Vineland K 8 Center

2017-18 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)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-8	No	43%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	82%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Vineland K 8 Center

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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.

b. Provide the school's vision statement.

I matter at Vineland K-8 Center.

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 previous School 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 DISTRUPTIVE 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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	3	2	4	1	7	3	0	1	0	0	0	0	21
Level 1 on statewide assessment	0	2	1	5	8	21	16	15	6	0	0	0	0	74

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	3	1	2	9	19	14	20	7	0	0	0	0	75

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

Using the RtI 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 RtI process to identify and monitor students in need of assistance;
Provide tiered interventions tom 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

1. PFEP 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

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
Bell, Sherri	Instructional Coach
Maley, Betty	Teacher, K-12
Vaccaro, Aurora	Teacher, ESE
Iza-Rodriguez, Marlene	Assistant Principal

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.

Betty Maley, ESOL Chairperson: Participates in student data collection for LEP students, collaborates with general education teachers to determine strategies for implementation of the intervention program. 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.

TBA, 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 administration 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, ESOL Chairperson, Instructional Coach,

School Counselor, School Psychologist, School Social Worker, 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 based 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
Karen Bodenhamer	Teacher
Adela Diaz	Teacher
Miriam Capote	Education Support Employee
Lourdes Gonzalez	Teacher
Ana Perez	Education Support Employee
Suzette Lopez	Business/Community
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
Carlos Jarro	Teacher
Sabrina Sellek	Teacher
Colette Nielson	Parent
Maleeha Ismail	Student
Aurora Vaccaro	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

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 2016-17 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 2017-18 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 2017-18 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
Bell, Sherri	Instructional Coach
Maley, Betty	Teacher, K-12
Iza-Rodriguez, Marlene	Assistant Principal

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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 taxed 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.

We remain committed to high expectations for all students, providing an academically challenging

program while offering a loving, nurturing environment that develops students' social and emotional needs as well.

With this in mind, our theme this year is "At Vineland, iMatter!" This theme has been selected to focus on many of the core values of character education: kindness, cooperation, citizenship, fairness, integrity and respect. Research on community wellness has demonstrated how important it is for us to feel valued in order to add value. We need our entire school community engaged in the shared belief that every student matters, every staff member matters, and every parent matters.

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 serves to increase awareness, advocacy, and inclusivity for individual as well as community well-being. Our students feel it when they live out the values of kindness and generosity in their daily lives and work hard to achieve their goals. Our parents experience it when they sacrifice time, energy, and thought in their effort to support and encourage their children, both at home and at school. Our teachers practice it every day as they plan and execute a well-balanced program that will make a difference in the lives of this future generation.

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. Additionally, these beginning teachers will be provided with an in-house mentor via the District's MINT Program.

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: 2,520

An after school VEX Robotics Enrichment Program is offered for students to increase their Science, Technology, Engineering, and Math knowledge.

Strategy Rationale

The purpose of this program is to support the District's STEM initiative and increase the students' content knowledge in the areas of Science and Math. It will provide students with hands-on opportunities to create projects as it relates Science, Technology, Engineering, and Math.

Strategy Purpose(s)

- Enrichment

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

Completion of projects and participation in SECME.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §1114(b)(7)(A)(iii)(V).

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 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 events such as Hispanic Heritage, Black History, Harvest Festival, 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.

Not applicable

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

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If core instruction is strengthened across all content areas, then student achievement will improve.

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. If core instruction is strengthened across all content areas, then student achievement will improve. 1a

🔑 G096875

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Math - African American	
AMO Math - Hispanic	
AMO Math - White	
AMO Math - SWD	
AMO Math - ED	
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	
AMO Reading - African American	
AMO Reading - Hispanic	
AMO Reading - SWD	
AMO Reading - ED	
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.

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 diagnsotics 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/RtI 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
Catherine Krtausch

Schedule
Monthly, from 10/25/2017 to 6/1/2018

Evidence of Completion
Formative: Analysis of student work; grades, Topic Assessments; Weekly Skills and Unit Assessments; E-Gradebook reports Summative: 2018 FSA in English Language Arts and Mathematics; FCAT 2.0 Science

Action Plan for Improvement

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

Problem Solving Key

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

[1] = Problem Solving Step   🔑 S123456 = Quick Key

G1. If core instruction is strengthened across all content areas, then student achievement will improve. [1]

🔑 G096875

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]

🔑 B260605

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

🔑 S276003

Strategy Rationale

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

Catherine Krtausch

Schedule

Quarterly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Cambridge Project portfolio, Hispanic Heritage and Black History artifacts; science experiments; a variety of authentic student work at all levels

Action Step 2 [5]

Provide technology integration training to assist teachers in maximizing a more comprehensive integration if technology in the classroom.

Person Responsible

Catherine Krtausch

Schedule

Monthly, from 9/27/2017 to 5/23/2018

Evidence of Completion

Sign-in sheets for trainings

Action Step 3 `5`

Provide school-based professional development sessions for staff that focus on effective and ongoing assessment of learner needs in order to effectively differentiate content, process, and/or products.

Person Responsible

Sherri Bell

Schedule

Quarterly, from 11/1/2017 to 5/2/2018

Evidence of Completion

Sign-in sheets and workshop materials

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 8/21/2017 to 6/1/2018

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

Quarterly, from 10/25/2017 to 6/1/2018

Evidence of Completion

Notes from classroom walkthroughs, classroom observations, and student data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.A3 🔑 A371268	Provide school-based professional development sessions for staff that focus on effective and...	Bell, Sherri	11/1/2017	Sign-in sheets and workshop materials	5/2/2018 quarterly
G1.B1.S1.A2 🔑 A371267	Provide technology integration training to assist teachers in maximizing a more comprehensive...	Krtausch, Catherine	9/27/2017	Sign-in sheets for trainings	5/23/2018 monthly
G1.MA1 🔑 M399558	MTSS Team will follow the CIM; Review assessment data from iReady diagnsotics and Interim...	Krtausch, Catherine	10/25/2017	Formative: Analysis of student work; grades, Topic Assessments; Weekly Skills and Unit Assessments; E-Gradebook reports Summative: 2018 FSA in English Language Arts and Mathematics; FCAT 2.0 Science	6/1/2018 monthly
G1.B1.S1.MA1 🔑 M399552	Reviews of student folders, authentic work samples, and formative and summative performance data.	Krtausch, Catherine	10/25/2017	Notes from classroom walkthroughs, classroom observations, and student data	6/1/2018 quarterly
G1.B1.S1.MA1 🔑 M399553	Conduct regular classroom walkthroughs and provide constructive feedback to teachers.	Krtausch, Catherine	8/21/2017	Logs and notes from walkthroughs	6/1/2018 weekly
G1.B1.S1.A1 🔑 A371266	Increase the use of project-based learning to promote more student-centered, student-driven...	Krtausch, Catherine	8/21/2017	Cambridge Project portfolio, Hispanic Heritage and Black History artifacts; science experiments; a variety of authentic student work at all levels	6/1/2018 quarterly

V. Professional Development Opportunities

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

G1. If core instruction is strengthened across all content areas, then student achievement will improve.

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 technology integration training to assist teachers in maximizing a more comprehensive integration if technology in the classroom.

Facilitator

Various

Participants

All teachers

Schedule

Monthly, from 9/27/2017 to 5/23/2018

PD Opportunity 2

Provide school-based professional development sessions for staff that focus on effective and ongoing assessment of learner needs in order to effectively differentiate content, process, and/or products.

Facilitator

Sherri Beall

Participants

All content area teachers

Schedule

Quarterly, from 11/1/2017 to 5/2/2018

VI. Technical Assistance Items

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

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 technology integration training to assist teachers in maximizing a more comprehensive integration if technology in the classroom.	$0.00
3	G1.B1.S1.A3	Provide school-based professional development sessions for staff that focus on effective and ongoing assessment of learner needs in order to effectively differentiate content, process, and/or products.	$0.00
		Total:	$0.00