Collaborative planning sessions with ILT
- Use of comparative assessment data to identify overall and sub-group learning gaps and plan for small group instruction
- ongoing data analysis of multiple data sources (unit, module, and state assessments)

Person responsible for monitoring outcome
Nikishia Dixon, Principal

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).
Description of Intervention #1:
Create a student-centered classroom environment that leads to deep learning by activating prior knowledge, increasing relevancy, agency, and authentic engagement.

Rationale:
Students thrive in classrooms that promote curiosity, improvement, and risk-taking. By tapping into students' curiosities, relevance is created which results in not only higher levels of student engagement, but deeper and long-lasting learning. Learning becomes more meaningful when students not only know what they are learning, but why they are learning it. All students deserve to feel heard and valued in the classroom. Productive classrooms may buzz with conversation. When students contribute to the collective classroom experience, it motivates and engages them by creating a sense of belonging as well as the satisfaction of being appreciated for their thoughts and ideas. They are a valuable member of the classroom learning experience. Establishing clear expectations at the start of each lesson and providing timely, positive feedback during stretches of independent practice will ensure students build agency and confidence when tackling complex texts and tasks on their own.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Professional Learning on authentic student engagement

Person Monitoring:	**By When/Frequency:**
Instructional Leadership Team	ongoing; weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide professional development on how to cultivate an engaging classroom and plan for authentic engagement on a daily basis. Staff will be engaged in a book study of the book, "The Wild Card". We will kick off our professional development series during preschool and continue throughout the 1st semester to share research-based practices on authentically engaging students across content areas. This will be monitored through our weekly walkthrough tool, which will provide immediate actionable feedback that includes student engagement. ILT will monitor walkthrough feedback during weekly ILT meetings.

Action Step #2
Intentional Instructional Practices

Person Monitoring:	**By When/Frequency:**
Instructional Leadership Team	ongoing; weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Employ instructional practices to motivate and deepen student engagement including, but not limited to: positive expectations for success, novel tasks or other approaches to stimulate curiosity, a one-or two-minute previous or "pitch" to help students see the relevance of the day's lesson meaningful tasks related to student interests and cultural backgrounds. Teachers will engage in a book study of the book, "The Wild Card" that will identify key instructional practices that yield authentic student engagement experiences that increases student engagement. Model classrooms will be developed across content areas and grade level bands. Teachers will visit model classrooms to see this work in action. The instructional leadership team will monitor this action through weekly walkthroughs with actionable feedback. ILT will monitor walkthrough feedback during weekly ILT meetings.

Action Step #3
Improved Classroom and School Culture

Person Monitoring:	**By When/Frequency:**
Instructional Leadership Team	ongoing; weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Cultivate a trusting and motivating classroom culture where curiosity, improvement & risk-taking are valued. Teachers will engage in a book study of the book, "The Wild Card" that will identify key actions to take to create this environment. Model classrooms will be developed across content areas

and grade level bans. Teachers will visit model classrooms to see this work in action. The instructional leadership team will monitor this action through weekly walkthroughs with actionable feedback. ILT will monitor walkthrough feedback during weekly ILT meetings.

Area of Focus #4

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

Instructional Practice specifically relating to Differentiation, Math, Small-group Instruction, Student Engagement

Area of Focus Description and Rationale

Include a description of your Area of Focus, 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 proficiency was at 52%, with only 40% making learning gains and 32% of our L25s making learning gains. While we met our proficiency goal, it's very concerning that more of our students are not responding to core instruction by making learning gains. In grades K-2, we didn't meet our SIP goal and in fact saw a decrease from the previous year. This could be attributed to the mid-year changes in our Tier II interventions (Dreambox/I-Ready) as well as not implementing the interventions with fidelity.

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 math will increase from 52% to 55% as measured by the PM3 3 F.A.S.T. Math Assessment. The percent of L25 students making learning gains in math will increase from 32% to 55% as measured by the PM3 FAST ELA Assessment. The percent of all 3-5 students making learning gains will increase from 40% to 55% as measured by the FAST math Assessment. The percent of all K-2 students achieving proficiency will increase from 44% to 55% as measured by the PM3 STAR Math Assessment.

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 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 defined student engagement
- Weekly ILT meeting to monitor the implementation of high-yield instructional practices
- Weekly SBLT Meeting to monitor the implementation of our SIP strategies/action steps
- Monthly SIP Committee meeting

- Weekly PLCs/Collaborative planning sessions with ILT
- Use of comparative assessment data to identify overall and sub-group learning gaps and plan for small group instruction
- ongoing data analysis of multiple data sources (unit, module, and state assessments)

Person responsible for monitoring outcome
Nikishia Dixon, Principal

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Establish mathematics goals to focus student learning within lessons (Cognitive Engagement with Content)

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:
Utilize district curricular materials to create a common foundation of standards-aligned, rigorous expectations for all students. Implement tasks that promote reasoning and problem solving (Academic Discourse, Cognitive Engagement with Content, Formative Assessment & Feedback).

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:
List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Collaborative Planning

Person Monitoring:
Nikishia Dixon, Principal

By When/Frequency:
ongoing, weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers and administrators engage in Common Planning (during or after school) utilizing the Best Instructional Guide to Mathematics (B1G-M) to support Implementation of the B.E.S.T. Standards and other instructional initiatives 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
Professional Learning

Person Monitoring:
Nikishia Dixon, Principal

By When/Frequency:
ongoing, monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers and administrators engage in Just-in-Time Content Professional Learning to become familiar with the design to understand what students are expected to master, including the vertical progression of standards, horizonal alignment of standards, Mathematical Thinking and Reasoning Standards (MTR's) and stages of fluency.

Action Step #3
Standards-based instruction with target/task alignment

Person Monitoring:
Nikishia Dixon, Principal

By When/Frequency:
ongoing; weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Ensure feedback, professional development, and PLC's support the Florida B.E.S.T. Standards and promote strong alignment between standard, target and task.

Action Step #4
Goal Setting

Person Monitoring:
Nikishia Dixon, Principal

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
Building Thinking Classrooms

Person Monitoring:
Nikishia Dixon, Principal

By When/Frequency:
ongoing

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

Math lead teachers have attended professional development (FCTM) centered around Building Thinking Classrooms in Mathematics. These teachers will develop model classrooms for grade bands (K-2, and 3-5) where they will implement the use of optimal instructional practices for thinking that create an ideal setting for deep mathematics learning to occur.

Area of Focus #5

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

Instructional Practice specifically relating to Benchmark-aligned instruction, Science, Student Engagement

Area of Focus Description and Rationale

Include a description of your Area of Focus, 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 we saw a decline in our science performance from the previous year (64% to 47%). This could be attributed to the previous science teacher moving to a coaching position without the experience in working with adults. She went from teaching science to teaching teachers to teach science. The transfer of knowledge and lesson implementation didn't take place. In addition, the 5th grade science teacher lacked the relationships that the previous teacher had with students, which is a big part of student performance.

To increase student achievement in science, we will focus on facilitating standards-based instruction (teacher clarity) and authentic student engagement. In addition, we will utilize assessments and feedback to ensure that our learners get from where they are currently to where they need 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. 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.

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 students achieving proficiency in science will increase from 47% to 60% as measured

by the 2025 Florida State Academic Standards for Science (FSASS) Assessment.

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 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.
- Daily walkthroughs with timely actionable feedback with a lens on standards-based instruction, defined student engagement, and the utilizations of assessments and feedback for standards mastery
- Weekly ILT meeting to monitor the implementation of high-yield instructional practices
- Monthly SBLT Meeting to monitor the implementation of our SIP strategies/action steps
- Monthly SIP Committee meeting
- Use of comparative assessment data to identify overall and sub-group learning gaps and plan for small group instruction
- ongoing data analysis of multiple data sources (unit, module, and state assessments)

Person responsible for monitoring outcome
Instructional Leadership Team

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Utilize district curricular materials to create a common foundation of standards-aligned, rigorous expectations for all students. • Teacher Clarity (Hattie, 0.75 effect size) • Feedback (Hattie, 0.70 effect size); the importance of assessment and feedback for teachers (Hattie & Zierer, 2017) • Planning and Prediction (Hattie, 0.76 effect size) • Formative Assessment & Feedback* • Close Reading & Annotation Strategies

Rationale:
Teacher Clarity is teaching that is organized and intentional. It brings a forthrightness and fairness to the classroom because student learning is based on transparent expectations. Students are provided expectations at the start of the lesson through the learning goal. Students work through a hands-on or text-dependent lesson and then evaluate their learning through an exit ticket or other type of formative assessment. • Assessment and Feedback: 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. • Planning and Predicting: It is imperative that there is intention planning and the use of time; determining how students are going to perform and what they will need to perform well.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Cognitive Engagement

Person Monitoring:	**By When/Frequency:**
Instructional Leadership Team	ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide all students with consistent opportunities to engage in complex, grade-level content and activities aligned to the rigor of the standard/benchmark. • Articulate and advance high expectations for all students consistent with the shared vision for teaching and learning.

Action Step #2
Professional Learning/Planning and Predicting

Person Monitoring:	**By When/Frequency:**
Instructional Leadership Team	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers and administrators engage in the just-in-time training they need to support implementation of the curriculum and other instructional initiatives already underway. • Ensure professional learning is content-focused, teacher and student-focused, instructionally relevant, and actionable.

IV. Positive Culture and Environment

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.

Research shows the importance of student attendance and the impact that student attendance has on student achievement. At Mt. Vernon, our 23-24 attendance data indicates that student attendance isn't a priority in our primary grades. In fact, of the 83 students that have an attendance rate less than 90%, 50 of them are in the primary grades. This shows that many of our primary students are missing foundational instruction that is built upon in the intermediate grades. When students arrive to our intermediate grades with so many foundational gaps, it makes it hard to fill these gaps and teach grade level content simultaneously.

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.

By the end of the 24-25 school year, we will decrease the number of students having an attendance rate below 90% (currently 83 students) by 20% as measured by attendance data found in the attendance dashboard.

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 23-24 school year will participate in the Strive for 5 Attendance Monitoring Program.

Person responsible for monitoring outcome
Angela Trotter, Social Worker

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
Monthly Perfect Attendance Recognition

Person Monitoring:	**By When/Frequency:**
Angela Trotter, Social Worker	Monthly; 2nd Monday of each month

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.

Action Step #2
Attendance Spirit Week (Sept. 3-6, 2024)

Person Monitoring:	**By When/Frequency:**
Angela Trotter	September 3-6, 2024

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 this week. 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.

Action Step #3
Strive for 5

Person Monitoring:	**By When/Frequency:**
Angela Trotter, Social Worker	Monthly

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 23-24 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 an submit their tracker each week that they have attended 5 days for a special treat. These students will be survey in August to determine items that will go in the Strive for 5 treat box.

V. Title I Requirements (optional)

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 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. (ESEA 1114(b)(4))

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

No Answer Entered

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 and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

No Answer Entered

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. (ESEA Section 1114(b)(7)ii))

No Answer Entered

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 ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

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. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

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. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

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. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

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. (ESEA section 11149b)(7)(iii(V)).

No Answer Entered

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. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00