

Miami-Dade County Public Schools

Vineland K 8 Center



2016-17 Schoolwide Improvement Plan

Vineland K 8 Center

8455 SW 119TH ST, Miami, FL 33156

<http://vinelandelementary.dadeschools.net/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	No	40%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	80%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A*	A	A

**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 Dade 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 a monitoring status of "Former F" (see page 4). 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>.

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Vineland K 8 Center

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

We are a neighborhood school with dedicated, challenging, and encouraging staff and engaged and supportive parents. Together, we help our students to become more confident, responsible, reflective, and innovative problem-solvers who enrich our community. Our school stakeholders faithfully support these efforts that continue a tradition of challenging ourselves to do better, efforts that ensure the enduring value of a Vineland K-8 Center education.

BELIEF STATEMENTS:

The individual student is central to the Vineland's mission, and the program and teaching methods are regularly refined and shaped to promote students' progress and achievement.

For almost fifty-seven years, Vineland has emphasized the development of character, values, and a sense of respect and responsibility as being integral to the curriculum and well-being of each student.

Vineland fosters a learning community of authentic relationships where there is an understanding of the impact of one's actions on the community, on the environment, and on the self.

Each of Vineland's teachers places a high value on personalized instruction that is caring, stimulating, intellectual, and nurturing. Vineland seeks to provide an academic program that ensures successful learning for all students and provides accommodations, support, and enrichment for differences in ability and learning styles.

The school leadership actively encourages its faculty to utilize a wide range of teaching methods and to provide multi-sensory and differentiated instruction, and provides professional development to keep faculty and staff current with the most progressive and innovative educational research and trends.

The Vineland K-8 school community works together to maintain a developmentally appropriate balance between a challenging overall academic program and the individual growth needs of each child. The adults in Vineland K-8 Center are aware of the fact that these years are transitional in a student's life, and they place a priority on helping students manage these transitions.

Our dynamic, diverse community of teaching professionals works collaboratively, innovating, and inspiring each other and their students.

b. Provide the school's vision statement.

Vineland K-8 Center embraces its tradition of celebrating the magic of learning.

2. School Environment

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

A review of the research shows that authors have a lot to say about positive relationships with students. Thompson (1998) says, "The most powerful weapon available to teachers who want to foster a favorable learning climate is a positive relationship with our students." Marzano (2003) states

that students will resist rules and procedures along with the consequent disciplinary actions if the foundation of a good relationship is lacking. And according to Zehm and Kottler (1993), students will never trust us or open themselves up to hear what we have to say unless they sense that we value and respect them.

Developing positive teacher-student relations is one of the most effective steps in establishing a positive discipline climate in the classroom. When students are treated with respect by their teacher, they tend to appreciate and like their teacher. This makes students more willing to want to please their teacher—which causes them to be more likely to behave appropriately. When it comes to student behavior, it is far more often the relationship students have with their teacher than it is the rules themselves that encourages students to follow those rules.

In order to build strong relationships between teachers and students, the following strategies are habitually integrated into everyday interactions with students:

Communicating positive expectations:

- Call on All Students Equitably
- Increase Latency Periods When Questioning Students
- Give Hints and Clues to Help Students Answer Questions
- Tell Students They Have the Ability to Do Well
- Correct students in a constructive way

Developing positive classroom pride

- Display student work
- Positively reinforce students verbally
- Show off the class's achievements
- Speak to the accomplishments of all your students
- Be sincere in your pride in your students
- Look for opportunities for students to be proud in all areas
- Develop parental pride in student accomplishments
- Develop pride in improvement in addition to pride in excellence

Demonstrating caring

- Show an interest in your students' personal lives
- Greet the students by the front door as they enter the classroom
- Watch for and touch base with students who display strong emotion
- Sincerely listen to students
- Empathize with students

During the first days of school, getting to know students is critical for educators. Students come to school expecting to be recognized as individuals. Learning something about each student's culture, background, interests, or achievements is an important component in getting to know students. Each teacher opens school with "getting to know you" activities to learn more about the students and their lives outside of school.

Additionally, our student services program offers individual counseling and advisement to help students set personal goals and develop future plans that include conflict resolution, identity

development, and other student concerns, such as cultural adjustment, learning a new language, social class, racism, substance use, grades, and peer pressure.

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

Creating and enhancing an environment where students feel safe and respected throughout their school day, is a top priority for us. According to the 2014-15 Climate Surveys, 92% of the parent respondents indicated that Vineland is "safe and secure" and 90% of surveyed students agreed with the statement, "I feel safe at my school."

We employ the following to ensure that Vineland maintains a safe environment for our school community:

Develop and maintain high expectations for behavior and achievement;
Foster attitudes of respect for others which are free from discrimination and/or harassment and help students develop an appreciation for the benefits of diversity in our community;
Enhance the safety of all students by addressing issues of cross cultural understanding, bullying, harassment, and violence;
Provide awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, or visitors;
Focus on prevention strategies and offer intervention activities that equip students to deal successfully with developmental issues;
Implement conflict management strategies;
Facilitate student awareness of self-defeating and harmful behaviors;
Provide for crisis intervention as needed.

c. 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.

The Code of Student Conduct (COSC) is the District's policy used in all grades to create a safe learning environment to ensure academic success.

The District promotes the following beliefs:

- All students are valuable and can make worthy contributions to society.
- All students are responsible and accountable for their choices and decisions.
- In order to grow and thrive, individuals need caring relationships and a nurturing environment.
- Supportive family relationships are the foundation of the community.
- High expectations lead to higher performance that empower individuals and strengthen society.
- Continuous learning is a lifelong process that is essential to a productive and enriched life.

To compliment the COSC, the following discipline has been developed by the school:

Vineland's Discipline Plan

Discipline is an essential component to ensure a safe environment conducive to enhancing student achievement. Vineland K-8 Center has established general school wide rules and each teacher has established specific rules and consequences in his/her classroom. The teachers and staff are committed to promoting and maintaining a safe learning environment for all students.

A. MINOR DISRUPTIVE BEHAVIOR

In order to ensure equitable and consistent actions toward students who display minor disruptive behavior and violate the rules, a school wide procedure has been established. The steps to this procedure are as follows:

1. A teacher conference should be held with the student on a one-to-one basis isolated from the rest of the class to avoid embarrassment. At this time, the teacher will go over the problem with the student in order to arrive at a solution. In some cases, isolation in the classroom may be necessary. Never put a child outside the classroom, even if you can see the student through a window or door.
2. If the previous measures fail, then a teacher conference with the parent should be held via telephone call, or a conference at school. A written notice of the misconduct should also be sent home (The agenda book may be used for this purpose). Keep a log of parent conferences in your teacher's grade book. At the teacher/parent conference, an agreement to place the student on a daily/weekly progress report may be established in order to improve behavior.

Once a parent contacts the school to speak to a teacher, the teacher has the responsibility to contact the parent within twenty-four hours. If parent contact cannot be established, the classroom teacher will complete a school social worker form and submit it to the registrar.

3. If previous steps do not resolve the issue, the student should be referred to the counselor with documentation of the above steps indicated.
4. Should the student continue the inappropriate behavior, refer the case to the assistant principal, using the Student Case Management Form with documentation of the above steps indicated.
5. If the student continues to exhibit inappropriate behavior, a referral to the School Support Team (MSST)/RTI may be recommended at this time.

B. CONTINUOUS DISRUPTIVE BEHAVIOR

Continuous disruptive behavior is when a student disrupts the learning process more than three times during a lesson which impedes proper instruction and/or during a time which hinders the performance of another student.

1. When a student exhibits continuous disruptive behavior, she/he will be temporarily removed from the class and reassigned to another teacher.
2. The teacher will complete the steps listed in Section A, Minor Disruptive Behavior.

C. MAJOR DISRUPTIVE BEHAVIOR

Major disruptive behavior is defined as a group of individual misbehavior or disruption involving serious injury, damage to property, serious disruption of school life, possession of a gun and/or other dangerous weapons, theft or property or other serious incidents.

Students who are involved in incidents deemed to be major (Group III, IV and V violations of the Code of Student Conduct) may be suspended or expelled from school. Procedures for handling Group III, IV and V violations will be in accordance to the plans of action as delineated in the Elementary Code of Student Conduct. Indoor suspensions may be used in lieu of outdoor suspensions to reduce students' instructional loss. Work packets will be used to reinforce skills being presented in class that day in coordination with the homeroom teacher. Alternate duties such as work details of picking up trash may also be utilized in lieu of suspension.

D. HALLWAY DISCIPLINE PROCEDURES

Students must be in possession of a hall pass at all times and adhere to the specified hallway rules when not accompanied by a teacher. Teachers are to supervise the students in the halls when going to and coming from the cafeteria and other classes.

The Miami-Dade County Public Schools District is committed to helping all students in developing the values necessary to participate as caring, responsible citizens in our nation's democracy. Response to Intervention for Behavior (RtIB) is part of a Multi Tiered System of Supports (MTSS). RtIB/MTSS is a school-wide model that utilizes an evidenced-based, problem solving approach to improve the educational outcome for all students. RtIB/MTSS provides a continuum of tiered interventions with increasing levels of intensity and duration that aims to prevent inappropriate behavior by means of teaching and reinforcing appropriate behavior.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

Multi-Tiered System of Supports (MTSS) behavior intervention is utilized to assist in integrating academic and behavior supports and services into a fluid and seamless system of multi-tiered service delivery for all students. The MTSS model for instruction and intervention is based on the principle that academic and behavioral supports are first provided at a core or universal level to effectively address the needs of all students in a school (referred to as Tier I). However, not all students respond to the same curricula and teaching strategies. As a result, some students with identified needs will receive supplemental or targeted instruction and intervention at Tier II. Finally, at Tier III, a few students with the most severe needs will receive the most intensive and individualized behavioral and / or academic support.

TIER I

Teach Rules/Expectations

Student Repeats Rules/Expectations Prior to Transition

Preferential Seating

Parent-Teacher Communication System

Personal Connection with Student

Provide Additional Guidance/Extend Instruction

Increase Frequency of Task Related Recognition and Positive Reinforcement

Visual Schedule

Environmental changes: Make various changes in the environment to accommodate the sensory needs of a student.

Use Preferred Activities as Reinforcement

Personally Greet the Student upon Arrival to Class

Use of Tangible/Non-tangible Rewards

Use Classroom Incentives for Individual Student Accomplishments

Use School-Wide Vehicles for Recognition

Assign Classroom Responsibilities for Student Recognition

TIER 2 (with assistance from Student Services)

Teach/Model Communication /Social Skills

Practice Communication and Social Skills

Teach Coping Skills

Teach Positive Self Talk

Use of Personal Interests for Motivation

Teach Anger Management/Problem Solving Skills

Social Stories/Comic Book Conversations

Encourage Positive Peer Connections

Daily/Weekly Progress Reports

Monitoring/Redirection

Spend Individual Time with Student
Student Self-Monitoring of Progress
Acknowledge Use of Replacement Behaviors
Develop a Written Behavior Contract
Develop Functional Assessment of Behavior (FAB) / Behavior Intervention Plan (BIP)

TIER III (MTSS/RtI)
Choice Making
Participation in Extra Curricular Activities
Recognize Small Steps Approximating the Desired Behavior
Provide Quiet Time Space
Evaluate data with RtI Team to discuss next steps for students not demonstrating progress/
improvement in their behavior.

d. 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.

Vineland's Student Services program is an integral and central part of the schools' total educational program. In order to maximize student personal, emotional and social growth and development, the our student services team incorporates the following strategies:

Equip students and parents with problem solving and decision making skills;
Assist students in developing a healthy self-concept, self-awareness, and a sense of personal responsibility;
Conduct and facilitate parent workshops that provide skills to reinforce their child's personal/emotional/social development;
Serve as a liaison for community-based organizations;
Provide community resources to students, and parents;
Provide students with developmentally appropriate transition activities;
Conduct crisis prevention, intervention and post-intervention activities;
Facilitate student awareness of self-defeating and harmful behaviors;
Implement conflict management strategies.

In spite of limited resources, the school community is charged with the responsibility of promoting the personal/social, academic, career/community awareness and health and wellness development of our youth; and schools must equip and empower its students to face the many hurdles they will encounter. Vineland's student services team, comprised of two counselors, a school psychologist, social worker, ESE Chairperson, numerous itinerant teachers, along with administration, is committed to the implementation of a program centered around students' skill development. Our integrated team of student services professionals are uniquely trained to address the academic, personal/social, career/community awareness and health and wellness development needs of all students.

3. Early Warning Systems

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

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

Identifying students at risk of dropping out by using an early warning system is only the first step in addressing the challenge. Studying the indicators made readily available by the school's early warning system can help target students in need with appropriate interventions.

Tracking multiple indicators is integral to the success of our early warning system. There will always

be cases in which students are flagged as at risk based on one indicator (e.g., they fail one or more courses) but not the others (e.g., their overall GPA is higher than 2.5 or their attendance patterns are not of concern). In these cases, it is likely these students are struggling with particular subjects or areas (e.g., literacy), and specific academic interventions may be most appropriate.

In cases where the early warning signs all converge and indicate a general disengagement with school, the provision of more comprehensive strategies and/or programs that aim to get students re-engaged in school activities and academics may be needed. However, we believe that early intervention programs that are disconnected from the core instructional program of a school are unlikely to be effective.

Early Warning Indicators

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- Number of different schools attended
- Previous retentions
- Student characteristics (SWD status, ELL status, gender)

Once EWS data have been combined and compared for the students, the RtI Team asks critical questions about each student to learn what supports or interventions might be best. The questions we ask include:

Attendance

- Is this student's attendance problem due to excused or unexcused absences or both?
- What are the reasons for the absences? What are root causes (e.g. unresolved health issues)?
- Is the student's attendance following a pattern? Are they missing only part of a day?
- Are there also a lot of tardies? Before which classes? Any patterns?

Discipline

- What types of behaviors is the student exhibiting that is resulting in demerits, suspensions, detentions, work details, or office referrals?
- Are there risk-taking behaviors (e.g. use of alcohol, tobacco, or other drugs; early onset of sexual activity)?
- What patterns exist in unacceptable behavior (e.g. location, time of day, staff present)?
- What are the underlying issues? Have they been resolved?

Mobility

- How has the transition of this student into our school and our community been handled?
- What connections need to be made to the student and their family?
- What are the social or personal impacts of the student's relocation?
- Does this student qualify as homeless under federal law?

Student Performance

- Is the student performing higher on one subject than another?
- In what subjects is the student excelling; in what subjects are there struggles?
- Are the struggles the result of failing to complete work on time, or the result of poor performance?
- Has student been evaluated related to disability and if so do the results help interpret the score?
- Is there missing performance data but high risk in the other domains?

Behavior, Status, and Context

- Is the student maintaining good grades or are there struggles in some courses? How is the student doing in core courses?
- Has the student been retained? Is the student likely to be retained this year?
- Has the student been bullied? Is the student bullying others?
- Is the child currently living in foster care? Has the child previously been placed in foster care?
- Has the student had involvement with law enforcement, including having been adjudicated delinquent?
- Does the student have a history of trauma? Are there any known mental health challenges?
- Does the student participate in extracurricular activities? Does the student excel in organized activities outside of the classroom?
- Are there extraordinary family circumstances or a family history of being at risk (e.g. a history of school failure by siblings or parents)?

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	1	0	1	0	5	0	1	2	2	0	0	0	0	12
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	1	0	0	4	8	5	5	2	1	0	0	0	0	26
Level 1 on statewide assessment	0	1	3	2	37	38	32	36	28	0	0	0	0	177
Retentions	1	0	0	2	0	0	0	0	0	0	0	0	0	3

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	2	15	17	12	16	12	0	0	0	0	74

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

Using the Rtl process to effectively problem-solve, the school routinely incorporates the following strategies for addressing the needs of at-risk students:

Attendance

Monitor attendance closely and address any underlying conditions;
Check the school's attendance policy and practices to assure that there are no unintended consequences contributing to absences, such as tardies being counted as half-day absences.

Behavior

Promote alternatives to out-of-school suspension, including a restorative justice approach.

Interpersonal Relationships

Establish and implement bullying prevention policies and practices that create a physically and emotionally safe school environment. Respond swiftly and effectively to any incidents of bullying.

Curriculum and Instruction

Utilize Rtl process to identify and monitor students in need of assistance;

Provide tiered interventions to remediate specific areas of academic deficiency;
Enhance curriculum and instruction to strengthen student engagement;
Ensure responsive strategies are in place to meet varied learning styles and backgrounds.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. In each of the grade levels we serve, communication between teachers and parents is consistent. Emails to and from parents have become just as common as phone calls; notes in student agendas offer another effective means of communication between home and school. Teachers submit requests for assistance to notify the School Support Team (SST) that there is student exhibiting difficulties. SST meetings invite parents in to the school to review student progress and discuss the interventions that will be put in place to monitor the student. Parents are coached through accessing the school system's Parent Portal and electronic gradebook to monitor student grades and attendance, and even sign up to receive electronic alerts if grades fall below a certain threshold. Parental involvement is a staple of our school culture; parents volunteer to read to students during lunch, participate in our "Listeners" program, help out in the office, and collaborate with faculty and staff on school events.

An articulation event is held annually to offer fifth grade parents and students an extensive overview of what the middle school years will bring. An overview of Vineland's Upper Academy is provided, as well as research on the middle school years and why these years are so difficult for students; what students may do to cope with the pressures of a new environment; what parents can do to support their children; and how we address all these issues with our UA students. The Student Progression Plan and course requirements were reviewed to make sure that the academic expectations are clear. In the Upper Academy, both local comprehensive high schools as well as many magnet high schools are invited to come present to our students and their parents all the wonderful things their schools have to offer. These presentations allow families to have questions answered early, in order to make the best choice for each child soon to be entering high school.

The student services department conducts interest inventories to help students make connections between their areas of interest and possible future career paths. They also plan an annual "Career Day" to facilitate opportunities for all students to learn more about a variety of job options for the future.

2. 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.

Parents and the broader community play a vital role in supporting successful learning outcomes. By providing meaningful participation, collaboration and dialogue, we can build relationships that lead to positive action and ultimately, lead to change. The education of our students is a shared responsibility, and by working together, we can benefit the quality of life in Miami-Dade County.

To that end, Vineland looks for creative ways to engage the community in our school. Because of the outreach initiatives of our student services team as well as our PTA, generous business partners have provided us with assistance from incentives to expertise in order to enhance the experiences for our students. Some examples include the following:

Each week, our school e-blast subscription is underwritten by a local business;

A Realtor parent donates a portion of each commission back to the school for homes she sells in the area;

Fresh Market and Publix donate turkeys and Thanksgiving meals for the needy families from the school;

Walgreens provides school supplies for needy students and flu shots on site for all staff;

Colgate provides dental education, screenings, and tooth brushes;

Miami Heiken provides vision screenings, vision exams, and free glasses for qualifying students;

Parrotfish Studios has donated graphic design work to create our logo as well as designing the school website;

Gentle Teeth Family Dentistry has provided rear view mirror hangers to assist with safe dismissal procedures;

TCBY hosts a Family Night during which a percentage of the profits are sent to the school;

Power Pizza provides incentives for students;

An extremely diverse group of professionals participate in the school's annual Career Day;

Fairchild Tropical Garden provides many resources through Fairchild Challenge as well as membership donations to raffle as part of our Fall fundraiser;

YMCA provides after-care services for children of employees as well as incentives for students;

Miami Dade Police Department provides for Do the Right Thing awards and t-shirts as incentives for student citizenship;

Samurai and BJ's Brewhouse restaurants also provide incentives for "Students of the Month."

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Krtausch, Catherine	Principal
Cobo, Joan	Assistant Principal
Vaccaro, Aurora	Teacher, ESE
Iza-Rodriguez, Marlene	Assistant Principal
Bell, Sherri	Instructional Coach

b. Duties

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

Tier One (Leadership Team)

Catherine Krtausch, Principal: Provides a common vision for the use of data-based decision-making, monitors the implementation of interventions with the assistant principals, provides support and direction to school staff by meeting with the Multi-Tiered System of Supports (MTSS) team and providing professional development as needed; and, communicates school-based plans regarding

MTSS to all stakeholders through EESAC.

Joan Cobo and Marlene Iza-Rodriguez, Assistant Principals : Evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches in the Pre-Kindergarten through Eighth Grade.

Work with the instructional coach to identify appropriate, evidence-based intervention strategies as communicated by district personnel; assist with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and lead the assessment process and implementation monitoring, along with the principal; work with fellow team members to follow up on action steps and allocate resources; gather input from the school psychologist and school social worker, in addition to the general education and special education teachers.

Collect and manage data as it relates to Early Warning Systems (academic, attendance, discipline, and any other indicators that might contribute to the identification of students being "at-risk). This data will be shared with the RtI team as part of the problem-solving process to assist in assigning the most appropriate, multi-tiered interventions for students.

Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies. Assist with the ongoing progress monitoring of students identified as “at risk” by the school support team. Provide guidance on K-12 reading plan (CRRP); facilitate and support data collection activities; assist in data analysis; provide professional development and technical assistance to teachers regarding data-based instructional planning; support the implementation of Tier 1, Tier 2, and Tier 2 intervention plans.

Aurora Vaccaro, ESE Chairperson: Participates in student data collection, collaborates with general education teachers to determine strategies for implementation of the intervention program; assists with whole school screening programs that provide early intervening services for children to be considered “at risk.” Assists with the ongoing progress monitoring of students identified as “at risk” by the school support team. Works with fellow team members to follow up on action steps and allocate resources; and provides input at school support team meetings.

Caridad Rencurrell, School Counselor: Assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides input at school support team meetings. The school counselor continues to link child-serving and community agencies to the schools and families to support the child’s academic, emotional, behavioral, and social success.

Sherri Beall, Instructional Coach: Works with Assistant Principals to identify appropriate, evidence-based reading intervention strategies as communicated by district personnel; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides input at school support team meetings.

Sabrina Sellek and Sandra Casanova, Mathematics Leaders: Work with Assistant Principal to identify appropriate, evidence-based mathematics intervention strategies as communicated by district personnel; participates in the design and delivery of professional development; and provides input at school support team meetings.

Annette Angelotti, School Psychologist: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Reaches out to the parents/community to bridge the gap between home and school, and educate parents on the importance of their involvement. Participates in the School Support Team (SST) by participating in collection, interpretation, and analysis of data; facilitates development of intervention plans for "at risk" students; monitors students by analyzing ongoing progress monitoring data of these students.

Wendy Fernandez, School Social Worker

In addition to Tier One problem solving, the Leadership Team members meet to review infrastructure and implementation of building level MTSS.

Tier Two

The Principal, Assistant Principals, ESE Chairperson, Instructional Coach, School Counselor, and School Psychologist will conduct monthly meetings to evaluate intervention efforts for students by subject, grade, and intervention. In addition, grade level chairpersons will be involved when needed to provide information or revise efforts.

Tier Three SST Problem Solving Team

The Principal, Assistant Principals, ESE Chairperson, Instructional Coach, School Counselor, and School Psychologist and parent/guardian make up the Tier 3 SST Problem Solving Team.

2. 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.

The following steps will be considered by the school's Leadership Team to address how we can utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The MTSS Leadership Team will use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Use "A Guide to Determining Response to Intervention Rates for Various Measures of Ongoing Progress at Tiers 2 and 3" in order to determine how we will know if students have made expected levels of progress towards proficiency (What progress will show a positive response?)
4. Responding when grades, subject areas, classes, or individual students have not shown a positive response (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gathering and analyzing data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensuring that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a scheduled basis on student need across Tiers. Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency. Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts. While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Vineland K-8 Center is not a Title I school.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to provide reading and supplementary instructional materials.

Title X- Homeless

Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.

- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- The District Homeless Liaison continues to participate in community organization meetings and task

forces as it relates to homeless children and youth.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and counselors.
- Training and technical assistance for teachers, administrators, and counselors is also a component of this program.
- The middle school counselor counsels students as needed to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.
- The school participates in the "No Place for Hate" program.

District Policy Against Bullying and Harassment

Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.

- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers receive training on an annual basis.
- Curriculum lessons on Bullying and Violence Prevention are provided at each grade level.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
 - 2) Nutrition education, as per state statute, is taught through physical education.
 - 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
- Housing Programs-N/A

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Catherine Krtausch	Principal
Joanie Cobo	Principal
Karen Bodenhamer	Teacher
Aurora Vaccaro	Teacher
Adela Diaz	Teacher
Miriam Capote	Education Support Employee
Gloria Sardinias	Teacher
Lourdes Gonzalez	Teacher
Ana Perez	Education Support Employee
Suzette Lopez	Parent
Alina Ramos	Parent
Francie Aubi	Parent
Michelle Acosta	Parent
Lily Galdo-Marrero	Business/Community
Jessica Blanco	Parent
Carmen Font	Parent
Lina Fuste	Parent
Teri Weinstein Trivizas	Business/Community
Cyndie Blanck	Business/Community
Carlos Jarro	Teacher
Sabrina Sellek	Teacher
Colette Nielson	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

A the first EESAC meeting of the school year, the school performance in each of its components were reviewed to evaluate effectiveness of the 2015-16 School Improvement Plan. Further analyses of data will be conducted as results become available. After evaluating the school's efforts in each area, based on feedback from teachers and parents, we looked at performance results of other schools in the areas of English language arts, mathematics, science, civics, and algebra to get a clear picture of our progress relative to schools with similar demographics.

The committee discussed the strategies from the SIP that had the greatest impact on achievement results, as well as suggestions for changes for the 2016-17 plan.

b. Development of this school improvement plan

Although Vineland has always enjoyed the cooperation of parents and other members of the community in seeking school improvement, the specific guidelines for EESAC participation have ensured greater involvement among various stakeholders. Whether the issues addressed by EESAC originate in that group or are submitted for discussion by other stakeholders, the goal is to be well-

informed and aware of the needs in all areas of school improvement, and to offer insight and input into concerns facing the school. To that end, the entire committee has participated in the preparation of the School Improvement Plan and has reached consensus on the school's educational direction.

c. Preparation of the school's annual budget and plan

In presenting an initial draft of the 2016-17 School Improvement Plan, the principal discussed school needs with EESAC and invited members to propose additional ideas that support the plan.

Funds will be utilized to support the school's Cambridge program, student incentives, registrations for student participation in competitions such as Science Fair, SECME, Robotics, Odyssey of the Mind, District Evaluations for Orchestra, and Geography and History Bee, as well as field trips to enhance the curricular program.

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

Last year, the EESAC funds were primarily used to support the Cambridge program, student incentives and recognitions. To reward good citizenship and exemplary behavior, consistent work ethic, \$900 was spent on buses for field trips. Another \$2,032 was spent on other rewards and incentives, including certificates, and special celebrations as well as registrations for student competitions.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Krtausch, Catherine	Principal
Cobo, Joan	Assistant Principal
Vaccaro, Aurora	Teacher, ESE
Iza-Rodriguez, Marlene	Assistant Principal
Bell, Sherri	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT creates capacity of reading knowledge within the school building, and encourages a literate climate to support effective teaching and learning. This collaborative team carefully analyzes school data, disaggregated in many ways and uses the problem solving protocols of RtI to prioritize areas in need of improvement in the area of reading. After identifying needs, the LLT works with the faculty to problem solve in order to bring about the desired results in student performance. Often, this includes providing professional development to assist teachers in using the most effective, research-based techniques for reading instruction.

D. Public and Collaborative Teaching

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

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

A powerful analogy for the importance of defining a common purpose and direction is that it is like launching a rocket -- if your trajectory is off by inches at launch, you can be off by miles out in orbit. In other words, when moving quickly, it is important to make sure that you have a firm foundation in place and a clear sense of the ultimate objective.

With this in mind, Vineland plans much of its professional development to be structured in ways that will maximize collaborative conversations among teachers to ensure that we are all moving in the same direction. Each year, the faculty is broken up into learning communities. These inter-disciplinary, vertical teams, are tasked with reviewing, discussing, comparing, analyzing, and deliberating to reach consensus on the most appropriate evidence-based conclusions for each meeting's focus. The teams are deliberately balanced to foster rich conversation among colleagues who might not otherwise have opportunities to collaborate professionally. Although there is a chairperson assigned to facilitate each team's self-assessment, these individuals serve as equal ranking members of their teams. Staff members have been trained to implement a formal process that promotes discussion about student learning.

Additionally, common planning time has been built into the master schedule to allow grade levels to collaborate on curriculum and instruction. These meetings have been set up as learning communities, and professional development is provided during this time. This dedicated time also allows for grade levels to voice their needs and concerns to administration while working together to problem solve. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among the faculty during common planning time.

As a Cambridge school, teachers work collaboratively on projects that develop global perspectives among teachers across all our grade levels. This year's Cambridge project is focused on water conservation and the important role it plays in our environment.

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

Vineland explores many avenues in order to recruit and retain the very best teaching corps:

1. Partnering new teachers with veteran staff - Principal and Assistant Principal
2. Providing high quality, relevant professional development on-site - Leadership Team
3. Assisting teachers in seeking out additional professional development as needed - Assistant Principal
4. Using each faculty meeting as an opportunity to model what master teachers do in the classroom; these meetings are planned as interactive lessons where the focus is always on establishing high expectations and improving student learning. - Leadership Team
5. Keeping a close eye on our school data as well as the data from schools we consider to be competitors, and sharing this information with staff - Leadership Team
6. Celebrating successes - Leadership Team
7. Contacting school site and district colleagues for references or suggestions to identify potential teaching candidates - Principal and Assistant Principal
8. Working with local university schools of education to accept additional field experience students and teaching interns for the purpose of identifying potential recruits - Assistant Principal
9. Encouraging clinical supervision training this past summer to be able to accept interns (as part of our partnership with the University of Miami School of Education). Two of our teachers received graduate

credit for participating - Assistant Principal

10. Assistant Principal serves on the Advisory Board for the University of Miami's School of Education Teacher Preparation Program.

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

The school does not currently have any beginning teachers; however, when we do, we make every effort to ensure the beginning teacher has common planning with his/her grade-level colleagues and is given priority in registration for professional development opportunities.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Using data from both formative and summative student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction, and are in full compliance with the Florida Standards for English Language Arts and Mathematics. Instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the school.

Textbook adoption cycles are monitored by the District, and each academic office recruits adoption committees made up of teachers to review various textbooks before recommending their selection to the Superintendent of Schools. Additionally, the District purchases a number of on-line resources for schools, all of which are research-based programs aligned to the Florida Standards.

b. Instructional Strategies

1. 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.

The school establishes and maintains a clearly defined and comprehensive student assessment system. Each year, a variety of student and school data is collected, analyzed, maintained, and updated to reflect snapshots of current conditions while recording notable trends and patterns. Data management includes lag analyses for cohort groups, trend analyses in teacher as well as grade level performance, including disaggregating data by curriculum groupings (to compare gifted, standard curriculum, and SPED student performance), comparison studies of similar schools as well as "stretch schools" and how we compare to district and state averages. Important data points provide compelling evidence that drives school improvement efforts. This data is shared with school stakeholders and provides the rationale for adjustments in strategies and additional professional development in order to meet school improvement goals.

2. 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: After School Program

Minutes added to school year: 0

Vertical, interdisciplinary subcommittees meet after school to engage in professional development to support the school's continuous improvement progress. The participants will identify, collect, analyze, review, and present a variety of data, including evidence, performance data, additional pertinent information, and documented results in order to monitor our progress and make recommendations for adjustments needed.

Concurrently, Professional Learning Communities (PLCs) have been established by grade level in order to address issues relating to curriculum and instruction, with an emphasis on the implementation of the Florida Standards.

Strategy Rationale

Research supports that teachers feel greater personal satisfaction when they believe in their own efficacy, are involved in decision making, and establish strong collegial relationships. School leaders who foster collaboration among novice and veteran teachers can improve teacher retention and teacher satisfaction, according to studies conducted by Susan Kardos and Susan Moore Johnson. They have found that new teachers seem more likely to stay in schools that have an "integrated professional culture" in which new teachers' needs are recognized and all teachers share responsibility for student success.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Krtausch, Catherine , pr5671@dadeschools.net

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

The Leadership Team brings the minutes and report on the indicators back to the group for debriefing and analyses. This information is used to more effectively plan future staff development.

Administration serve as active participants in the PLCs.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Transitions are key times where children face new and challenging tasks as they move from familiar to unknown and more complex surroundings. Educators recognize that transitions have opportunities to promote positive development for students, but, if unmanaged, can result in anxiety or stress that affects learning and relationships. Failure to cope effectively with the demands of the new environment can have consequences that impact immediate and long term adjustment.

In serving ten grade levels (Pre-K through eighth grade), Vineland has the good fortune of being its own feeder school for many, which certainly aids in transitioning from elementary to middle grades.

Middle school is a difficult transition for many students, and it is comforting for ours to know that there are adults they have known and trusted since their earliest years of schooling right down the hallway. Our own students have expressed to us that the familiarity with the campus, and the fact that they have grown up with the school's traditions mitigate much of the anxiety that comes with adolescence. Additionally, the convenience of having a K-8 allows for more families with siblings who stay with us for longer periods of time. This consistency with our families encourages more trusting relationships between the school and home as we watch the children grow from four to fourteen year-olds.

Because it is so important that students are well-prepared to move from one grade to the next, the school employs the following to promote a smooth transition from grade to grade:

Each April, the school hosts a transition meeting for parents of Pre-K students in order to introduce them to kindergarten expectations as well as to provide tips for parents as they begin the "Countdown to Kindergarten."

In May, the Pre-K teacher takes the soon-to-be kindergarteners on a tour of the kindergarten classrooms to meet the teachers and listen to important advice from the kindergarten students moving on.

In January, the school hosts an orientation night for fifth grade families dedicated to Middle School 101," including a comprehensive overview of the what the transition involves as well as the benefits of a K-8 setting.

The school creates many opportunities to allow our older students to work with our younger ones. This not only gives the older students a valuable leadership experience, but it provides mentors for the elementary students. Our middle school students routinely challenge elementary classes to volleyball matches, assist in classrooms, and work alongside them in garden and Cambridge projects.

In May, our eighth grade students spend an afternoon with the fifth grade students, finding fun ways to share their best advice for middle school.

Each year, the school invites the neighborhood as well as magnet high schools to make presentations for our students and their families to get them better acquainted with high school requirements and options.

After eighth grade students learn where they will be going for high school, Vineland assists them with their subject selection process as well as counseling them so they are prepared for what is to come.

Flyers are delivered to the local pre-schools, inviting families to take a tour of Vineland to witness all it has to offer. School tours are held throughout the school year for interested parents of either elementary or middle school children.

Each year, there is a New Parent Coffee to invite parents of new students to meet the schools' administration and Student Services Team and establish an open-door policy as we welcome them into our family.

A volunteer orientation is held to inform parents of the many different opportunities to become involved in their child's school, and how this is a key contributor to student success.

b. College and Career Readiness

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

In the elementary grades, students participate in weekly STEM lessons that focus on incorporating hands-on 21st Century skills for students, as our dependence on new technologies continues to rapidly increase. In grades five through eight, our Cambridge program uses an interdisciplinary approach wherein teachers plan cross-curricular lessons and projects to add depth and meaning to learning for our students.

Through Social Sciences, our 6th graders participate in the KAPOW (Kids and the Power of Work) program, which partners business and community volunteers with teachers and schools to help students discover new and different jobs, what it takes to do them, and how everything they are learning in school helps them prepare for their futures in the workplace, and life.

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

Not applicable

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

Through electives offerings such as Television Production, Journalism, Vex Robotics, Green Studies, and Drama, we offer opportunities for our middle school students to gain exposure to a range of potential career fields that tend to be primarily academic in nature. Our news teams research stories and incorporate numerous technologies to bring them to life for our students. In robotics class, our students use engineering, physics, and computer skills to design and program their robots. In Green Studies, students study ways in which they can protect and preserve our environment while taking an active role in real-world problem solving as well as effective conservation practices. Each of these courses requires habitual critical thinking, supporting student achievement across the board.

4. 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.

Not applicable

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

For the 16th consecutive year, Vineland K-8 Center has earned the FLDOE's distinction of being an "A" school. Our stakeholders have worked hard to implement and support Florida's rigorous standards and

our students have benefited.

According to Spring 2016 FSA EOC results, 100% of students in Algebra and 93% of students taking Civics earned a Level 3 or higher.

In grades 3-8, 80% of students earned a Level 3 or above on the English Language Arts FSA. Even more notable is the fact that the performance of students in English Language Arts shows a significant improvement from year to year, a testament to the strength of our vertical team. Scores demonstrating proficiency in the individual grade levels move from 70% in 4th grade; to 74% in 5th grade; 78% in 6th grade; 84% in 7th grade; to 89% in 8th grade. The ELA Reporting Category that proved most challenging for students schoolwide is "Integration and Knowledge of Ideas."

Mathematics achievement in grades 3-8 was not as strong as in ELA, with 73% scoring a Level 3 or higher on the FSA; however, Learning Gains in math were high at 68%.

B. 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.

Teachers and administrators who spend time in a classroom see the significant array of learner differences. To address these disparities, we ask ourselves, "How can we be 'fair' and still respond to learner variance? Do our current practices make learners more independent or more dependent?"

Many teachers have begun to use, or expand their use of, the principles and practices of differentiation. Our goal is to make these practices more widespread—to move from differentiation in individual classrooms to differentiation that is pervasive throughout the school.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase student achievement by improving core instruction across all content areas.
- G2.** Improve student learning by providing earlier identification, intervention, and monitoring the needs of potentially "at risk" students.
- G3.** Increase the number of STEM-related experiences provided for students in order to prepare them to be college and career ready.
- G4.** Increase support to parents to build strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement.

Strategic Goals Detail

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

G1. Increase student achievement by improving core instruction across all content areas. 1a

G088006

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	87.0
AMO Math - African American	77.0
AMO Math - Hispanic	87.0
AMO Math - White	92.0
AMO Math - SWD	73.0
AMO Math - ED	82.0
FSA Mathematics Achievement	77.0
Algebra I EOC Pass Rate	100.0
Math Gains	81.0
Math Lowest 25% Gains	69.0
AMO Reading - All Students	90.0
AMO Reading - African American	78.0
AMO Reading - Hispanic	91.0
AMO Reading - SWD	72.0
AMO Reading - ED	82.0
CELLA Listening/Speaking Proficiency	49.0
CELLA Reading Proficiency	47.0
FSA ELA Achievement	82.0
ELA/Reading Gains	79.0
ELA/Reading Lowest 25% Gains	78.0
FCAT 2.0 Science Proficiency	78.0
CELLA Writing Proficiency	50.0

Targeted Barriers to Achieving the Goal 3

- More training opportunities are needed in implementation of Florida Standards with an emphasis on differentiating instruction to meet the needs of all learners.
- Students struggle with the demands of domain-specific vocabulary and text complexity when reading many primary and secondary source documents as well as content area textbooks
- Drawing conclusions from multiple pieces of complex information is a high level skill that many students have not fully developed

Resources Available to Help Reduce or Eliminate the Barriers 2

- McGraw-Hill Wonders Program
- McGraw Hill WonderWorks Intervention Program
- Florida Center For Reading Research (FCRR) Materials
- Holt McDougal reading series
- www.fsassessments.org
- iReady

- NBC Learn
- District Pacing Guides
- Professional development trainings in the implementation of standards
- Go Math mathematics series
- Discovery Education
- Explore Learning Gizmos
- FCAT 2.0 Item Specifications for Science
- We the People Civics textbook
- Civics EOC Item Specifications
- Time for Kids in the primary grades
- Cambridge International Examinations Programme
- Promethean

Plan to Monitor Progress Toward G1. 8

MTSS Team will follow the CIM;

Review assessment data from iReady diagnostics and Interim Assessments, as these data become available;

E-Gradebook reports that indicate students making unsatisfactory progress will also be reviewed bi-weekly to determine if students are grasping the tested benchmarks. These reports will be reviewed at monthly MTSS/Rtl meetings as well as grade level meetings;

Follow-up conversations with teachers regarding student progress will offer feedback and discussion as to whether the data provide evidence to suggest that instructional changes are needed.

Person Responsible

Marlene Iza-Rodriguez

Schedule

Monthly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Formative: Analysis of student work; grades, Interim Assessments; Weekly Skills and Unit Assessments; E-Gradebook reports Summative: 2017 FSA in English Language Arts and Mathematics; FCAT 2.0 Science

G2. Improve student learning by providing earlier identification, intervention, and monitoring the needs of potentially "at risk" students. **1a**

 G088007

Targets Supported **1b**

Indicator	Annual Target
Attendance Below 90%	10.0
One or More Suspensions	0.0
ELA Achievement District Assessment	90.0

Targeted Barriers to Achieving the Goal **3**

- Parents of primary students do not take attendance as seriously as parents of older students; students in K-2 are more likely to miss 10% or more of instructional time; primary students tend to accumulate more absences, more tardies, and more early dismissals than older students.
- In order to decrease the number of students retained, additional training is needed to have consistency in the schoolwide processes in place to support students struggling academically, such as the Response to Intervention (RtI) model.
- In order to ensure that more students are proficient in reading by grade 3, more differentiation is needed to meet the needs of a diverse population.
- In order to decrease the number of students who receive behavioral referrals that lead to suspension, additional training is needed to have consistency in the schoolwide processes in place to support students, such as the Code of Student Conduct (COSC) and the Schoolwide Behavior Plan.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Student Services Team Code of Student Conduct Miami Dade County Police Department "Do the Right Thing" Listeners/"Oyentes" Program Jackson Health System Mental Health Emergency Services Psych Solutions
- Vineland's PTA

Plan to Monitor Progress Toward G2. 8

Follow the CIM to:

Monitor attendance bulletins;
Review Progress monitoring data and RFAs;
Review e-Gradebook reports;
Data chats with teachers;
Monitor SCMS

Person Responsible

Catherine Krtausch

Schedule

Weekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Formative: MtSS meeting agendas and notes Attendance bulletins; Student performance data reports; Student failure report from e-Gradebook; Rosters for guided reading groups; Summative: End of Year Attendance Rate Suspension Rate Retained Student Report Student Failure Report Report on SCMS referrals Standardized test results

G3. Increase the number of STEM-related experiences provided for students in order to prepare them to be college and career ready. 1a

G088008

Targets Supported 1b

Indicator	Annual Target
College Readiness Mathematics	5.0

Targeted Barriers to Achieving the Goal 3

- A lack of technology throughout the older buildings had prevented many students from opportunities to experience additional STEM-related activities at school.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Vex Robotics
- Fairchild Challenge
- Cambridge
- Discovery Education
- Explore Learning Gizmos
- <http://stem.dadeschools.net>
- Promethean technology
- Laptop carts

Plan to Monitor Progress Toward G3. 8

Review the STEM-related activities in which students have participated

Person Responsible

Joan Cobo

Schedule

Quarterly, from 10/28/2016 to 6/2/2017

Evidence of Completion

Formative: Cambridge showcase, Student artifacts, STEM-related club rosters, lesson plans, field trip packets, Twitter postings, competition registrations, Fairchild Challenge points awarded, SWAT participation, science fair participation, SECME challenge participation Summative: Report by grade level of STEM-related activities

G4. Increase support to parents to build strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement. 1a

G088009

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	75.0

Targeted Barriers to Achieving the Goal 3

- It can be challenging for working parents to keep up with school happenings because of demanding schedules and hours.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Social media-Facebook and Twitter
- Vineland PTA
- School website
- Weekly e-Blast
- School marquee

Plan to Monitor Progress Toward G4. 8

Review attendance at school events to determine if adjustments need to be made in the day of the week or time of day school events are held or in the way that parents are notified of such events

Person Responsible

Catherine Krtausch

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Attendance as recorded by sign-in sheets

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

 = Problem Solving Step  S123456 = Quick Key


G1. Increase student achievement by improving core instruction across all content areas. 1

 G088006

G1.B1 More training opportunities are needed in implementation of Florida Standards with an emphasis on differentiating instruction to meet the needs of all learners. 2

 B233989

G1.B1.S1 Provide additional support to teachers to help them to better differentiate instruction. 4

 S246796

Strategy Rationale

In order to maximize student engagement and performance in heterogeneous groups, some students may require academic interventions while others need enrichment opportunities in order to see growth.

Action Step 1 5

Increase the use of project-based learning to promote more student-centered, student-driven classrooms that allow teachers to meet the needs of students

Person Responsible

Joan Cobo

Schedule

Monthly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Cambridge Project portfolio, Hispanic Heritage artifacts; science projects; a variety of authentic student work at all levels

Action Step 2 5

Provide Promethean training to assist teachers in maximizing the use of interactive white boards to allow for a more comprehensive integration of technology in the classroom.

Person Responsible

Catherine Krtausch

Schedule

On 9/28/2016

Evidence of Completion

Sign-in sheet for training

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Conduct regular classroom walkthroughs and provide constructive feedback to teachers.

Person Responsible

Catherine Krtausch

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Logs and notes from walkthroughs

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Reviews of student folders, authentic work samples, and formative and summative performance data

Person Responsible

Catherine Krtausch

Schedule

Every 3 Weeks, from 8/29/2016 to 6/9/2017


Evidence of Completion

Notes from classroom walkthroughs, classroom observations, and student data

G1.B3 Students struggle with the demands of domain-specific vocabulary and text complexity when reading many primary and secondary source documents as well as content area textbooks **2**

 B233991

G1.B3.S1 Utilize research-based Reading, Writing, and ESOL strategies to enhance instruction. **4**

 S246797

Strategy Rationale

To improve student achievement, teachers must view themselves as teachers of reading and possess the skills necessary to address the difficult task of teaching expository text. Literacy underpins the school curriculum by developing students' abilities to speak, listen, read and write for a wide range of purposes, using language to learn and communicate, to think, explore and organize. Helping students to express themselves clearly orally and in writing enhances and enriches teaching and learning in all subjects.

Action Step 1 **5**

Provide professional development at school site to train teachers in all grades how to effectively incorporate interactive response journals and support academic writing instruction across the curriculum.

Person Responsible

Sherri Bell

Schedule

On 9/6/2016

Evidence of Completion

Sign-in sheets and workshop materials

Action Step 2 **5**

Provide teachers with graphic organizers during core classes to help students access complex text.

Person Responsible

Sherri Bell

Schedule

Quarterly, from 9/5/2016 to 6/2/2017

Evidence of Completion

Sample graphic organizers for breaking down informational text

Action Step 3 5

Conduct classroom walkthroughs to monitor instruction at all levels.

Person Responsible

Catherine Krtausch

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Classroom walkthrough logs

Action Step 4 5

Teach English Language Arts skills through Science Fair projects to provide students with additional practice to enhance science instruction.

Person Responsible

Marlene Iza-Rodriguez

Schedule

Weekly, from 9/5/2016 to 11/18/2016

Evidence of Completion

Lesson plans and student work

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

During grade level meetings and classroom walkthroughs, administration will verify that sound instructional strategies and practices for literacy through the content areas are being delivered with fidelity.

Person Responsible

Catherine Krtausch

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Classroom walkthrough logs and notes, grade level meeting agendas, lesson plans, student work, and formative assessments.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Analysis of student work, grades, and other formative assessments will measure progress towards proficiency in the Florida Standards.

Person Responsible

Catherine Krtausch


Schedule

Weekly, from 8/22/2016 to 6/2/2017


Evidence of Completion

Grade reports, G2D reports, grade level meetings, and data chats

G1.B6 Drawing conclusions from multiple pieces of complex information is a high level skill that many students have not fully developed **2**

 B233994

G1.B6.S1 Implement academic writing to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing. **4**

 S246798

Strategy Rationale

The Florida Standards Assessments includes written responses for both the English Language Arts and Mathematics sub-tests. Additionally, a lengthier essay response is required in grades four and above, requiring students to provide on-demand responses to text-based prompts, using an entirely new rubric to determine proficiency.

Action Step 1 **5**

Provide professional development at school site to train teachers in all grades how to effectively incorporate and support academic writing instruction across the curriculum

Person Responsible

Joan Cobo

Schedule

On 11/2/2016

Evidence of Completion

Sign-in sheet and workshop materials

Action Step 2 **5**

Meet weekly with grade levels to review progress in the area of academic writing and additional materials to improve and align its instruction with classroom assessment.

Person Responsible

Joan Cobo

Schedule

Monthly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Analysis of student work, grades, and other formative assessments that indicate consistent progress towards proficiency in the academic writing that is required as part of the LAFS.

Action Step 3 5

Conduct classroom walkthroughs to monitor core instruction at all levels across the curriculum.

Person Responsible

Catherine Krtausch

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Classroom walkthrough logs and notes

Action Step 4 5

Provide students with cross-curricular opportunities to read, discuss, interpret, and utilize primary source documents and incorporate them as support for document-based essays.

Person Responsible

Joan Cobo

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Lesson plans and student work

Action Step 5 5

Incorporate the Cambridge philosophy and standards into an interdisciplinary project that includes research and extensive problem-solving.

Person Responsible

Joan Cobo

Schedule

Quarterly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Agendas from grade level meetings; lesson plans; student work

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

During grade level meetings and classroom walkthroughs, administration will verify that sound instructional strategies and practices for academic writing are being delivered with fidelity.

Person Responsible

Catherine Krtausch

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Grade level meeting agendas, classroom walkthrough logs, student work, formative classroom assessments

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Analysis of student work, grades, and other formative assessments will measure progress towards proficiency in the Florida Standards.

Person Responsible

Catherine Krtausch

Schedule

Quarterly, from 10/22/2015 to 6/8/2016


Evidence of Completion

Grade reports, Thinkgate reports, pre and post tests for writing, agendas from Leadership Team meetings

G2. Improve student learning by providing earlier identification, intervention, and monitoring the needs of potentially "at risk" students. 1

 G088007

G2.B1 Parents of primary students do not take attendance as seriously as parents of older students; students in K-2 are more likely to miss 10% or more of instructional time; primary students tend to accumulate more absences, more tardies, and more early dismissals than older students. 2

 B233996

G2.B1.S1 Communicate and educate parents about the relationship between attendance and academic success. 4

 S246799

Strategy Rationale

There are probably no factors more important to successful school progress than regular and punctual school attendance. Students who are tardy or absent excessively from the instructional program will fall behind in academic achievement. Excessive school absenteeism precedes grade failure, loss of interest, and may result in students withdrawing from school.

Action Step 1 5

Send home Connect Ed and e-Blast messages from the emphasizing the importance of being in school, on time, every day.

Person Responsible

Catherine Krtausch

Schedule

Semiannually, from 9/19/2016 to 5/1/2017

Evidence of Completion

Connect Ed report

Action Step 2 5

Establish incentives for students with perfect attendance

Person Responsible

Marlene Iza-Rodriguez

Schedule

Quarterly, from 9/19/2016 to 4/17/2017

Evidence of Completion

Perfect attendance roster

Action Step 3 5

Contacts parents of students with 5 or more tardies or absences, first verbally, then in writing, and if the problem persists, and ARC committee meeting is held.

Person Responsible

Marlene Iza-Rodriguez

Schedule

Monthly, from 8/22/2016 to 6/30/2017

Evidence of Completion

Parent contact logs for attendance

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Meet with Student Services Team

Person Responsible

Catherine Krtausch

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Minutes from meetings

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Monitor attendance bulletins

Person Responsible

Catherine Krtausch

Schedule

Daily, from 8/24/2016 to 6/9/2017

Evidence of Completion

Attendance bulletins

G2.B2 In order to decrease the number of students retained, additional training is needed to have consistency in the schoolwide processes in place to support students struggling academically, such as the Response to Intervention (Rtl) model. 2

B233997

G2.B2.S1 Provide additional training in the Rtl process 4

S246800

Strategy Rationale

Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and reduce behavior problems. The school system embraces the PS/Rtl framework model, now part of educational law, as a system of service delivery that uses evidence based instruction and interventions, progress monitoring, and evaluation, for on-going tracking of individual students in making informed decisions about the student's educational and behavioral programming needs.

Action Step 1 5

Provide a review of the overview of Rtl; Provide a review of what Tier One looks like; Provide a review of what Tier Two looks like, and what everyone's role is in progress monitoring; Provide a review of what must happen when a student moves from Tier Two to Tier Three.

Person Responsible

Marlene Iza-Rodriguez

Schedule

On 12/7/2016

Evidence of Completion

Agendas from meetings; Rtl handouts and forms distributed at meetings

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Participate in the training;
Review progress monitoring data and Requests for Assistance submitted by faculty

Person Responsible

Marlene Iza-Rodriguez

Schedule

Weekly, from 8/22/2016 to 5/5/2017

Evidence of Completion

Agendas from meetings; Sign-in sheets; Forms and handouts; Rtl calendar

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Assist in identifying areas of inconsistencies that require further attention

Person Responsible

Marlene Iza-Rodriguez

Schedule

Weekly, from 9/5/2016 to 5/2/2017


Evidence of Completion

Meeting agendas and notes

G2.B3 In order to ensure that more students are proficient in reading by grade 3, more differentiation is needed to meet the needs of a diverse population. 2

 B233998

G2.B3.S1 Provide explicit, targeted skill-building instruction based of student performance data during differentiated instruction as part of the 90 minute ELA block. 4

 S246801

Strategy Rationale

Miami-Dade's Comprehensive Research-Based Reading Plan (CRRP) and the Florida State Board Rule 6A-6.053 clearly indicates that the reading block will include whole group instruction using the comprehensive core reading program and small group differentiated instruction in order to meet individual student needs. (<http://www.justreadflorida.com/docs/6A-6-053.pdf>)

Action Step 1 5

Create flexible groups based on data to target specific student needs during guided reading and teacher-led centers;

Utilize additional instructional resources from the McGraw Hill Wonders program to re-teach;

Consult with instructional coach as needed for additional support.

Person Responsible

Joan Cobo

Schedule

Every 6 Weeks, from 9/12/2016 to 5/26/2017

Evidence of Completion

Lesson plans; Guided reading group rosters; Data binders to support flexible groupings

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Classroom walkthroughs

Person Responsible

Catherine Krtausch

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Classroom Walkthrough Logs

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Review formative data and Interim Assessment results;
Initiate data chats during grade level meetings;
Review e-Gradebook reports;
Review RFAs

Person Responsible

Joan Cobo

Schedule

Quarterly, from 10/28/2016 to 5/19/2017

Evidence of Completion

Agendas from meetings e-Gradebook reports; Interim Assessment results

G2.B4 In order to decrease the number of students who receive behavioral referrals that lead to suspension, additional training is needed to have consistency in the schoolwide processes in place to support students, such as the Code of Student Conduct (COSC) and the Schoolwide Behavior Plan. 2

B233999

G2.B4.S1 Provide additional training in the COSC and Schoolwide Behavior Plan. 4

S246802

Strategy Rationale

All stakeholders must be aware of the schoolwide expectations for behavior.

Action Step 1 5

Provide orientations for all grade levels to make students aware of the COSC and Schoolwide Behavior Plan.

Person Responsible

Catherine Krtausch

Schedule

Daily, from 9/5/2016 to 9/23/2016

Evidence of Completion

School's calendar

Action Step 2 5

Provide incentives for students who consistently demonstrate good conduct and citizenship.

Person Responsible

Catherine Krtausch

Schedule

Quarterly, from 10/28/2016 to 6/2/2017

Evidence of Completion

Conduct honor roll certificates; recognition ceremonies; field trips

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Post Schoolwide Discipline Plan to school collaboration site;
Review COSC and Schoolwide Discipline Plan

Person Responsible

Joan Cobo

Schedule

On 8/15/2016

Evidence of Completion

Agenda from opening meeting

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Monitor the number and nature of Student Case Management referrals.

Person Responsible

Catherine Krtausch


Schedule

Quarterly, from 10/28/2016 to 5/26/2017

Evidence of Completion

MTSS agendas and notes; Student Case Management report


G3. Increase the number of STEM-related experiences provided for students in order to prepare them to be college and career ready. **1**

 G088008

G3.B1 A lack of technology throughout the older buildings had prevented many students from opportunities to experience additional STEM-related activities at school. **2**

 B234000

G3.B1.S1 Create opportunities for students to participate in STEM-related experiences at all grade levels. **4**

 S246803

Strategy Rationale

We aspire to engage and prepare all our students in Science, Technology, Engineering and Mathematics (STEM) to ensure our community has the next generation of inventors, explorers, innovators and leaders.

Action Step 1 **5**

Incorporate technology-based learning involving science, technology, engineering, and mathematics into classroom instruction through the use of district-purchased software programs.

Person Responsible

Joan Cobo

Schedule

Biweekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Classroom walkthroughs; Lesson plans; Student artifacts

Action Step 2 **5**

Provide a VEX robotics/engineering elective in which Upper Academy students will learn to build and program robots.

Person Responsible

Joan Cobo

Schedule

Semiannually, from 8/24/2015 to 6/8/2016

Evidence of Completion

Master schedule; Lesson plans; Student artifacts; Classroom walkthroughs

Action Step 3 5

Establish after-school enrichment clubs with a STEM-centered focus (SECME, OM, Robotics)

Person Responsible

Joan Cobo

Schedule

Weekly, from 9/28/2016 to 5/24/2017

Evidence of Completion

School calendar; registrations/participation in competitions

Action Step 4 5

Coordinate "Science With a Twist" (SWAT) night where K-5 students come and conduct hands-on experiments led by teachers and Upper Academy National Junior Honor Society students, and rotate through many STEM-related exhibits provided by community partners

Person Responsible

Aurora Vaccaro

Schedule

On 2/8/2017

Evidence of Completion

Sign-in sheets and stamped Science Passports

Action Step 5 5

Coordinate elementary and middle school science fair

Person Responsible

Joan Cobo

Schedule

Weekly, from 9/5/2016 to 11/18/2016

Evidence of Completion

Student projects

Action Step 6 5

As part of the schoolwide Cambridge project, students will hear from experts, take field trips, and do extensive research on the subject of water conservation.

Person Responsible

Joan Cobo

Schedule

Quarterly, from 8/22/2016 to 5/19/2017

Evidence of Completion

Cambridge portfolio

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

During walkthroughs, look for evidence of lessons using district purchased software to promote STEM initiative;
Classroom visitations to observe implementation of the robotics and green studies curriculum;
Implement Cambridge showcase days;
Approve STEM-related field trips;
During grade-level meetings, teachers will be asked to invite administration to their classes during STEM-related activities;
Monitor the infusion of STEM-related activities into all classes.

Person Responsible

Catherine Krtausch

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Classroom walkthroughs; Lesson plans; Student artifacts

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Review how STEM-related activities have been infused at each grade level

Person Responsible

Joan Cobo

Schedule

Quarterly, from 10/30/2016 to 6/2/2017

Evidence of Completion

Classroom Walkthrough logs, lesson plans, student artifacts; STEM-related club participation, field trip packets, competition registrations, Fairchild Challenge points awarded

G4. Increase support to parents to build strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement. 1

G088009

G4.B1 It can be challenging for working parents to keep up with school happenings because of demanding schedules and hours. 2

B234001

G4.B1.S1 Use a variety of methods to communicate with all families regarding school programs and activities. 4

S246804

Strategy Rationale

Parental and Family Involvement is an essential element in effective education. Studies show that two factors are necessary to improve learning: a sound instructional program, and consistent involvement of parents and other influential adults.

Action Step 1 5

Maintain a school Facebook page and Twitter account to use social media and replace an outdated newsletter.

Person Responsible

Joan Cobo

Schedule

Daily, from 8/15/2016 to 6/9/2017

Evidence of Completion

Facebook page likes, Twitter likes and re-tweets

Action Step 2 5

Continue to send weekly E-blasts to subscribers;
Continue to verify and update email addresses to ensure that the E-blast circulation is widespread

Person Responsible

Catherine Krtausch

Schedule

Weekly, from 8/15/2016 to 6/9/2017

Evidence of Completion

Weekly E-blasts

Action Step 3 5

Update the school marquee to be sure that upcoming event dates and announcements are displayed

Person Responsible

Catherine Krtausch

Schedule

Weekly, from 8/15/2016 to 6/9/2017

Evidence of Completion

Marquee

Action Step 4 5

Update the school handbooks and web site to show how the school is organized and provide information for contacting school staff.

Person Responsible

Catherine Krtausch

Schedule

On 6/9/2017

Evidence of Completion

Updated website

Action Step 5 5

Utilize Connect-Ed as a tool for communicating with parents to share important, time sensitive information and give reminders of upcoming events.

Person Responsible

Catherine Krtausch

Schedule

Monthly, from 8/21/2016 to 6/7/2017

Evidence of Completion

Connect-Ed reports

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Monitor number of postings and "likes" on the Facebook and Twitter pages; Report reconciliation of "undeliverable" E-blasts due to incorrect email addresses as well as the number of E-blasts that were received and opened.

Person Responsible

Catherine Krtausch

Schedule

Monthly, from 8/19/2016 to 6/9/2017

Evidence of Completion

PTA Board meeting agendas and minutes, Facebook and Twitter page activity history

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Review results of Parent Survey

Person Responsible

Catherine Krtausch



















Schedule


















On 4/30/2017


Evidence of Completion

Survey results

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B6.S1.MA1  M333900	Analysis of student work, grades, and other formative assessments will measure progress towards...	Krtausch, Catherine	10/22/2015	Grade reports, Thinkgate reports, pre and post tests for writing, agendas from Leadership Team meetings	6/8/2016 quarterly
G1.B6.S1.MA1  M333901	During grade level meetings and classroom walkthroughs, administration will verify that sound...	Krtausch, Catherine	8/24/2015	Grade level meeting agendas, classroom walkthrough logs, student work, formative classroom assessments	6/8/2016 weekly
G3.B1.S1.A1  A320686	Incorporate technology-based learning involving science, technology, engineering, and mathematics...	Cobo, Joan	8/24/2015	Classroom walkthroughs; Lesson plans; Student artifacts	6/8/2016 biweekly
G3.B1.S1.A2  A320687	Provide a VEX robotics/engineering elective in which Upper Academy students will learn to build and...	Cobo, Joan	8/24/2015	Master schedule; Lesson plans; Student artifacts; Classroom walkthroughs	6/8/2016 semiannually
G2.B4.S1.MA1  M333910	Post Schoolwide Discipline Plan to school collaboration site; Review COSC and Schoolwide...	Cobo, Joan	8/15/2016	Agenda from opening meeting	8/15/2016 one-time
G1.B3.S1.A1  A320670	Provide professional development at school site to train teachers in all grades how to effectively...	Bell, Sherri	9/6/1916	Sign-in sheets and workshop materials	9/6/2016 one-time
G2.B4.S1.A1  A320684	Provide orientations for all grade levels to make students aware of the COSC and Schoolwide...	Krtausch, Catherine	9/5/2016	School's calendar	9/23/2016 daily
G1.B1.S1.A2  A320669	Provide Promethean training to assist teachers in maximizing the use of interactive white boards to...	Krtausch, Catherine	9/28/2016	Sign-in sheet for training	9/28/2016 one-time
G1.B6.S1.A1  A320674	Provide professional development at school site to train teachers in all grades how to effectively...	Cobo, Joan	11/2/2016	Sign-in sheet and workshop materials	11/2/2016 one-time
G1.B3.S1.A4  A320673	Teach English Language Arts skills through Science Fair projects to provide students with additional...	Iza-Rodriguez, Marlene	9/5/2016	Lesson plans and student work	11/18/2016 weekly
G3.B1.S1.A5  A320690	Coordinate elementary and middle school science fair	Cobo, Joan	9/5/2016	Student projects	11/18/2016 weekly
G2.B2.S1.A1  A320682	Provide a review of the overview of Rtl; Provide a review of what Tier One looks like; Provide a...	Iza-Rodriguez, Marlene	12/7/2016	Agendas from meetings; Rtl handouts and forms distributed at meetings	12/7/2016 one-time
G3.B1.S1.A4  A320689	Coordinate "Science With a Twist" (SWAT) night where K-5 students come and conduct hands-on...	Vaccaro, Aurora	2/8/2017	Sign-in sheets and stamped Science Passports	2/8/2017 one-time
G2.B1.S1.A2  A320680	Establish incentives for students with perfect attendance	Iza-Rodriguez, Marlene	9/19/2016	Perfect attendance roster	4/17/2017 quarterly
G4.B1.S1.MA1  M333915	Review results of Parent Survey	Krtausch, Catherine	4/30/2017	Survey results	4/30/2017 one-time
G2.B1.S1.A1  A320679	Send home Connect Ed and e-Blast messages from the emphasizing the importance of being in school,...	Krtausch, Catherine	9/19/2016	Connect Ed report	5/1/2017 semiannually
G2.B2.S1.MA1  M333905	Assist in identifying areas of inconsistencies that require further attention	Iza-Rodriguez, Marlene	9/5/2016	Meeting agendas and notes	5/2/2017 weekly
G2.B2.S1.MA1  M333906	Participate in the training; Review progress monitoring data and Requests for Assistance...	Iza-Rodriguez, Marlene	8/22/2016	Agendas from meetings; Sign-in sheets; Forms and handouts; Rtl calendar	5/5/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S1.MA1  M333907	Review formative data and Interim Assessment results; Initiate data chats during grade level...	Cobo, Joan	10/28/2016	Agendas from meetings e-Gradebook reports; Interim Assessment results	5/19/2017 quarterly
G3.B1.S1.A6  A320691	As part of the schoolwide Cambridge project, students will hear from experts, take field trips, and...	Cobo, Joan	8/22/2016	Cambridge portfolio	5/19/2017 quarterly
G3.B1.S1.A3  A320688	Establish after-school enrichment clubs with a STEM-centered focus (SECME, OM, Robotics)	Cobo, Joan	9/28/2016	School calendar; registrations/ participation in competitions	5/24/2017 weekly
G1.B1.S1.A1  A320668	Increase the use of project-based learning to promote more student-centered, student-driven...	Cobo, Joan	8/29/2016	Cambridge Project portfolio, Hispanic Heritage artifacts; science projects; a variety of authentic student work at all levels	5/26/2017 monthly
G1.B6.S1.A2  A320675	Meet weekly with grade levels to review progress in the area of academic writing and additional...	Cobo, Joan	8/29/2016	Analysis of student work, grades, and other formative assessments that indicate consistent progress towards proficiency in the academic writing that is required as part of the LAFS.	5/26/2017 monthly
G1.B6.S1.A5  A320678	Incorporate the Cambridge philosophy and standards into an interdisciplinary project that includes...	Cobo, Joan	8/22/2016	Agendas from grade level meetings; lesson plans; student work	5/26/2017 quarterly
G2.B3.S1.MA1  M333908	Classroom walkthroughs	Krtausch, Catherine	8/22/2016	Classroom Walkthrough Logs	5/26/2017 weekly
G2.B3.S1.A1  A320683	Create flexible groups based on data to target specific student needs during guided reading and...	Cobo, Joan	9/12/2016	Lesson plans; Guided reading group rosters; Data binders to support flexible groupings	5/26/2017 every-6-weeks
G2.B4.S1.MA1  M333909	Monitor the number and nature of Student Case Management referrals.	Krtausch, Catherine	10/28/2016	MTSS agendas and notes; Student Case Management report	5/26/2017 quarterly
G3.MA1  M333914	Review the STEM-related activities in which students have participated	Cobo, Joan	10/28/2016	Formative: Cambridge showcase, Student artifacts, STEM-related club rosters, lesson plans, field trip packets, Twitter postings, competition registrations, Fairchild Challenge points awarded, SWAT participation, science fair participation, SECME challenge participation Summative: Report by grade level of STEM-related activities	6/2/2017 quarterly
G4.MA1  M333917	Review attendance at school events to determine if adjustments need to be made in the day of the...	Krtausch, Catherine	8/22/2016	Attendance as recorded by sign-in sheets	6/2/2017 monthly
G1.B1.S1.MA1  M333897	Conduct regular classroom walkthroughs and provide constructive feedback to teachers.	Krtausch, Catherine	8/22/2016	Logs and notes from walkthroughs	6/2/2017 weekly
G1.B3.S1.MA1  M333898	Analysis of student work, grades, and other formative assessments will measure progress towards...	Krtausch, Catherine	8/22/2016	Grade reports, G2D reports, grade level meetings, and data chats	6/2/2017 weekly
G1.B3.S1.MA1  M333899	During grade level meetings and classroom walkthroughs, administration will verify that sound...	Krtausch, Catherine	8/22/2016	Classroom walkthrough logs and notes, grade level meeting agendas, lesson plans, student work, and formative assessments.	6/2/2017 weekly
G1.B3.S1.A2  A320671	Provide teachers with graphic organizers during core classes to help students access complex text.	Bell, Sherri	9/5/2016	Sample graphic organizers for breaking down informational text	6/2/2017 quarterly
G1.B3.S1.A3  A320672	Conduct classroom walkthroughs to monitor instruction at all levels.	Krtausch, Catherine	8/22/2016	Classroom walkthrough logs	6/2/2017 weekly
G1.B6.S1.A3  A320676	Conduct classroom walkthroughs to monitor core instruction at all levels across the curriculum.	Krtausch, Catherine	8/22/2016	Classroom walkthrough logs and notes	6/2/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B6.S1.A4  A320677	Provide students with cross-curricular opportunities to read, discuss, interpret, and utilize...	Cobo, Joan	8/22/2016	Lesson plans and student work	6/2/2017 weekly
G2.B1.S1.MA1  M333904	Meet with Student Services Team	Krtausch, Catherine	8/22/2016	Minutes from meetings	6/2/2017 biweekly
G2.B4.S1.A2  A320685	Provide incentives for students who consistently demonstrate good conduct and citizenship.	Krtausch, Catherine	10/28/2016	Conduct honor roll certificates; recognition ceremonies; field trips	6/2/2017 quarterly
G3.B1.S1.MA1  M333912	Review how STEM-related activities have been infused at each grade level	Cobo, Joan	10/30/2016	Classroom Walkthrough logs, lesson plans, student artifacts; STEM-related club participation, field trip packets, competition registrations, Fairchild Challenge points awarded	6/2/2017 quarterly
G3.B1.S1.MA1  M333913	During walkthroughs, look for evidence of lessons using district purchased software to promote STEM...	Krtausch, Catherine	8/22/2016	Classroom walkthroughs; Lesson plans; Student artifacts	6/2/2017 biweekly
G4.B1.S1.A5  A320696	Utilize Connect-Ed as a tool for communicating with parents to share important, time sensitive...	Krtausch, Catherine	8/21/2016	Connect-Ed reports	6/7/2017 monthly
G1.MA1  M333902	MTSS Team will follow the CIM; Review assessment data from iReady diagnostics and Interim...	Iza-Rodriguez, Marlene	8/29/2016	Formative: Analysis of student work; grades, Interim Assessments; Weekly Skills and Unit Assessments; E-Gradebook reports Summative: 2017 FSA in English Language Arts and Mathematics; FCAT 2.0 Science	6/8/2017 monthly
G2.MA1  M333911	Follow the CIM to: Monitor attendance bulletins; Review Progress monitoring data and RFAs;...	Krtausch, Catherine	8/22/2016	Formative: MtSS meeting agendas and notes Attendance bulletins; Student performance data reports; Student failure report from e-Gradebook; Rosters for guided reading groups; Summative: End of Year Attendance Rate Suspension Rate Retained Student Report Student Failure Report Report on SCMS referrals Standardized test results	6/9/2017 weekly
G1.B1.S1.MA1  M333896	Reviews of student folders, authentic work samples, and formative and summative performance data	Krtausch, Catherine	8/29/2016	Notes from classroom walkthroughs, classroom observations, and student data	6/9/2017 every-3-weeks
G2.B1.S1.MA1  M333903	Monitor attendance bulletins	Krtausch, Catherine	8/24/2016	Attendance bulletins	6/9/2017 daily
G4.B1.S1.MA1  M333916	Monitor number of postings and "likes" on the Facebook and Twitter pages; Report reconciliation of...	Krtausch, Catherine	8/19/2016	PTA Board meeting agendas and minutes, Facebook and Twitter page activity history	6/9/2017 monthly
G4.B1.S1.A1  A320692	Maintain a school Facebook page and Twitter account to use social media and replace an outdated...	Cobo, Joan	8/15/2016	Facebook page likes, Twitter likes and re-tweets	6/9/2017 daily
G4.B1.S1.A2  A320693	Continue to send weekly E-blasts to subscribers; Continue to verify and update email addresses to...	Krtausch, Catherine	8/15/2016	Weekly E-blasts	6/9/2017 weekly
G4.B1.S1.A3  A320694	Update the school marquee to be sure that upcoming event dates and announcements are displayed	Krtausch, Catherine	8/15/2016	Marquee	6/9/2017 weekly
G4.B1.S1.A4  A320695	Update the school handbooks and web site to show how the school is organized and provide...	Krtausch, Catherine	8/10/2016	Updated website	6/9/2017 one-time
G2.B1.S1.A3  A320681	Contacts parents of students with 5 or more tardies or absences, first verbally, then in writing,...	Iza-Rodriguez, Marlene	8/22/2016	Parent contact logs for attendance	6/30/2017 monthly

V. Professional Development Opportunities

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

G1. Increase student achievement by improving core instruction across all content areas.

G1.B1 More training opportunities are needed in implementation of Florida Standards with an emphasis on differentiating instruction to meet the needs of all learners.

G1.B1.S1 Provide additional support to teachers to help them to better differentiate instruction.

PD Opportunity 1

Provide Promethean training to assist teachers in maximizing the use of interactive white boards to allow for a more comprehensive integration of technology in the classroom.

Facilitator

Promethean

Participants

All teachers

Schedule

On 9/28/2016

G1.B3 Students struggle with the demands of domain-specific vocabulary and text complexity when reading many primary and secondary source documents as well as content area textbooks

G1.B3.S1 Utilize research-based Reading, Writing, and ESOL strategies to enhance instruction.

PD Opportunity 1

Provide professional development at school site to train teachers in all grades how to effectively incorporate interactive response journals and support academic writing instruction across the curriculum.

Facilitator

Cathy Krtausch

Participants

All teachers

Schedule

On 9/6/2016

G1.B6 Drawing conclusions from multiple pieces of complex information is a high level skill that many students have not fully developed

G1.B6.S1 Implement academic writing to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing.

PD Opportunity 1

Provide professional development at school site to train teachers in all grades how to effectively incorporate and support academic writing instruction across the curriculum

Facilitator

Elcira Gonzalez and Laura Moreno

Participants

All teachers

Schedule

On 11/2/2016

VI. Technical Assistance Items

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

G1. Increase student achievement by improving core instruction across all content areas.

G1.B3 Students struggle with the demands of domain-specific vocabulary and text complexity when reading many primary and secondary source documents as well as content area textbooks

G1.B3.S1 Utilize research-based Reading, Writing, and ESOL strategies to enhance instruction.

TA Opportunity 1

Provide teachers with graphic organizers during core classes to help students access complex text.

Facilitator

Sherri Beall

Participants

Content area teachers

Schedule

Quarterly, from 9/5/2016 to 6/2/2017

G2. Improve student learning by providing earlier identification, intervention, and monitoring the needs of potentially "at risk" students.

G2.B2 In order to decrease the number of students retained, additional training is needed to have consistency in the schoolwide processes in place to support students struggling academically, such as the Response to Intervention (RtI) model.

G2.B2.S1 Provide additional training in the RtI process

TA Opportunity 1

Provide a review of the overview of RtI; Provide a review of what Tier One looks like; Provide a review of what Tier Two looks like, and what everyone's role is in progress monitoring; Provide a review of what must happen when a student moves from Tier Two to Tier Three.

Facilitator

Assistant Principal/RtI Liason and SPED Dept. Chairperson

Participants

Faculty

Schedule

On 12/7/2016

VII. Budget

1	G1.B1.S1.A1	Increase the use of project-based learning to promote more student-centered, student-driven classrooms that allow teachers to meet the needs of students	\$0.00
2	G1.B1.S1.A2	Provide Promethean training to assist teachers in maximizing the use of interactive white boards to allow for a more comprehensive integration of technology in the classroom.	\$0.00
3	G1.B3.S1.A1	Provide professional development at school site to train teachers in all grades how to effectively incorporate interactive response journals and support academic writing instruction across the curriculum.	\$0.00
4	G1.B3.S1.A2	Provide teachers with graphic organizers during core classes to help students access complex text.	\$0.00
5	G1.B3.S1.A3	Conduct classroom walkthroughs to monitor instruction at all levels.	\$0.00
6	G1.B3.S1.A4	Teach English Language Arts skills through Science Fair projects to provide students with additional practice to enhance science instruction.	\$0.00
7	G1.B6.S1.A1	Provide professional development at school site to train teachers in all grades how to effectively incorporate and support academic writing instruction across the curriculum	\$0.00
8	G1.B6.S1.A2	Meet weekly with grade levels to review progress in the area of academic writing and additional materials to improve and align its instruction with classroom assessment.	\$0.00
9	G1.B6.S1.A3	Conduct classroom walkthroughs to monitor core instruction at all levels across the curriculum.	\$0.00
10	G1.B6.S1.A4	Provide students with cross-curricular opportunities to read, discuss, interpret, and utilize primary source documents and incorporate them as support for document-based essays.	\$0.00
11	G1.B6.S1.A5	Incorporate the Cambridge philosophy and standards into an interdisciplinary project that includes research and extensive problem-solving.	\$0.00
12	G2.B1.S1.A1	Send home Connect Ed and e-Blast messages from the emphasizing the importance of being in school, on time, every day.	\$0.00
13	G2.B1.S1.A2	Establish incentives for students with perfect attendance	\$0.00
14	G2.B1.S1.A3	Contacts parents of students with 5 or more tardies or absences, first verbally, then in writing, and if the problem persists, and ARC committee meeting is held.	\$0.00
15	G2.B2.S1.A1	Provide a review of the overview of RtI; Provide a review of what Tier One looks like; Provide a review of what Tier Two looks like, and what everyone's role is in progress monitoring; Provide a review of what must happen when a student moves from Tier Two to Tier Three.	\$0.00
16	G2.B3.S1.A1	Create flexible groups based on data to target specific student needs during guided reading and teacher-led centers; Utilize additional instructional resources from the McGraw Hill Wonders program to re-teach; Consult with instructional coach as needed for additional support.	\$0.00
17	G2.B4.S1.A1	Provide orientations for all grade levels to make students aware of the COSC and Schoolwide Behavior Plan.	\$0.00

18	G2.B4.S1.A2	Provide incentives for students who consistently demonstrate good conduct and citizenship.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	School Improvement Funds		\$1,500.00
			Notes: Incentives and Recognitions			
19	G3.B1.S1.A1	Incorporate technology-based learning involving science, technology, engineering, and mathematics into classroom instruction through the use of district-purchased software programs.				\$0.00
20	G3.B1.S1.A2	Provide a VEX robotics/engineering elective in which Upper Academy students will learn to build and program robots.				\$0.00
21	G3.B1.S1.A3	Establish after-school enrichment clubs with a STEM-centered focus (SECME, OM, Robotics)				\$0.00
22	G3.B1.S1.A4	Coordinate "Science With a Twist" (SWAT) night where K-5 students come and conduct hands-on experiments led by teachers and Upper Academy National Junior Honor Society students, and rotate through many STEM-related exhibits provided by community partners				\$0.00
23	G3.B1.S1.A5	Coordinate elementary and middle school science fair				\$0.00
24	G3.B1.S1.A6	As part of the schoolwide Cambridge project, students will hear from experts, take field trips, and do extensive research on the subject of water conservation.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			5671 - Vineland K 8 Center	School Improvement Funds		\$1,500.00
25	G4.B1.S1.A1	Maintain a school Facebook page and Twitter account to use social media and replace an outdated newsletter.				\$0.00
26	G4.B1.S1.A2	Continue to send weekly E-blasts to subscribers; Continue to verify and update email addresses to ensure that the E-blast circulation is widespread				\$0.00
27	G4.B1.S1.A3	Update the school marquee to be sure that upcoming event dates and announcements are displayed				\$0.00
28	G4.B1.S1.A4	Update the school handbooks and web site to show how the school is organized and provide information for contacting school staff.				\$0.00
29	G4.B1.S1.A5	Utilize Connect-Ed as a tool for communicating with parents to share important, time sensitive information and give reminders of upcoming events.				\$0.00
Total:						\$3,000.00