

Charlotte County Public Schools

Vineland Elementary School



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	16
Title I Requirements	22
Budget to Support Goals	0

Vineland Elementary School

467 BOUNDARY BLVD, Rotonda West, FL 33947

<http://yourcharlotteschools.net/ves>

Demographics

Principal: Jacqueline Bachnik

Start Date for this Principal: 9/3/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	95%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (47%) 2017-18: C (53%) 2016-17: A (63%) 2015-16: A (65%) 2014-15: A (67%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	C	A	A

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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	Job Duties and Responsibilities
Hudzina, Danielle	Principal	Oversees all functions and processes of the school, guides instructional improvement and academic achievement of the students, inspires teachers to use innovative, research based strategies, completes evaluations, manages school budgets, ensures district, state, and Title I requirements are met, and reports to superintendent on overall academic progress of the school. Mentors L25 students weekly and ensures school morale is positive.
Bachnik, Jacqueline	Assistant Principal	Reports to principal. Handles evaluations, discipline of students, analyzes data and acts as an instructional leader, guiding staff to adjust instruction as needed. Organizes and up-keeps safety cabinet and drills and bullying information. Mentors L25 students and organizes school wide events and assemblies.
Meservey, Michele	Instructional Coach	Lead teacher. Supports administration and teachers in instructional leadership. Coaches and models for staff. Leads professional development for staff. Mentors students and new teachers. Focus is on raising achievement in both ELA and Math in addition to Science. Reports to administration.
Dickerson, Gina	Instructional Media	Team leader for special area. Teaches and analyzes standards and adjusts instruction as needed. Gathers input from grade level team and shares this with admin at monthly leader team meetings. Creates special area rotations and ensures teachers are correlating their instruction to the grade level curriculum. Focuses on integrating ELA and Media standards into special area lessons.
Edwards, Anne	Teacher, K-12	Team leader for 5th grade. Teaches and analyzes standards and adjusts instruction as needed. Gathers input from grade level team and shares this with admin at monthly leader team meetings. Union rep and also serves on PPC. Anne focuses on increasing Math achievement and closing gaps in math for 5th grade. She also supports her team members in teaching ELA and Science as the team leader.
Prummell, Tara	Teacher, K-12	Team leader for kindergarten. Teaches and analyzes standards and adjusts instruction as needed. Gathers input from grade level team and shares this with admin at monthly leader team meetings. Supports staff in increasing ELA, Math, and Science achievement for Kinder students, including DRA achievement. Tara also helps school morale by hosting social committee activities throughout the campus.
Trullinger, Kelly	Teacher, K-12	Team leader for 3rd grade. Teaches and analyzes standards and adjusts instruction as needed. Gathers input from grade level team and shares this with admin at monthly leader team meetings. Supports staff in increasing ELA, Math, and Science achievement for third grade students, including DRA achievement. ELA is a major focus in 3rd grade due to mandatory (FSA level 1) ELA retention.

Name	Title	Job Duties and Responsibilities
Toure, Molly	School Counselor	Leads MTSS and mentoring programs. Serves on mental health team. Mentors students. Work with administration, school psychologist, and the social worker to meet the needs of all students. Molly ensures students receive integral interventions to support student needs and increase achievement. Reports to principal.
Carter, Sarah	Teacher, ESE	Team leader for ESE dept. Teaches and analyzes standards and adjusts instruction as needed. Gathers input from grade level team and shares this with admin at monthly leader team meetings. Also serves on PPC. Supports staff in increasing ELA, Math, and Science achievement for K-5 ESE students. Sarah also works with administration to ensure ESE students are included in all daily activities in the school and incorporates BPIE goals into the school.
McCoy, Karen	Teacher, K-12	Team leader for 4th grade. Teaches and analyzes standards and adjusts instruction as needed. Gathers input from grade level team and shares this with admin at monthly leader team meetings. Supports staff in increasing ELA, Math, and Science achievement for 4th grade students, focusing on Math LG and Math L25 students (based on previous years' data).
Wylie, Kathy	Teacher, K-12	Team leader for 2nd grade. Teaches and analyzes standards and adjusts instruction as needed. Gathers input from grade level team and shares this with admin at monthly leader team meetings. Supports staff in increasing ELA, Math, and Science achievement for 2nd grade students, including DRA achievement.
Walz, Julie	Teacher, K-12	Team leader for 1st grade. Teaches and analyzes standards and adjusts instruction as needed. Gathers input from grade level team and shares this with admin at monthly leader team meetings. Supports staff in increasing ELA, Math, and Science achievement for 1st grade students, including DRA achievement.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	100	104	87	102	87	101	0	0	0	0	0	0	0	581
Attendance below 90 percent	0	16	9	5	4	10	0	0	0	0	0	0	0	44
One or more suspensions	0	1	1	3	2	1	0	0	0	0	0	0	0	8
Course failure in ELA or Math	0	0	0	18	2	0	0	0	0	0	0	0	0	20
Level 1 on statewide assessment	0	0	0	0	10	30	0	0	0	0	0	0	0	40

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	2	2	0	0	0	0	0	0	0	5

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	5	3	5	4	0	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

FTE units allocated to school (total number of teacher units)**Date this data was collected or last updated**

Monday 7/22/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	6	1	3	4	5	8	0	0	0	0	0	0	0	27

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	6	1	3	4	5	8	0	0	0	0	0	0	0	27

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	57%	62%	57%	66%	60%	55%
ELA Learning Gains	53%	57%	58%	70%	59%	57%
ELA Lowest 25th Percentile	51%	50%	53%	60%	49%	52%
Math Achievement	56%	63%	63%	71%	67%	61%
Math Learning Gains	35%	54%	62%	57%	62%	61%
Math Lowest 25th Percentile	26%	42%	51%	38%	48%	51%
Science Achievement	53%	54%	53%	79%	55%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	100 (0)	104 (0)	87 (0)	102 (0)	87 (0)	101 (0)	581 (0)
Attendance below 90 percent	0 (4)	16 (2)	9 (0)	5 (0)	4 (1)	10 (2)	44 (9)
One or more suspensions	0 (2)	1 (0)	1 (1)	3 (0)	2 (2)	1 (0)	8 (5)
Course failure in ELA or Math	0 (9)	0 (3)	0 (4)	18 (3)	2 (0)	0 (0)	20 (19)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (20)	10 (24)	30 (16)	40 (60)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	58%	69%	-11%	58%	0%
	2018	62%	63%	-1%	57%	5%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2019	56%	57%	-1%	58%	-2%
	2018	52%	54%	-2%	56%	-4%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		4%				
Cohort Comparison		-6%				
05	2019	51%	56%	-5%	56%	-5%
	2018	61%	56%	5%	55%	6%
Same Grade Comparison		-10%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	73%	70%	3%	62%	11%
	2018	78%	69%	9%	62%	16%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2019	56%	60%	-4%	64%	-8%
	2018	70%	61%	9%	62%	8%
Same Grade Comparison		-14%				
Cohort Comparison		-22%				
05	2019	35%	56%	-21%	60%	-25%
	2018	52%	62%	-10%	61%	-9%
Same Grade Comparison		-17%				
Cohort Comparison		-35%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	51%	52%	-1%	53%	-2%
	2018	71%	63%	8%	55%	16%
Same Grade Comparison		-20%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	29	47	50	34	34	30	29				
ELL	55	67		55	38						
HSP	55	69		52	35						
WHT	57	51	50	58	34	28	57				
FRL	53	55	63	50	32	21	39				

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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	384
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	54
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	48
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Math lowest quartile gains showed the lowest performance, with only 26% of students achieving gains. This is a grade of an F. The previous year math lowest quartile gains were 33%, which is a grade of a D. This demonstrates a decrease from the previous year, which is trending downwards. One of the factors that contributed to decline in math was a lack of math materials and lack of time designated for math throughout the daily schedule.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The greatest decline was in science. In 17-18 student achievement was at 74%, which is a grade of an A. This year student achievement was 53%, which is a C grade. For the past 10 years we had a veteran science teacher who was extremely successful. In 18-19 we had a new science teacher who was unfamiliar with the science standards. This upcoming year, 19-20, we will have a new science teacher as well. This teacher taught middle science for years and understands the science standards required of the students.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The component that had the greatest gap when compared to the state average is the lowest 25th percentile in math. The school achievement was 26% and the state achievement was 47%. One of the factors that contributed to this gap was the lag in math materials and the time throughout the day not specifically designated to filling in the math gaps of the L25 students. The MAFS Math curriculum, along with the Charlotte County curriculum map, will be followed to increase student achievement.

Which data component showed the most improvement? What new actions did your school take in this area?

The area that showed the most improvement was ELA lowest 25% gains. Students scores were at 40% in 17-18, which was a grade of a D. In 18-19, students scored 51% which is a grade of a C. The increase in this score is contributed to the implementation of 30 minutes designated to WIN time, "What I Need" time which was focused specifically on ELA and filling in student gaps. For 19-20 WIN time and a specific iii time will be included in the schedule.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Based on the EWS data there are three glaring areas of concern:

1. 18 students in 3rd grade failed either ELA and/or Math. Need to focus on 4th grade achievement/growth.
2. 30 students in 5th grade scored a level 1. Was this as result of instructional strategies in 5th grade?
3. 16 students in 1st grade had average daily attendance that was less than 90%, and 44 students overall had an attendance average of less than 90%.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase overall Math proficiency, due to the decline in Math scores.
2. Increase learning gains in Math, with a focus on L25 students
3. Increase overall achievement in Science.
4. Increase overall achievement of students with disabilities SWD (TS&I).
5. Increase overall ELA proficiency.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase Math achievement
Rationale	Our Math achievement dropped 11 points from a 67% (A) to a 56% (B).
State the measurable outcome the school plans to achieve	Our Math achievement goal is to gain 6 points, or to reach 62% (A).
Person responsible for monitoring outcome	Danielle Hudzina (danielle.hudzina@yourcharlotteschools.net)
Evidence-based Strategy	READY math materials, implementing MATH WIN (What I need) time to fill gaps (based on i-Ready reports that correlate to FSA), math small groups (.49 effect size), self reported grades and expectations (1.44 effect size), use of Florida Performance Coach Materials, and Number Talks materials.
Rationale for Evidence-based Strategy	The Ready Mathematics schools were found to perform significantly better than the control schools on mathematics achievement as measured by students' i-Ready Diagnostic for all grades K–5. Small group work has a .49 effect size and self reported grades and expectations has a 1.44 effect size. Florida Coach aligns to the FSA and Number Talks increases computational fluency.
Action Step	
Description	<ol style="list-style-type: none"> 1. Implement Ready Math and collaborative planning with Lead Teacher 2. Implement small groups and WIN during Math block 3. Track student progress via i-Ready diagnostics quarterly and teacher formative assessments 4. Implement 1-1 data chats with administration quarterly (quarters 2, 3, and 4) 5. Review student data quarterly as a grade level and school and adjust instruction as needed
Person Responsible	Michele Meservey (michele.meservey@yourcharlotteschools.net)

#2	
Title	Increase Math learning gains
Rationale	Our overall Math gains dropped 12 points to 35 (D), from 47% (C). Our L25 students dropped 7 points, to a 26% (F). Our SWD had a 30% (F) in LG. A separate goal for SWD is included in goal #4.
State the measurable outcome the school plans to achieve	Our Math goal for student gains is to increase 20 points, or to reach 55% (B). Our Math goal for L25 gains is to increase 30 points, or to reach 56% (B).
Person responsible for monitoring outcome	Danielle Hudzina (danielle.hudzina@yourcharlotteschools.net)
Evidence-based Strategy	READY math materials, implementing MATH WIN (What I need) time to fill gaps (based on i-Ready reports that correlate to FSA), math small groups (.49 effect size), self reported grades and expectations (1.44 effect size), use of Florida Performance, Coach Materials, Number Talks materials, additional adult in co-teach classrooms, and learning games in Ready FL math. Admin will meet with L25 students to set and track goals. 5th grade has an additional paraprofessional pushing into the Math block as well.
Rationale for Evidence-based Strategy	The Ready Mathematics schools were found to perform significantly better than the control schools on mathematics achievement as measured by students' i-Ready Diagnostic for all grades K–5. Small group work has a .49 effect size and self reported grades and expectations has a 1.44 effect size. Florida Coach aligns to the FSA and Number Talks increases computational fluency.
Action Step	
Description	1. Implement Ready Math and collaborative planning with Lead Teacher 2. Implement small groups and WIN during Math block as well as mentoring of L25 students. 3. Track student progress via i-Ready diagnostics quarterly 4. Implement 1-1 data chats with administration quarterly (quarters 2, 3, and 4) 5. Review student data quarterly as a grade level and school.
Person Responsible	Michele Meservey (michele.meservey@yourcharlotteschools.net)

#3	
Title	Increase Science achievement
Rationale	Our student achievement in Science dropped 21 points between 18-19 and 19-20. In 19-20, the Science achievement was at 53% (C).
State the measurable outcome the school plans to achieve	Our goal is to increase overall Science proficiency to 62% (A), or to increase by 9 points.
Person responsible for monitoring outcome	Michele Meservey (michele.meservey@yourcharlotteschools.net)
Evidence-based Strategy	Use Elevate Science curriculum and online REALIZE Science program, implement a comprehensive science plan by implementing Science word walls/journals, Science Boot Camp, and reinforce science concepts during STEM special area class. In addition, implement a designated daily Science block.
Rationale for Evidence-based Strategy	In 2011, The National Research Council (NRC) developed A Framework for K-12 Science Education which identified practices of science and engineering that were essential for all students to learn. Implementing and interacting with Science word walls was one effective strategy from this report. The National Science Education Standards recommend a comprehensive and consistent K-5 science program to increase science achievement.
Action Step	
Description	1. Create master schedule with designated Science blocks.
	2. Implement and follow Charlotte County Public Schools Curriculum Guide and Elevate Science curriculum.
	3. Implement Science word walls (2nd-5th) and Science journals in kindergarten/first grade.
	4. Relay correlation standards and sequence to STEM teacher. Monitor fidelity of implementation.
	5. Use Pearson Realize Science program (Elevate Science) during Science blocks and in ELA centers.
	6. Analyze progress monitoring data for Science during each progress monitoring window.
Person Responsible	Danielle Hudzina (danielle.hudzina@yourcharlotteschools.net)

#4	
Title	Increase overall achievement of Students with Disabilities
Rationale	Our school fell into the TS&I (Targeted Support and Improvement) for Students with Disabilities. Our SWD had a Federal Percent of Points Index of 36%, which is below the 41% requirement.
State the measurable outcome the school plans to achieve	Our overall achievement goal for SWD is 45%, or an increase of 9 points.
Person responsible for monitoring outcome	Danielle Hudzina (danielle.hudzina@yourcharlotteschools.net)
Evidence-based Strategy	We are implementing WIN (what I need) Math and Reading blocks. We are also implementing the SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) Reading program and QuickReads Intervention programs during iii time. In addition, we are 1-1 mentoring our L25 students, many of whom are SWD. Principal to attend targeted professional development from Mark Rolweski on raising achievement for L25 students. Additional staff (paraprofessional) members are pushing into each co-teach classroom. The Self-contained ESE classes are utilizing small groups and also have a low student to adult ratios.
Rationale for Evidence-based Strategy	The WIN blocks will target specific Reading and Math interventions needed for individual students based on the i-ready assessments, DRA assessments, and SIPPS assessments. SIPPS is aligned with the MTSS framework, which we use to track student progress in struggling areas. QuickReads is listed as an Instructional Intervention Tool on the National Center on Intensive Intervention at American Institute for Research (NCII) website. The program received full marks in participants, design, fidelity of implementation, and measures/targets.
Action Step	
Description	<ol style="list-style-type: none"> 1. Create master schedule including WIN blocks for ELA and MATH and the iii block. Start mentoring program. 2. Train teachers on SIPPS and continue with Collaborative Planning to ensure best practices are used 3. Train teachers on ELA and Math centers/reading i-ready reports and DRA reports 4. Train teachers on Quick Reads 5. Monitor fidelity on implementation through walk-through and student data (administration)
Person Responsible	Michele Meservey (michele.meservey@yourcharlotteschools.net)

#5	
Title	Increase overall ELA proficiency
Rationale	Our ELA achievement dropped 3 points, from a 60% (B) to a 57% (B).
State the measurable outcome the school plans to achieve	Our ELA goal is to increase our overall proficiency to 5 points, to a 62%.
Person responsible for monitoring outcome	Michele Meservey (michele.meservey@yourcharlotteschools.net)
Evidence-based Strategy	Ensure a 90 minute uninterrupted Reading block. We are implementing a WIN (what I need) Reading block. We are also implementing the SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) Reading program and QuickReads Intervention programs during iii time. Scholastic materials were purchased for use and correlate to the Developmental Reading Assessment (DRA's). LAF's materials and differentiated centers are used in all classrooms. Each team is collaboratively planning (with the Lead Teacher) every two weeks.
Rationale for Evidence-based Strategy	The WIN blocks will target specific Reading interventions needed for individual students based on the i-ready assessments, DRA assessments, and SIPPS assessments. SIPPS is aligned with the MTSS framework, which we use to track student progress in struggling areas. QuickReads is listed as an Instructional Intervention Tool on the National Center on Intensive Intervention at American Institute for Research (NCII) website. The program received full marks in participants, design, fidelity of implementation, and measures/targets. The Scholastic materials correlate to the DRA's, making it easier for our teachers to assess and teach our students what they need.
Action Step	
Description	<ol style="list-style-type: none"> 1. Create master schedule including a WIN block for ELA and the iii block, and time for collaborative planning. 2. Train teachers on SIPPS 3. Train teachers on ELA and Math centers/reading i-ready reports and DRA reports 4. Train teachers on Quick Reads 5. Monitor fidelity on implementation through walk-through and student data (administration)
Person Responsible	Michele Meservey (michele.meservey@yourcharlotteschools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Another area of concern is school morale. After being an "A" school for 16 years, dropping to a "C" school for two years in a row has devastated this staff. The principal has implemented an "open door" policy and spirit shirt Fridays, collected teacher opinions via staff surveys to drive change, has eliminated unneeded staff meetings, has implemented a new master schedule to better meet the needs of the

students and staff (including a duty free lunch during lunch time), has implemented targeted professional development based on staff needs (via survey and observations), and pops popcorn for the staff every Friday. All teachers receive a walk-through from administration at least once a week and positive feedback is left during each walk-through. Some school traditions were re-instated and needed resources were ordered for the teachers. The staff has a "fitness room" where they can work out as a group after school. Incentives are given for class growth and proficiency. The social committee continues to plan fun and uplifting activities for the staff and a game room will be open soon for both staff and students as a reward. Heron Hustle recipients will be recognized on the morning news as well.

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 Schoolwide Improvement Plan 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.

The school invites parents to collaborate with teachers during PIE (partners in education) nights each semester. Strategies are shared for use at home, Title I requirements are reviewed, bullying information is shared, and school expectations are reviewed.

In addition, the teachers conduct individual conferences with parents as needed.

The school also has a "Family Resource Center" that is open every Wednesday from 7:45am until school starts. Parents and students visit the center and receive 1 free book for their home library and 3 books to borrow and return/swap out. School events, such as the Heron Harvest, Heron Hustle, and Heron Hoopla involve families in our school events.

Once a month, the school hosts a DEAL (Drop Everything And Lead) day where community members come into the school to collaborate with students (Ex: the local Kiwanis Club and the Englewood Rotary). During our Leadership Englewood tour local leaders come and visit classrooms and create partnerships with our school.

Parents are invited to all school related meetings, as parent input is extremely valued at Vineland.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), 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.

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 needs of students.

Special area teachers and core team members are mentoring L25 students once/week to improve emotional, academic, and social needs.

Teachers have implemented class meetings every morning with students. Sanford Harmony, social/emotional curriculum, is used during this time.

Leader in Me is used throughout the school to teach students the 8 Habits and how to be in control of themselves.

The school works collaboratively with many local agencies, such as Charlotte Behavioral Health Care, to provide counseling resources as well as psychiatric consultations.

The School Advisory Council meets monthly with a focus on the school improvement plan. School progress and data is also shared with 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 align student leadership with student achievement.

The school leadership team meets monthly with grade level program planners. 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 concerns to parents. In addition, the Information Communications System (ICS) team is available to support school-based criteria for custom reports.

i-Ready, and School Portal are data networks that provide a variety of academic reports that address both local and state assessments. They use color-coded systems and filters which give users opportunity to clearly identify students in need of intervention.

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.

Administration completes walk-throughs on every classroom throughout each week. Progress monitoring data is also reviewed in collaboration with the lead teacher, core team, and grade level chairs. Based on the data and observations, materials are ordered to meet the needs of students (ex: SIPPS and QuickReads program). Programs are researched for validity and effectiveness before purchase (National Center on Intensive Intervention is one resource we use for this). In addition, teachers are placed in specific grade levels or subject areas based on student data from the previous year. We ensure our students are placed with the most effective teachers. Progress monitoring occurs each quarter through I-Ready, DRA, and teacher formative assessments. The Core team/administration review the data and implement changes based on need. The principal collaborates with the other county principals to ensure best practices (and resources) are used.

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. For example, the K Club works hand in hand with our local Kiwanis club throughout the year. 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. We also collaborate with business/community members during our School Advisory Council (SAC) meetings.