

Charlotte County Public Schools

# Vineland Elementary School



## 2018-19 Schoolwide Improvement Plan

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## Vineland Elementary School

467 BOUNDARY BLVD, Rotonda West, FL 33947

<http://yourcharlotteschools.net/ves>

### School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	80%
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	2017-18	2016-17	2015-16	2014-15
Grade	C	A	A	A*

### School Board Approval

This plan was approved by the Charlotte County School Board on 10/9/2018.

### SIP Authority

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>.

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

### School Mission and Vision

#### Provide the school's mission statement.

We are a community of leaders and learners who empower greatness and celebrate successes. We commit to:

- \* Modeling and Living the 7 Habits;
- \* Action Planning and Goal Setting;
- \* Staying Focused by Communicating and Holding Ourselves Accountable.

Leadership: Know the Way, Show the Way

#### Provide the school's vision statement.

Student Success!

### School Leadership Team

#### 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
Meservey, Michele	Instructional Coach
Dickerson, Gina	Instructional Media
Cunningham, Linda	Teacher, PreK
Davel, Nicole	Teacher, K-12
Edwards, Anne	Teacher, K-12
Prummell, Tara	Teacher, K-12
Trullinger, Kelly	Teacher, K-12
Ulrich, Samantha	Teacher, K-12
Williams, Caitlin	Teacher, K-12
Toure, Molly	School Counselor

#### Duties

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

The principal is the instructional leader of the school. The principal serves on the School Advisory Council (SAC), co-chairs the Partnership and Performance Council (PPC), and participates in the leadership initiatives of the school. All committees utilize a collaborative decision making process. The principal is responsible for the overall master schedule of students and calendar of events. As an instructional leader, the principal facilitates faculty learning meetings with the staff, participates in grade level team meetings, professional development, and analyzes school wide and classroom data. The principal conducts classroom walkthroughs, evaluations, and observations and coaches teachers. The principal oversees all communication leaving the school building.

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

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

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

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

Program Planners ensure the team is collaborating effectively for student success.

## Early Warning Systems

### Year 2017-18

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	4	2	0	0	1	2	0	0	0	0	0	0	0	9
One or more suspensions	2	0	1	0	2	0	0	0	0	0	0	0	0	5
Course failure in ELA or Math	9	3	4	3	0	0	0	0	0	0	0	0	0	19
Level 1 on statewide assessment	0	0	0	20	24	16	0	0	0	0	0	0	0	60

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	6	1	3	4	5	8	0	0	0	0	0	0	0	27

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	9	3	4	3	0	0	0	0	0	0	0	0	0	19
Retained Students: Previous Year(s)	10	3	6	0	1	0	0	0	0	0	0	0	0	20

Date this data was collected

Tuesday 8/14/2018

### Year 2016-17 - As Reported

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

### Year 2016-17 - Updated

**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

## Part II: Needs Assessment/Analysis

### Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

#### Which data component performed the lowest? Is this a trend?

The students that scored the lowest were those in the lowest 25% in Math. This was the same as the 2017-18 school year, therefore it does demonstrate a trend.

#### Which data component showed the greatest decline from prior year?

The data component with the greatest decline is students scoring in the lowest 25% in ELA. At this point, there is no indication that this is a trend.

**Which data component had the biggest gap when compared to the state average?**

The data component with the biggest gap when compared to the state average is achievement in Science. The state average is 55% and VES average is 74%.

**Which data component showed the most improvement? Is this a trend?**

Unfortunately, there is not a specific area that showed a great improvement, however achievement in Math had the slightest decrease of 4%.

**Describe the actions or changes that led to the improvement in this area.**

Again, unfortunately, we do not have an area that showed improvement, however, achievement in Science continues to be above the state and district averages. This is a positive trend.

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	60%	59%	56%	63%	56%	52%
ELA Learning Gains	53%	52%	55%	68%	56%	52%
ELA Lowest 25th Percentile	40%	41%	48%	56%	50%	46%
Math Achievement	67%	65%	62%	72%	64%	58%
Math Learning Gains	47%	54%	59%	70%	63%	58%
Math Lowest 25th Percentile	33%	39%	47%	54%	48%	46%
Science Achievement	74%	66%	55%	73%	58%	51%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	4 (10)	2 (6)	0 (15)	0 (4)	1 (8)	2 (11)	9 (54)
One or more suspensions	2 (3)	0 (2)	1 (2)	0 (2)	2 (1)	0 (10)	5 (20)
Course failure in ELA or Math	9 (0)	3 (0)	4 (0)	3 (17)	0 (0)	0 (22)	19 (39)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	20 (6)	24 (17)	16 (48)	60 (71)

**Grade Level Data**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	62%	63%	-1%	57%	5%
	2017	65%	66%	-1%	58%	7%
Same Grade Comparison		-3%				
Cohort Comparison						

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2018	52%	54%	-2%	56%	-4%
	2017	61%	59%	2%	56%	5%
Same Grade Comparison		-9%				
Cohort Comparison		-13%				
05	2018	61%	56%	5%	55%	6%
	2017	69%	53%	16%	53%	16%
Same Grade Comparison		-8%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	78%	69%	9%	62%	16%
	2017	73%	71%	2%	62%	11%
Same Grade Comparison		5%				
Cohort Comparison						
04	2018	70%	61%	9%	62%	8%
	2017	77%	69%	8%	64%	13%
Same Grade Comparison		-7%				
Cohort Comparison		-3%				
05	2018	52%	62%	-10%	61%	-9%
	2017	62%	56%	6%	57%	5%
Same Grade Comparison		-10%				
Cohort Comparison		-25%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	71%	63%	8%	55%	16%
	2017					
Cohort Comparison						

### Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	37	41	26	44	41	28	55				
ELL	36	36		64	55						
HSP	55	55		77	50		79				
WHT	61	55	44	67	48	35	71				
FRL	48	45	38	60	52	37	65				



2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	32	48	42	42	34	21	47				
ELL	50	80		79	70						
ASN	60			70							
HSP	71	78		75	72						
WHT	65	69	60	70	55	31	78				
FRL	50	60	53	58	48	38	67				

### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

#### Areas of Focus:

##### Activity #1

**Title** Learning Gains of Lowest Quartile in ELA.

**Rationale** Increased laser focused instruction with struggling students in small groups on ELA first semester and Math second semester. In 2017 60% of students in the L25 achieved LG's. However, in 2018 this number dropped to 36%. The widest gap in achievement includes our SWD students. The majority of these students are included in the current L25.

**Intended Outcome** Students in lowest quartile will increase their gains to 54% this will also result in our SWD making the gains necessary to decrease the achievement gap.

**Point Person** Laura Blunier (laura.blunier@yourcharlotteschools.net)

##### Action Step

**Description** Structured and laser-focused "What I Need" (WIN). Certified grade level teachers will each focus on small group of students in lowest quartile. Additional paraprofessionals and other faculty (Specials and PE teachers) will offer additional support working with larger groups in highest and two middle quartiles. iReady toolbox lessons will be utilized for instruction.

**Person Responsible** Michele Meservey (michele.meservey@yourcharlotteschools.net)

##### Plan to Monitor Effectiveness

**Description** Ongoing progress monitoring every 6-8 weeks. Collaborative planning meetings with grade level teams. Mentors check in bi-weekly with L25. Restructured WIN so that classroom teachers are always working with the L25. Co-teach/inclusion rooms at all grade levels with paras will help close the gap for SWD.

**Person Responsible** Laura Blunier (laura.blunier@yourcharlotteschools.net)

Activity #2	
<b>Title</b>	Student Achievement in ELA.
<b>Rationale</b>	Increased laser-focused instruction with students in small group in ELA throughout the school year. Student achievement in ELA in 2017 was 66% dropping to 59% in 2018.
<b>Intended Outcome</b>	Student achievement in ELA will increase from a 59% to a 62%.
<b>Point Person</b>	Laura Blunier (laura.blunier@yourcharlotteschools.net)
Action Step	
<b>Description</b>	Structured and laser-focused What I Need (WIN)- Certified, grade-level teachers will each focus on small groups of students based on individual abilities. Additional paraprofessionals and other faculty (Special & PE teachers) will offer additional support working with larger groups. Iready Toolbox lessons will be utilized for instruction. Collaborative Planning by grade level teams will be implemented daily with additional morning times bi-weekly to focus on standards-based instruction with appropriate levels of rigor.
<b>Person Responsible</b>	Michele Meservey (michele.meservey@yourcharlotteschools.net)
Plan to Monitor Effectiveness	
<b>Description</b>	Lesson plans. Collaborative planning meetings scheduled with grade level teams. Progress monitoring. Dedicated iReady time (30 minutes per grade level 3x weekly all classrooms 1:1). Monitor iReady lessons, integration of new master schedule with extended blocks for ELA and Math. Supplemental materials for vocabulary and writing to include Top Score writing, Donyall Dickey graphic organizers, phonics and common language.
<b>Person Responsible</b>	Laura Blunier (laura.blunier@yourcharlotteschools.net)

Activity #3	
<b>Title</b>	Learning Gains of Lowest Quartile in Math.
<b>Rationale</b>	Increased laser focused instruction with struggling students in small groups in ELA first semester and Math second semester. In 2017 38% of students in the L25 achieved LG's. However, in 2018 this number dropped to 35%.
<b>Intended Outcome</b>	Students in the lowest quartile will increase their gains to 54%.
<b>Point Person</b>	Laura Blunier (laura.blunier@yourcharlotteschools.net)
Action Step	
<b>Description</b>	Structured and laser-focused "What I Need" (WIN). Certified grade level teachers will each focus on small group of students in lowest quartile. Additional paraprofessionals and other faculty (Specials and PE teachers) will offer additional support working with larger groups in highest and two middle quartiles. iReady toolbox lessons will be utilized for instruction. Small group instruction during math time with focus on rigorous grade level standards.
<b>Person Responsible</b>	Laura Blunier (laura.blunier@yourcharlotteschools.net)
Plan to Monitor Effectiveness	
<b>Description</b>	Ongoing progress monitoring every 6-8 weeks. Collaborative planning meetings with grade level teams. Dedicated iReady time, monitor iReady lesson passed and strive for 45 minutes, & math routines.
<b>Person Responsible</b>	Michele Meserve (michele.meserve@yourcharlotteschools.net)

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

### Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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.

#### **PFEF Link**

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

**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.

**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.

**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.

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

The school advances college and career awareness for our students by exposing them to organizations in our community. Students are able to meet business owners, who demonstrate and share their business purposes during our community expo. During our Drop Everything and Lead Days, students are involved in developing our school yearbook, as well as participating in community outreach, to mention only a few. We also have developed a mentoring program with students that fall into the lowest quartile, giving the access to community partners, who encourage college aspirations and/or career awareness.

## Part V: Budget

Total:

\$5,223.80