

Charlotte County Public Schools

Vineland Elementary School



2017-18 Schoolwide Improvement Plan

Vineland Elementary School

467 BOUNDARY BLVD, Rotonda West, FL 33947

<http://yourcharlotteschools.net/ves>

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)
Elementary School PK-5	Yes	90%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	16%

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 Charlotte County School Board.

SIP Authority and Template

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	26
Appendix 2: Professional Development and Technical Assistance Outlines	27
Professional Development Opportunities	27
Technical Assistance Items	28
Appendix 3: Budget to Support Goals	28

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 Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

Student Success!

2. School Environment

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

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

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

Vineland Elementary is a FranklinCovey Lighthouse Leader In Me School that promotes the 7 Habits of Happy Kids. These philosophies carry throughout the school. We educate parents at Parent Teacher Organization (PTO) and School Advisor Committee (SAC) meetings about Vineland's motto "Leadership: Know the Way, Show the Way." We educate students, staff, and families on other safety topics such as bullying, wellness, drug use/abuse, and emergency safety procedures such as Code Red. Our Family Improvement Planning Team holds monthly meetings to encourage and build positive relationships within the family as they relate to our school. We also have our "Papa Patrol," program to encourage fathers to be a part of the school day, supporting instruction, providing supervision, and serving as role models. The District Title I Family Specialist also holds a variety of workshops for our families throughout the school year to from topics including homework help to increasing vocabulary. Our Family Reading Center is open weekly and by appointment to encourage reading among families as well as to build home libraries. Families come to the Center with their students and check out 3 books. Students are also able to choose a free 'keeper book' to help build their own home library. This is also a place where families are able request school information regarding academics and the school community as well as receive assistance if they are financially disadvantaged.

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.

Vineland Elementary utilizes Positive Behavior Support to encourage and reward positive behaviors. VES is a Lighthouse Leader In Me School that emphasizes the 7 Habits of Happy Kids. These

expectations, along with safety procedures and routines, are taught to students and staff. Voice levels, rules, and campus expectations are posted throughout the building for reference. Vineland also recently implemented Live School which will allow students and parents to constantly monitor behavior throughout the school day. Vineland also has a flowchart of progressive discipline that follows the district Student Code of Conduct guidelines. Instructional time is protected, and students counsel with Leadership to discuss consequences during non-academic time. Behavioral referrals are documented and collected through the Focus electronic data storage system.

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.

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

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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.

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

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	10	6	15	4	8	11	0	0	0	0	0	0	0	54
One or more suspensions	3	2	2	2	1	10	0	0	0	0	0	0	0	20
Course failure in ELA or Math	0	0	0	17	0	22	0	0	0	0	0	0	0	39
Level 1 on statewide assessment	0	0	0	6	17	48	0	0	0	0	0	0	0	71

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	1	0	3	1	5	0	0	0	0	0	0	0	10

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

Intervention strategies have been put in place to improve the academic performance of students identified by the early warning systems. Some of these interventions include; Multi-Tiered System of Supports (MTSS) and our system developed through Focus. Focus provides a variety of district reports regarding retention, referrals, ESE, 504, ELL status, and attendance. Focus automatically generates 5 day and 10 day attendance letters to communicate a concern to parents/guardians. In addition to the existing Focus reports, the Information Communications System (ICS) team is available to support individual school-based criteria for a custom report. Our Social Worker, School Resource Officer, Administration, and teachers contact parents via telephone or in-person conference after students are identified as having an attendance issue through Focus. The attendance team puts attendance interventions in place to assure the student attends school. If chronic absences persist, further steps are taken. Vineland's MTSS is in place to assist students who demonstrate these early warning indicators. Child Talk is the first step in this process and begins with grade level teams of teachers discussing the student's needs during Child Talk. Teachers offer strategies and provide best practices to use with the students to increase performance. If the concerns persist, the student is referred to the Student Support Team (SST) for further interventions that are graphed and closely monitored. Interventions are put in place to help students achieve their goals. The SST meets to discuss the effectiveness of given interventions, create a plan for each student and determine what level of supports a student needs to meet their goals. Curriculum in place to assist in the intervention of improving academic performance of students who are identified by early warning systems include: WIN (What I Need) small group instruction focusing on student deficits, Fast ForWord, Pearson My Sidewalks, iReady program during school and remediation before school, Comprehensive Literacy Frameworks, Heggerty phonemic awareness, iReady LAFS and MAFS, after school phonics remediation with Wilson Phonics and specific targeted instruction.

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?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/423693>.

2. Description

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

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.

Vineland Elementary School builds and sustains partnerships with the local community through the use of a variety of school groups. Our School Advisory Council (SAC) meets monthly and is comprised of members of the school staff, parents and community. Another way we build partnerships is through our Parent Teacher Organization (PTO). Vineland's PTO members reach out to our local businesses during school fundraisers for financial, as well as volunteer support. We also team with our local businesses in order to develop interactive academic activities that support student learning, such as our annual Math Night at our local grocery store. Students attend this event and engage in real-life activities to obtain a better understanding of mathematics and how it is used in the real world. Vineland also builds partnerships with our families through our monthly morning parent/student breakfasts, and our Partners In Education Nights, when teachers, parents and students examine student and class data, collaborating on effective academic strategies that can be used at home. Our Family Resource Center (FRC) has built a number of relationships with our local businesses for the purpose of providing funds to keep our FRC stocked with books and other resources to aid families in need, as well as provide learning experiences for all family members. Local businesses also join families in the FRC for workshops and activities. Vineland also partners with a local needs-based foundation that provides families with clothing, school supplies, and access to other community resources that may be able to assist families in need.

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
Blunier, Laura	Principal
Bachnik, Jacqueline	Assistant Principal
Padilla-Harris, Dianna	Instructional Coach
Wender, Jean	Teacher, K-12
Meservey, Michele	
Wylie, Kathy	
Dickerson, Gina	Instructional Media
Castaldo, Jennifer	
McCoy, Karen	
Abreu, Melissa	Teacher, K-12
Dodd, Sherry	Teacher, K-12
Janiak, Cathy	School Counselor

b. Duties

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

The principal is the instructional leader of the school. The principal serves on the School Advisory Council (SAC), co-chairs the Partnership and Performance Council (PPC), and participates in the leadership initiatives of the school. All committees utilize a collaborative decision making process. The principal is responsible for the overall master schedule of students and calendar of events. As an

instructional leader, the principal facilitates faculty learning meetings with the staff, participates in grade level team meetings, professional development, and analyzes school wide and classroom data. The principal conducts classroom walkthroughs, evaluations, and observations and coaches teachers. The principal oversees all communication leaving the school building.

The Assistant Principal is the co-chair of the Support Staff Partnership Performance Council (SSPPC) and facilitates the CARES Team (Positive Behavior Support and Lighthouse Team) among others. She assists with student discipline interventions and parent conferences. The Assistant Principal conducts classroom walkthroughs, evaluations, and observations and coaches teachers. She also oversees textbooks, facilities, and transportation.

The Instructional Coach coordinates and facilitates professional development sessions in curricular and instructional areas, provides coaching and mentoring assistance, facilitates data team meetings and assists with data analysis and necessary follow up with teachers regarding interpretation and graphing.

The Guidance Counselor oversees the MTSS process. She conducts individual and group counseling sessions, as well as classroom lessons. She educates students about bullying and works with our needy families to provide them support.

Program Planners (1 per grade level) are the grade level chairmen. They oversee weekly team meetings to plan, brainstorm and troubleshoot. They also facilitate "child talk" - conversations centered around struggling students and brainstorm interventions to foster continued progress. Program Planners ensure the team is collaborating effectively for student success.

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.

Academic and behavioral warning systems help to identify students in need of interventions through a Multi-Tiered System of Supports (MTSS). MTSS meetings are held biweekly, additional meetings are added as needed depending upon the needs of the students.

The School Advisory Council meets monthly with a focus on the school improvement plan. School progress and data is also shared with SAC members.

The Partnership Performance Council (PPC) is a collaborative decision-making team comprised of representatives from faculty and administration that meet monthly, focusing on the Student Success Plan (SSP).

As a Leader in Me school, our CARES team meets monthly to discuss behavior and attendance interventions and to align student leadership with student achievement.

The school leadership team meets monthly with the grade level program planners. Then the program planners facilitate weekly team meetings.

FOCUS data storage program-provides a variety of district reports regarding retention, referrals, ESE and ELL status, and attendance. FOCUS automatically generates 5 day and 10 day attendance letters

to communicate a concern to the parents (guardians). In addition to the existing FOCUS reports, the Information Communications System (ICS) team is available to support school-based criteria for a

custom report.

i-Ready, and School Portal are data networks that provide a wide variety of academic reports that address both local and state assessment results. They use a color-coded system and filters which give the user opportunity to clearly see/identify students in need of intervention.

2. School Advisory Council (SAC)

a. Membership

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

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

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, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

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

b. Development of this school improvement plan

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

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

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

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

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

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
Blunier, Laura	Principal
Padilla-Harris, Dianna	Instructional Coach
Dodd, Sherry	Teacher, K-12
Dickerson, Gina	Instructional Media
Martineau, Marie	Paraprofessional
Abreu, Melissa	
Edwards, Anne	
Brown, Barbara	
Mesurvey, Michele	
Wylie, Kathy	Teacher, K-12

b. Duties

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

The Vineland Literacy Leadership Team, also known as Vineland English Language Arts Professional Learning Community, promotes reading and writing by hosting school and community events. A Reading Night is hosted in December in the evening for families to attend where they participate in activities that promote reading and writing both at home and at school. Parents and their children attend these events together. The LLT also hosts two additional school events, one in January as part of the Celebrate Literacy Week in Florida. Various activities take place throughout the week that promote literacy. The second event is held in March as part of Dr. Seuss's birthday and includes guest readers and other fun Dr. Seuss related activities. The LTT will meet regularly during the 17-18 school year to address curriculum issues/concerns in ELA to assist in meeting overall Reading Goal. The overall goal for the LLT is Provide a consistent, comprehensive English Language Arts program at Vineland Phonics and use of best practices. The district has adopted a Comprehensive Literacy Based approach to be implemented during the 90 minute reading block. The LLT will provide training to teachers on using this model throughout the school year.

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.

Public & Collaborative Teaching:

*Weekly Faculty Learning Meetings (FLM) focus on professional development, Marzano, Kagan, Thinking Maps, iReady, Curriculum Maps, MTSS and student achievement.

*School wide communication through weekly FLM's.

*Data Room to focus on students lowest 25%. Student data is listed and students on graphed based on their levels (on, above, below, and more than one grade level below).

* Mid-quarter data meetings with teachers to review standards mastery.

*Instructional Rounds – teachers visit other teachers' classrooms to garner ideas and generate discussions about classroom routines/instruction.

*Data Days – Each grade level and ESE team will receive 3 full days and 3 partial days of collaborative data discussions, creating grade level action plans based on current data to increase student success. Teachers will also focus on FL Plan Standards, planning lessons together to meet the rigor of the new standards and ongoing curriculum mapping.

*Team Planning – Each grade level team will have common planning times in which to work together.

*Professional Learning Community (PLC) groups will meet monthly to learn/work together with a common thread of interest.

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

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

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

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

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

mentoring activities which include instruction, school site policies and operations, technology, and assessments among others. The purpose of these mentoring activities is to prepare new teachers to be successful educators.

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.

Vineland uses the core instructional programs as established by the Charlotte County Public Schools District office. All instructional materials must be aligned to the Florida Standards. The materials that have been adopted by the district have all been through extensive peer review and are in accordance with Florida Standards. Any materials that may be used as supplemental materials must be approved by the school site administrator and meet the criteria of following 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.

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

In addition Vineland has developed an action plan to include the practice of increasing the number of students with low and high disabilities across all grade levels in general education classes. This will be determined through data collection, IEP meetings, and data chats with both the family and student.

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: Before School Program

Minutes added to school year: 3,200

Use of iReady instructional math and reading computer based programs to assist identified students with practice in domain specific instruction based on iReady assessment. The program is individualized and interactive to target specific skills and academic needs in both math and reading.

Strategy Rationale

Students will have additional practice in Reading and Math by completing lessons on the learning path designed for them based on their iReady diagnostic assessment.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bachnik, Jacqueline, jacqueline.bachnik@yourcharlotteschools.net

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

iReady progress monitoring assessment results.

Strategy: After School Program

Minutes added to school year: 1,440

Small group instruction with Wilson Phonics Program.

Strategy Rationale

Students performing in Profile 1 on iReady with a phonics deficit will engage in intense focused phonics instruction with two train teachers.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Blunier, Laura, laura.blunier@yourcharlotteschools.net

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

iReady progress monitoring assessment results

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, Â§ 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.

Transition to Kindergarten - Incoming Kindergarten Students participate in Kindergarten Orientation in May. During this Orientation they meet the Kindergarten Teachers, visit Kindergarten classrooms, participate in a PE activity, and tour the school. In August when the year begins each Kindergarten student has an individual assessment appointment with a Kindergarten Teacher who will screen the child on basic Kindergarten skills. Prior to the first day for Kindergarten the Kindergarten Teachers conduct a back-to-school informational session in the evening to share Kindergarten expectations and routines with Kindergarten families. On the first day of school for Kindergarten students, families are invited to a special send off breakfast and walk their children to their classrooms for the first day.

Transition Grades 5 to 6 - The fifth grade program at Vineland Elementary was conceived to serve as a bridge between elementary and middle school. The program was designed based on research that was conducted to determine the strengths and weaknesses of incoming sixth grade students at L. A. Ainger Middle School. The fifth grade is departmentalized to reflect the middle school experience in an effort to scaffold the students through the transition. The programs focuses on teaching organizational skills and the importance of intrinsic motivation. As the year progresses, teacher support is gradually decreased as the students move toward academic independence. In addition, the coursework is also designed to reflect the middle school experience. As the students move from class to class they experience high standards and rigorous instruction in individual content area classrooms.

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.

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

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

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.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

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.

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.** Vineland Elementary School will increase the learning gains of the lowest quartile of students in reading and math as measured by the Florida Standards Assessment and iReady Diagnostic.

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. Vineland Elementary School will increase the learning gains of the lowest quartile of students in reading and math as measured by the Florida Standards Assessment and iReady Diagnostic. 1a

G097722

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	3.0
Math Lowest 25% Gains	3.0

Targeted Barriers to Achieving the Goal 3

- Time
- Differentiation to meet the needs of varying student levels
- Student behavior, inability to comply
- Staff turn over

Resources Available to Help Reduce or Eliminate the Barriers 2

- Collaborative Planning, differentiation, integration, continued implementation of Kagan, Thinking Maps, LESRA Model and phonics instruction,
- Additional Supplemental Resources - iReady LAFS and MAFS, iReady Toolkit, CPALMS, Phonics Program, Hands-on Materials, Reading A-Z, WIN (what I need) to meet various student needs,
- continued implementation of the 7 Habits, staff rewards & recognition

Plan to Monitor Progress Toward G1. 8

iReady diagnostic data in the beginning, middle and end of the year, standards mastery assessments in between diagnostic testing (three times per year), quarterly grade level meetings in Data Room to assess individual students

Person Responsible

Laura Blunier

Schedule

Quarterly, from 8/18/2016 to 5/24/2017

Evidence of Completion

iReady data student growth reports

Action Plan for Improvement


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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Vineland Elementary School will increase the learning gains of the lowest quartile of students in reading and math as measured by the Florida Standards Assessment and iReady Diagnostic. **1**

 G097722

G1.B1 Time **2**

 B262677

G1.B1.S1 Collaborative planning across grade levels. **4**

 S278151

Strategy Rationale

Sharing ideas, planning, brainstorming and troubleshooting together and sharing the workload will reduce individual time, increase implementation of effective strategies, and ensure all students are exposed to the same standards.

Action Step(s) Missing for Goal #1, Barrier #1, Strategy #1
Complete one or more action steps for this Strategy or de-select it

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

S278152

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Dianna Padilla-Harris

Schedule

Daily, from 9/14/2016 to 5/20/2017

Evidence of Completion

Student progress monitoring data, lesson plans, observation

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

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

Person Responsible

Laura Blunier

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Jacqueline Bachnik

Schedule

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

Evidence of Completion

Lesson plans, student growth data on formal and informal assessments

G1.B1.S3 Utilize Thinking Maps as instructional strategy as well as for quick formative assessments. 4

 S278153

Strategy Rationale

Students will use higher order thinking skills and save time wasted through lengthy traditional tests.

Action Step(s) Missing for Goal #1, Barrier #1, Strategy #3
Complete one or more action steps for this Strategy or de-select it

G1.B2 Differentiation to meet the needs of varying student levels **2**

 B262678

G1.B2.S1 Kagan Structures are instructional strategies designed to promote cooperation and communication in the classroom, boost students' confidence and retain their interest in classroom interaction. The structures work in all teaching contexts—regardless of subject, age group, and number of students in class. **4**

 S278154

Strategy Rationale

Kagan allows students to participate in structured groups and increases participation of all students based on their instructional levels thus differentiating the needs of students in the classroom.

Action Step 1 **5**

Person Responsible

Schedule

Evidence of Completion

G1.B3 Student behavior, inability to comply **2**

 B262679

G1.B3.S1 Provide professional development training and Follow-up by Lead Teacher at grade level/ team meetings, data days, staff meetings, staff training 7 Habits, ZONES training **4**

 S278155

Strategy Rationale

Teachers will participate in ZONES PD and 7 Habits training to help develop a better understanding of student behaviors

Action Step 2 **5**

Person Responsible

Schedule

Evidence of Completion

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

Review grade level action plans and follow-up comments. Review team meeting notes for references to curriculum planning, map adjustments, iReady discussions, lesson plans and observations.

Person Responsible

Jacqueline Bachnik

Schedule

Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Team meeting notes and actions plans are uploaded to OneDrive.

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

Monitor progress on curriculum maps and review growth on iReady Data

Person Responsible

Laura Blunier

Schedule

Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Grade Level Curriculum maps, iReady, BOY, MOY and EOY data.

G1.B4 Staff turn over 2

 B262680

G1.B4.S1 An average of approximately 12 new hires for the past two years need to maintain staff. 4

 S278157

Strategy Rationale

Continue to keep the culture of the school, continue 7 Habits, maintain staff.

Action Step 1 5

7 Habits Training

Person Responsible

Jacqueline Bachnik

Schedule

Evidence of Completion

participation in 7 Habits training

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.B2.S1.A1 A374670	[no content entered]		No Start Date		No End Date one-time
G1.B3.S1.A2 A374671	[no content entered]		No Start Date		No End Date one-time
G1.B4.S1.A1 A374672	7 Habits Training	Bachnik, Jacqueline	10/16/2017	participation in 7 Habits training	No End Date one-time
G1.B3.S1.MA1 M404461	Monitor progress on curriculum maps and review growth on iReady Data	Blunier, Laura	9/15/2014	Grade Level Curriculum maps, iReady, BOY, MOY and EOY data.	5/29/2015 monthly
G1.B3.S1.MA1 M404462	Review grade level action plans and follow-up comments. Review team meeting notes for references...	Bachnik, Jacqueline	9/15/2014	Team meeting notes and actions plans are uploaded to OneDrive.	5/29/2015 monthly
G1.B1.S2.MA1 M404459	By sharing students and instructing in skill deficit areas with a wider range of instructors the...	Bachnik, Jacqueline	10/5/2015	Lesson plans, student growth data on formal and informal assessments	5/20/2016 biweekly
G1.B1.S2.MA1 M404460	Student growth data through informal and formal assessments including district required assessments...	Blunier, Laura	10/5/2015	iReady data, student report cards grades, lesson plans, observation data	5/20/2016 weekly
G1.B1.S2.A1 A374669	Grade level teams use Beginning of the Year iReady diagnostic data to group students across entire...	Padilla-Harris, Dianna	9/14/2016	Student progress monitoring data, lesson plans, observation	5/20/2017 daily
G1.MA1 M404463	iReady diagnostic data in the beginning, middle and end of the year, standards mastery assessments...	Blunier, Laura	8/18/2016	iReady data student growth reports	5/24/2017 quarterly

V. Professional Development Opportunities

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

G1. Vineland Elementary School will increase the learning gains of the lowest quartile of students in reading and math as measured by the Florida Standards Assessment and iReady Diagnostic.

G1.B1 Time

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

PD Opportunity 1

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

Facilitator

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

Participants

Teachers

Schedule

Daily, from 9/14/2016 to 5/20/2017

G1.B4 Staff turn over

G1.B4.S1 An average of approximately 12 new hires for the past two years need to maintain staff.

PD Opportunity 1

7 Habits Training

Facilitator

Beth Sharpe

Participants

new staff

Schedule

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.S2.A1	Grade level teams use Beginning of the Year iReady diagnostic data to group students across entire grade level according to skill based need. Teachers plan for specific instruction thirty minutes daily on skills identified with additional support from paraprofessionals to reduce group size and range of skills targeted. Groups are fluid, when students master skills they move on to the next skill based on their individual need.				\$0.00
2	G1.B2.S1.A1					\$0.00
3	G1.B3.S1.A2					\$0.00
4	G1.B4.S1.A1	7 Habits Training				\$3,090.15
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0191 - Vineland Elementary School	School Improvement Funds		\$3,090.15
			Notes: Substitute teachers (2 days) @\$100 per day 1625.61. 7 Habits training including 7 Habits books \$1464.54			
Total:						\$3,090.15