Charlottee County Public Schools

Vineland Elementary School

2015-16 School Improvement Plan

Vineland Elementary School

467 BOUNDARY BLVD, Rotonda West, FL 33947

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	58%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	15%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Charlotte County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

We will ensure a positive educational environment where students master academic and leadership skills preparing them to become life long learners. Motto: LEADERSHIP: Know the Way, Show the Way

Provide the school's vision statement

Student Success!

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

During the registration process, the school gathers information on the native language of each new family. Teachers utilize this knowledge to incorporate lessons that are culture sensitive. In accordance with social studies standards, teachers provide a variety of opportunities to learn about, present information, and celebrate diversity. Vineland celebrates individuality and uniqueness through Stephen Covey's The Leader In Me. Students record special attributes about themselves and their families in the "All About Me" section of their Leadership Notebooks.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Vineland Elementary is a FranklinCovey Lighthouse Leader In Me School that promotes the 7 Habits of Happy Kids. These philosophies carry throughout the school. We educate parents at Parent Teacher Organization (PTO) and School Advisor Committee (SAC) meetings about Vineland's motto "Leadership: Know the Way, Show the Way." We educate students, staff, and families on other safety topics such as bullying, wellness, drug use/abuse, and emergency safety procedures such as Code Red. Before school we have two programs that address respect and safety, involving parents and students. iMom holds monthly meetings to encourage and build positive relationships within the family, as does our All Pro Dads which also encourages fathers to be a part of the school day, supporting instruction, providing supervision, and serving as role models. Our Family Reading Center is open weekly and by appointment to encourage reading among families as well as to build home libraries. Families come to the Center with their students and check out 3 books. Students are also able to choose a free 'keeper book' to help build their own home library. This is also a place where families are able request school information or receive assistance if they are financially disadvantaged.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Vineland Elementary utilizes Positive Behavior Support to encourage and reward positive behaviors. VES is a Lighthouse Leader In Me School that emphasizes the 7 Habits of Happy Kids. These expectations, along with safety procedures and routines, are taught to students and staff. Voice levels and rules are posted throughout the building for reference. Vineland also has a flowchart of

progressive discipline that follows the district Student Code of Conduct guidelines. Instructional time is protected, and students counsel with Leadership to discuss consequences during non-academic time. Behavioral referrals are documented and collected through the Focus electronic data storage system.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The School Counselor provides individual counseling on an as needed basis. Teachers or parents can refer a child to see the counselor at any time. The school counselor uses a comprehensive school counseling program focused for all students on academic and career development, personal and social development, community involvement, and global citizenship development. Vineland Elementary has a contract with Big Brothers/Big Sisters who provide mentoring services to those students in need.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

1. Attendance is recorded daily in Focus data storage. The Assistant Principal monitors attendance through monthly reports and graphs data for goal setting. Attendance letters are sent to families of students who demonstrate an attendance concern after 5 unexcused absences. Phone contact is made for students regardless of an excused or unexcused absence. The Attendance concerns are shared with the school social worker and documentation is kept for referral to the attendance team for intervention.
2. The Assistant Principal monitors referrals and suspensions and reports discipline data to grade level teams, school-wide, and at PTO/SAC meetings. Careful attention is given to over/under identification of students considering gender, disability, and race.
3. Student achievement in ELA and Mathematics is collected through diagnostic and formative assessment. Students performing below grade level expectation are given opportunities for remediation.
4. Students scoring a level 1 on the statewide assessment are identified and provided additional instructional time and immediate, intensive intervention (iii) and given priority for remediation both before and after school.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	6	3	2	6	2	7	26
One or more suspensions	0	0	0	0	0	1	1
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level		Total
	4	**5**	
Students exhibiting two or more indicators	3	2	5

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Intervention strategies have been put in place to improve the academic performance of students identified by the early warning systems. Some of these interventions include; Multi-Tiered System of Supports (MTSS) and our system developed through Focus. Focus provides a variety of district reports regarding retention, referrals, ESE and ELL status, and attendance. Focus automatically generates 5 day and 10 day attendance letters to communicate a concern to parents/guardians. In addition to the existing Focus reports, the Information Communications System (ICS) team is available to support individual school-based criteria for a custom report. Our Social Worker, School Resource Officer, Administration, and teachers contact parents via telephone or in-person conference after students are identified as having an attendance issue through Focus. The attendance team puts attendance interventions in place to assure the student attends school. If chronic absences persist, further steps are taken. Vineland's MTSS is in place to assist students who demonstrate these early warning indicators. Child Talk is the first step in this process and begins with teachers discussing the student during Child Talk. Teachers offer strategies and provide best practices to use with the students to increase performance. If the concerns persist, the student is referred to TST for further action which is graphed and monitored closely. Interventions are put in place to help students achieve their goals. The team meets to discuss the effectiveness of given interventions, create a plan for each student and determine what level of supports a student needs to meet their goals. Curriculum in place to assist in the intervention of improving academic performance of students who are identified by early warning systems include: WIN (What I Need) small group instruction focusing on student deficits, Fast ForWord, Pearson My Sidewalks, iReady program during school and remediation before school,and iReady LAFS and MAFS.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
Yes

PIP Link
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/190116.

Description
A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Vineland Elementary School builds and sustains partnerships with the local community through the use of a variety of school groups. Our School Advisory Council (SAC) meets monthly and is comprised of members of the school staff, parents and community. Another way we build partnerships is through our

Parent Teacher Organization (PTO). Vineland's PTO members reach out to our local businesses during school fundraisers for financial, as well as volunteer support. We also team with our local businesses in order to develop interactive academic activities that support student learning, such as our annual Math Night at our local grocery store. Students attend this event and engage in real-life activities to obtain a better understanding of mathematics and how it is used in the real world. Our Family Resource Center (FRC) has built a number of relationships with our local businesses for the purpose of providing funds to keep our FRC stocked with books and other resources to aid families in need, as well as provide learning experiences for all family members. Local businesses also join families in the FRC for workshops and activities. Vineland also partners with a local needs-based foundation that provides families with clothing, school supplies, and access to other community resources that may be able to assist families in need.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Blunier, Laura	Principal
Barber, Jacqueline	Assistant Principal
Padilla-Harris, Dianna	Instructional Coach
Rigney, Kristen	Guidance Counselor
Wylie, Kathy	Teacher, K-12
Wender, Jean	Teacher, K-12
Baker, Rachel	Teacher, K-12
Cunningham, Linda	Teacher, PreK
Costedio, Sharon	Teacher, K-12
Silva, Jane	Teacher, K-12
Moesching, Megan	Teacher, K-12
Cotton, Valerie	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The principal is the instructional leader of the school. The principal serves on the School Advisory Council (SAC), co-chairs the Partnership and Performance Council (PPC), and participates in the leadership initiatives of the school. All committees utilize a collaborative decision making process. The principal is responsible for the overall master schedule of students and calendar of events. As an instructional leader, the principal facilitates faculty learning meetings with the staff, participates in grade level team meetings, professional development, and analyzes school wide and classroom data. The principal conducts classroom walkthroughs, evaluations, and observations and coaches teachers. The principal oversees all communication leaving the school building.
The Assistant Principal is the co-chair of the Support Staff Partnership Performance Council (SSPPC) and facilitates the CARES Team (Positive Behavior Support and Lighthouse Team) among others. She assists with student discipline interventions and parent conferences. The Assistant Principal conducts classroom walkthroughs, evaluations, and observations and coaches teachers. She also

oversees textbooks, facilities, and transportation.
The Instructional Coach coordinates and facilitates professional development sessions in curricular and instructional areas, provides coaching and mentoring assistance, facilitates data team meetings and assists with data analysis and necessary follow up with teachers regarding interpretation and graphing.
The Guidance Counselor oversees the MTSS process. She conducts individual and group counseling sessions, as well as classroom lessons. She educates students about bullying and works with our needy families to provide them support.
Program Planners (1 per grade level) are the grade level chairmen. They oversee weekly team meetings to plan, brainstorm and troubleshoot. They also facilitate "child talk" - conversations centered around struggling students and brainstorm interventions to foster continued progress. Program Planners ensure the team is collaborating effectively for student success.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Academic and behavioral warning systems help to identify students in need of interventions through a Multi-Tiered System of Supports (MTSS). MTSS meetings are held on a monthly basis at minimum, additional meetings are added as needed depending upon the needs of the students.
The School Advisory Council meets monthly with a focus on the school improvement plan. School progress and data is also shared with SAC members.
The Partnership Performance Council (PPC) is a collaborative decision making team comprised of a representative from K-2, 3-5, ESE, Special Areas, and administration that meets monthly, always focusing on the Student Success Plan (SSP).
As a Leader in Me school, our CARES team meets monthly to discuss behavior and attendance interventions and to align student leadership with student achievement.
The school leadership team meets monthly with the grade level program planners. Then the program planners facilitate weekly team meetings.
FOCUS data storage program-provides a variety of district reports regarding retention, referrals, ESE and ELL status, and attendance. FOCUS automatically generates 5 day and 10 day attendance letters
to communicate a concern to the parents (guardians). In addition to the existing FOCUS reports, the Information Communications System (ICS) team is available to support school-based criteria for a custom report.
i-Ready, and School Portal are data networks that provide a wide variety of academic reports that address both local and state assessment results. They use a color-coded system and filters which give the user opportunity to clearly see/identify students in need of intervention.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Farrah Fishman	Business/Community
Terrie Benedict	Parent
Stacie Blaney	Parent
Laura Blunier	Principal
Denese Boling	Parent
Gina Dickerson	Teacher
Stephine Gressley	Parent
Heather LaBeau	Parent
Michele Meservey	Teacher
Vicky Tuttle	Education Support Employee
Mike Vasher	Parent
Jean Wender	Teacher
Brenda Wilson	Education Support Employee
Mary Warhus	Education Support Employee
Katie Henry	Parent
Casandra Cancelliere	Business/Community
Lisandra Free	Parent
Rachel Baker	Teacher
Jenifer VanBuren	Education Support Employee

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

End of the year data is presented to SAC to use in their evaluation of the SSP from the previous year.

Development of this school improvement plan

A draft of the SSP is presented to the SAC for their review, input and ideas. The SAC also approves the SSP before its final submission.

Preparation of the school's annual budget and plan

Charlotte County Public Schools (CCPS) is not a site based budgeting district.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Charlotte County Public Schools (CCPS) is not a site based budgeting district. School improvement dollars have not been allocated for the current year.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Blunier, Laura	Principal
Padilla-Harris, Dianna	Instructional Coach
Mendelsohn, Becki	Teacher, K-12
Swartz, Nancy	Teacher, K-12
Daughenbaugh, Mary	Teacher, K-12
Dodd, Sherry	Teacher, K-12
Barber, Jacqueline	Assistant Principal
Cokkinias, Jill	Teacher, K-12
Phillips, Terri	Teacher, K-12
Dickerson, Gina	Instructional Media
Martineau, Marie	Paraprofessional

Duties

Describe how the LLT promotes literacy within the school

The Vineland Literacy Leadership Team, also known as Vineland English Language Arts Professional Learning Community, promotes reading and writing by hosting school and community events. A Reading Night is hosted in December in the evening for families to attend where they participate in activities that promote reading and writing both at home and at school. Parents and their children attend these events together. The LLT also hosts two additional school events, one in January as part of the Celebrate Literacy Week in Florida. Various activities take place throughout the week that promote literacy. The second event is held in March as part of Dr. Seuss's birthday and includes guest readers and other fun Dr. Seuss related activities. The LTT will meet regularly during the 14-15 school year to address curriculum issues/concerns in ELA to assist in meeting overall Reading Goal.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Public & Collaborative Teaching:
*Weekly Faculty Learning Meetings (FLM) focus on professional development, Marzano, Kagan, unpacking the standards, MTSS, and student achievement.
*School wide communication through weekly FLM's.
*Instructional Rounds – teachers visit other teachers' classrooms to garner ideas and generate discussions about classroom routines/instruction.
*Data Days – Each grade level and ESE team will receive 3 full days and 3 partial days of collaborative data discussions, creating grade level action plans based on current data to increase student success. Teachers will also focus on FL Plan Standards, planning lessons together to meet the rigor of the new standards and ongoing curriculum mapping.
*Team Planning – Each grade level team will have common planning times in which to work together.
*Professional Learning Community (PLC) groups will meet monthly to learn/work together with a common thread of interest.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Vineland's strategies to recruit and retain highly qualified, certified-in-field effective teachers is by hiring and maintaining employees based on certifications, degrees, and experience. Recruiting and maintaining highly qualified teachers is necessary for the efficient operation of the school. Employees have the direct and indirect responsibility of providing instructional programs which fall within the scope of specific curriculum. The employee's primary responsibility is the classroom or regular facility is which his or her basic assignment occurs. Employees are provided with continued guidance to maintain their highly qualified status and continue instructional growth through annual professional appraisals and development in the improvement of performance of instructional personnel through a comprehensive program of support, training, and documentation of teaching competencies such as Marzano's research based classroom strategies. School and district administration is responsible for recruiting and retaining effective teachers.

Another opportunity we offer for retaining teachers is the Coaching Assisting and Supporting Teachers (CAST) program. Our lead teacher facilitates CAST. Teachers can get assistance formally or informally from our lead teacher. This program was established to identify struggling teachers and then provide them with a team to assist in improving with focus on a variety of topics including lesson planning, professional ethics, classroom management, data analysis, and any other area which shows deficiency.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Every new teacher participates in the New Educator Training (NET) Program for the first 180 days of employment. The new teacher is assigned a peer coach by the principal. This person functions as a mentor at the school site. Preference is given to mentors who have completed clinical educator training and/or are in the same field or grade level team. After the peer coach is identified, he/she meets with the NET participant and together, they agree to a number of weekly meetings throughout the school year at which they will discuss targeted topics. A New Educator Training Mentor Agreement is signed and sent to the county office. NET participants maintain a journal log in their NET Portfolio of the planned mentoring activities which include instruction, school site policies and operations, technology, and assessments among others. The purpose of these mentoring activities is to prepare new teachers to be successful educators.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Vineland uses the core instructional programs as established by the Charlotte County Public Schools District office. All instructional materials must be aligned to the Florida Standards. The materials that have been adopted by the district have all been through extensive peer review and a crosswalk has been provided for those materials that are based on common core standards in order to correlate with the new Florida Standards. Any materials that may be used as supplemental materials must be approved by the school site administrator.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

All Vineland students in grades K through 5 take the iReady assessment three times a year as part of the district approved progress monitoring system. Teachers meet in grade level teams with the Lead Teacher to review the results of these assessments, and to develop an action plan that will meet student needs based on the data. Teachers differentiate instruction based on iReady data as well as other assessments from core instructional materials and teacher made assessments. The teams develop an overall plan to address needs at their grade levels through action plans, and adapt strategies to address those needs. For example; all grade levels developed WIN (What I Need) differentiated groups based on Instructional Grouping Profiles found in i-Ready to address specific targeted skills for each child. Teachers within the grade level as well as additional para professionals assigned to each team will work with students 30 minutes a day during designated WIN time to address skill deficits. Each grade level team also established SMART goals in Math to meet designated Scale Score growth in i-Ready by mid year that would determine a grade level average year's growth in i-Ready. Data days are scheduled after each assessment window for grade level teams to meet in order to determine if any adjustments are needed to action plans based on the new data.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 3,200

Use of iReady instructional math and reading computer based programs to assist identified students with practice in domain specific instruction based on iReady assessment. The program is individualized and interactive to target specific skills and academic needs in both math and reading.
In addition to using iReady during extended instruction, students also participate in Scholastic FASST Math. This program is used to assist students with basic math fact practice to increase automaticity.

Strategy Rationale

Students will have additional practice with math facts which will increase automaticity. Students will also have extra math practice on the learning path designed for them based on their iReady diagnostic assessment.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Barber, Jacqueline, jacqueline.barber@yourcharlotteschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

iReady progress monitoring assessment results.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Transition to Kindergarten - Incoming Kindergarten Students participate in Kindergarten Orientation in May. During this Orientation they meet the Kindergarten Teachers, visit Kindergarten classrooms, participate in a PE activity, and tour the school. In August when the year begins each Kindergarten student has an individual assessment appointment with a Kindergarten Teacher who will screen the child on basic Kindergarten skills. Prior to the first day for Kindergarten the Kindergarten Teachers conduct a back-to-school informational session in the evening to share Kindergarten expectations and routines with Kindergarten families. On the first day of school for Kindergarten students, families are invited to a special send off breakfast and walk their children to their classrooms for the first day. Transition Grades 5 to 6 - The fifth grade program at Vineland Elementary was conceived to serve as a bridge between elementary and middle school. The program was designed based on research that was conducted to determine the strengths and weaknesses of incoming sixth grade students at L. A. Ainger Middle School. The fifth grade is departmentalized to reflect the middle school experience in an effort to scaffold the students through the transition. The programs focuses on teaching organizational skills and the importance of intrinsic motivation. As the year progresses, teacher support is gradually decreased as the students move toward academic independence. In addition, the coursework is also designed to reflect the middle school experience. As the students move from class to class they experience high standards and rigorous instruction in individual content area classrooms.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal　　**B =** Barrier　　**S** = Strategy

1 = Problem Solving Step　　🔑 S123456 = Quick Key

Strategic Goals Summary

G1.　The percent of students reaching proficiency on the ELA iReady End of Year (EOY) diagnostic will increase from 60% in 2015 to 65% in 2016. The percent of students reaching proficiency on the Math iReady End of Year (EOY) diagnostic will increase from 65% in 2015 to 70% in 2016.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. The percent of students reaching proficiency on the ELA iReady End of Year (EOY) diagnostic will increase from 60% in 2015 to 65% in 2016. The percent of students reaching proficiency on the Math iReady End of Year (EOY) diagnostic will increase from 65% in 2015 to 70% in 2016. `1a`

🔍 G070992

Targets Supported `1b`

Indicator	Annual Target
FSA English Language Arts - Achievement	65.0
FSA Mathematics - Achievement	70.0

Resources Available to Support the Goal `2`

- Collaborative Planning
- Additional Supplemental Resources - iReady LAFS and MAFS, iReady Toolkit, CPALMS, Phonics Program, Hands-on Materials, Reading A-Z
- Technology
- Outside trainers as well as school based experts in Kagan, Thinking Maps, LESRA Model, Phonics instruction
- Curriculum Maps

Targeted Barriers to Achieving the Goal `3`

- Time

Plan to Monitor Progress Toward G1. `8`

iReady diagnostic data in the beginning, middle and end of the year as well as ongoing progress monitoring assessment.

Person Responsible

Laura Blunier

Schedule

Quarterly, from 8/27/2014 to 6/5/2015

Evidence of Completion

iReady data student growth reports.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. The percent of students reaching proficiency on the ELA iReady End of Year (EOY) diagnostic will increase from 60% in 2015 to 65% in 2016. The percent of students reaching proficiency on the Math iReady End of Year (EOY) diagnostic will increase from 65% in 2015 to 70% in 2016. 1

🔑 G070992

G1.B1 Time 2

🔑 B185133

G1.B1.S2 Implementation of What I Need (WIN) time grouping students according to skill need across grade level. 4

🔑 S196554

Strategy Rationale

Focused instruction on specific skills as identified through iReady diagnostic data thirty minutes per day in ELA with additional support of paraprofessionals will reduce group size, increase effective instruction, pinpointing areas of weakness allowing students extra practice to master skills in deficit areas and move on. Rather than one teacher having 6 groups in her class, instead there can be several groups across the grade levels.

Action Step 1 5

Grade level teams use Beginning of the Year iReady diagnostic data to group students across entire grade level according to skill based need. Teachers plan for specific instruction thirty minutes daily on skills identified with additional support from paraprofessionals to reduce group size and range of skills targeted. Groups are fluid, when students master skills they move on to the next skill based on their individual need.

Person Responsible

Dianna Padilla-Harris

Schedule

Daily, from 9/14/2015 to 5/20/2016

Evidence of Completion

Student progress monitoring data, lesson plans, observation

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Student growth data through informal and formal assessments including district required assessments will be used to track student growth. Observation data during WIN time and lesson plans will document implementation.

Person Responsible

Laura Blunier

Schedule

Weekly, from 10/5/2015 to 5/20/2016

Evidence of Completion

iReady data, student report cards grades, lesson plans, observation data

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

By sharing students and instructing in skill deficit areas with a wider range of instructors the amount of small groups each teacher individually has to target will decrease and the amount of time spent on specific skill instruction will increase.

Person Responsible

Jacqueline Barber

Schedule

Biweekly, from 10/5/2015 to 5/20/2016

Evidence of Completion

Lesson plans, student growth data on formal and informal assessments

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A1	Grade level teams use Beginning of the Year iReady diagnostic data to group students across entire grade level according to skill based need. Teachers plan for specific instruction thirty minutes daily on skills identified with additional support from paraprofessionals to reduce group size and range of skills targeted. Groups are fluid, when students master skills they move on to the next skill based on their individual need.	Padilla-Harris, Dianna	9/14/2015	Student progress monitoring data, lesson plans, observation	5/20/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	iReady diagnostic data in the beginning, middle and end of the year as well as ongoing progress monitoring assessment.	Blunier, Laura	8/27/2014	iReady data student growth reports.	6/5/2015 quarterly
G1.B1.S2.MA1	By sharing students and instructing in skill deficit areas with a wider range of instructors the amount of small groups each teacher individually has to target will decrease and the amount of time spent on specific skill instruction will increase.	Barber, Jacqueline	10/5/2015	Lesson plans, student growth data on formal and informal assessments	5/20/2016 biweekly
G1.B1.S2.MA1	Student growth data through informal and formal assessments including district required assessments will be used to track student growth. Observation data during WIN time and lesson plans will document implementation.	Blunier, Laura	10/5/2015	iReady data, student report cards grades, lesson plans, observation data	5/20/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. The percent of students reaching proficiency on the ELA iReady End of Year (EOY) diagnostic will increase from 60% in 2015 to 65% in 2016. The percent of students reaching proficiency on the Math iReady End of Year (EOY) diagnostic will increase from 65% in 2015 to 70% in 2016.

G1.B1 Time

G1.B1.S2 Implementation of What I Need (WIN) time grouping students according to skill need across grade level.

PD Opportunity 1

Grade level teams use Beginning of the Year iReady diagnostic data to group students across entire grade level according to skill based need. Teachers plan for specific instruction thirty minutes daily on skills identified with additional support from paraprofessionals to reduce group size and range of skills targeted. Groups are fluid, when students master skills they move on to the next skill based on their individual need.

Facilitator

iReady Professional Development trainers, Dianna Padilla-Harris, Lead Teacher

Participants

Teachers

Schedule

Daily, from 9/14/2015 to 5/20/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.