

Charlotte County Public Schools

# Vineland Elementary School



## 2021-22 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>12</b>
<b>Planning for Improvement</b>	<b>20</b>
<b>Positive Culture &amp; Environment</b>	<b>27</b>
<b>Budget to Support Goals</b>	<b>28</b>

# 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

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	95%
<b>2020-21 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: C (47%) 2017-18: C (53%) 2016-17: A (63%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan was approved by the Charlotte County School Board on 10/12/2021.

## 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](http://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.

## Table of Contents

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>12</b>
<b>Planning for Improvement</b>	<b>20</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>28</b>

## Vineland Elementary School

467 BOUNDARY BLVD, Rotonda West, FL 33947

<http://yourcharlotteschools.net/ves>

### School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	84%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	12%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

### School Board Approval

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### SIP Authority

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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.**

Vineland, Where Herons SOAR:

Show Respect

Own Actions

Accept Differences

Realize Potential

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

Student Success

### School Leadership Team

#### **Membership**

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

Name	Position 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. Completes walk-throughs and observations focusing on effective instructional practices. Leads professional development on evidence based strategies. Engages stakeholders through surveys, team leader meetings, and SAC/PTO meetings.
Bachnik, Jacqueline	Assistant Principal	Oversees safety and discipline 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 principal on overall academic progress of the school. Mentors L25 students weekly and ensures school morale is positive. Completes walk-throughs and observations focusing on effective instructional practices. Leads professional development on evidence based strategies. Engages stakeholders through surveys, team leader meetings, and SAC/PTO meetings.
Trullinger, Kelly	Other	Mentors new teachers, coaches all teachers, organizes and hosts professional development on evidence based strategies, models lessons, organizes and models intervention programs, helps with parent involvement activities and night time events, attends and engages parents through sharing of data and instructional strategies at SAC/PTO meetings, and other duties as listed. The lead teacher also sends "needs surveys" to the staff to determine materials, intervention groups, and the overall needs of the school. Reports to the principal. Participates in CORE team meetings, sharing information with the principal, to make school based decisions.
Toure, Molly	School Counselor	Leads school L25 mentoring programs and counseling groups. Serves on mental health team. Mentors students. Works closely with administration, school psychologist, and the social worker to meet the emotional, physical, and mental needs of all students. The counselor also sends "needs surveys" to the staff to determine materials and the overall needs of the school/students. Conducts professional development of evidence based strategies. Reports to the principal and participates in CORE team meetings, sharing information with the principal, to make school based decisions.
Hupp, Jamie	Other	Collaborates with teachers, students, families, and administration to ensure the needs of ESE students are met and IEP's are implemented with fidelity. Facilitates IEP meetings, analyzes data, and attends CORE team meetings. . Sends surveys and sits in on ESE team meetings to share best practices and collect information to share with the principal. Represents ESE on a variety of topics and reports to the principal on best practices and school needs. Conducts professional development of evidence based strategies.

Name	Position Title	Job Duties and Responsibilities
Cataldo, Heather	Math Coach	Leads MTSS for 3rd-5th grade students. Collaborates with administration, families, and teachers to ensure student academic needs are met. Mentors new teachers, coaches all teachers, organizes and hosts professional development on evidence based strategies, models lessons, organizes and models math intervention programs, helps with parent involvement activities and night time events, attends and engages parents through sharing of data and instructional strategies at SAC/PTO meetings, and other duties as listed. The math coach also sends "needs surveys" to the staff to determine materials, intervention groups, and the overall needs of the school. Participates in CORE team meetings, sharing information with the principal, to make school based decisions.
Edwards, Anne	Teacher, K-12	Leads MTSS for Kinder-2nd grade students. Collaborates with administration, families, and teachers to ensure student academic needs are met. Coaches teachers, organizes and hosts professional development on evidence based strategies, models lessons, organizes and models reading intervention programs, helps with parent involvement activities and night time events, attends and engages parents through sharing of data and instructional strategies at SAC/PTO meetings, and other duties as listed. She also sends "needs surveys" to the staff to determine materials, intervention groups, and the overall needs of the school. Participates in CORE team meetings when needed, sharing information with the principal, to make school based decisions.
Carter, Sarah	Teacher, ESE	Team leader for ESE dept. Teaches and analyzes standards and adjusts instruction as needed, based on evidence based practices. Collaborates with parents, teachers, and administration to ensure evidence based practices are in use and to share student needs. Gathers input from grade level team and shares this with administration at monthly leader team meetings. Also serves on Principals Partnership Committee. Supports staff and students in increasing ELA, Math, Social Studies, and Science achievement for PreK-5th grade 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. Serves as a mentor teacher to new teachers and models/coaches for teachers as well.
Prummell, Tara	Teacher, K-12	Team leader for kindergarten team. Teaches and analyzes standards and adjusts instruction as needed, based on evidence based practices. Collaborates with parents, teachers, and administration to ensure evidence based practices are in use and to share student needs. Gathers input from grade level team and shares this with administration at monthly leader team meetings. Supports staff and students in increasing ELA, Math, Social Studies, and Science achievement for kindergarten students. Serves as a mentor teacher to new teachers and models/coaches for teachers as well.
Cox, Alivia	Teacher, K-12	Team leader for 1st grade team. Teaches and analyzes standards and adjusts instruction as needed, based on evidence based practices. Collaborates with



Name	Position Title	Job Duties and Responsibilities
		parents, teachers, and administration to ensure evidence based practices are in use and to share student needs. Gathers input from grade level team and shares this with administration at monthly leader team meetings. Supports staff and students in increasing ELA, Math, Social Studies, and Science achievement for 1st grade students. Attends Key Literacy professional development and shares evidence based practices with her team.
Wylie, Kathy	Teacher, K-12	Team leader for second grade team. Teaches and analyzes standards and adjusts instruction as needed, based on evidence based practices. Collaborates with parents, teachers, and administration to ensure evidence based practices are in use and to share student needs. Gathers input from grade level team and shares this with administration at monthly leader team meetings. Supports staff and students in increasing ELA, Math, Social Studies, and Science achievement for second grade students. Serves as a mentor teacher to new teachers and models/coaches for teachers as well.
McCoy, Karen	Teacher, K-12	Team leader for third grade team. Teaches and analyzes standards and adjusts instruction as needed, based on evidence based practices. Collaborates with parents, teachers, and administration to ensure evidence based practices are in use and to share student needs. Gathers input from grade level team and shares this with administration at monthly leader team meetings. Supports staff and students in increasing ELA, Math, Social Studies, and Science achievement for third grade students. Serves as a mentor teacher to new teachers and models/coaches for teachers as well.
Long, Ashley	Teacher, K-12	Team leader for fourth grade team. Teaches and analyzes standards and adjusts instruction as needed, based on evidence based practices. Collaborates with parents, teachers, and administration to ensure evidence based practices are in use and to share student needs. Gathers input from grade level team and shares this with administration at monthly leader team meetings. Supports staff and students in increasing ELA, Math, Social Studies, and Science achievement for fourth grade students.
Southwell, Melissa	Teacher, K-12	Team leader for fifth grade team. Teaches and analyzes standards and adjusts instruction as needed, based on evidence based practices. Collaborates with parents, teachers, and administration to ensure evidence based practices are in use and to share student needs. Gathers input from grade level team and shares this with administration at monthly leader team meetings. Supports staff and students in increasing ELA, Math, Social Studies, and Science achievement for fifth grade students. Serves as a mentor teacher to new teachers and models/coaches for teachers as well.

## Demographic Information

### Principal start date

Tuesday 9/3/2019, Jacqueline Bachnik

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

**Total number of teacher positions allocated to the school**

40

**Total number of students enrolled at the school**

588

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

7

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

8

### Demographic Data

## Early Warning Systems

### 2021-22

**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	102	69	110	105	81	99	0	0	0	0	0	0	0	566
Attendance below 90 percent	1	11	9	15	11	19	0	0	0	0	0	0	0	66
One or more suspensions	0	3	3	4	1	2	0	0	0	0	0	0	0	13
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	6	10	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	9	8	0	0	0	0	0	0	0	17
Number of students with a substantial reading deficiency	10	7	11	11	6	10	0	0	0	0	0	0	0	55

**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	1	0	1	0	3	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	1	3	2	0	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Date this data was collected or last updated**

Monday 8/23/2021

## 2020-21 - 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	
Number of students enrolled	58	86	85	73	88	73	0	0	0	0	0	0	0	463
Attendance below 90 percent	11	11	11	11	8	11	0	0	0	0	0	0	0	63
One or more suspensions	1	2	0	1	0	0	0	0	0	0	0	0	0	4
Course failure in ELA	3	4	1	0	0	0	0	0	0	0	0	0	0	8
Course failure in Math	3	4	1	0	0	0	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	15	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	15	0	0	0	0	0	0	0	16

**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	1	2	0	1	0	0	0	0	0	0	0	0	0	4

**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	3	4	1	0	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

## 2020-21 - 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	
Number of students enrolled	58	86	85	73	88	73	0	0	0	0	0	0	0	463
Attendance below 90 percent	11	11	11	11	8	11	0	0	0	0	0	0	0	63
One or more suspensions	1	2	0	1	0	0	0	0	0	0	0	0	0	4
Course failure in ELA	3	4	1	0	0	0	0	0	0	0	0	0	0	8
Course failure in Math	3	4	1	0	0	0	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	15	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	15	0	0	0	0	0	0	0	16

#### 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	1	2	0	1	0	0	0	0	0	0	0	0	0	4

#### 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	3	4	1	0	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

## Part II: Needs Assessment/Analysis

### School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				57%	62%	57%	60%	59%	56%
ELA Learning Gains				53%	57%	58%	53%	52%	55%
ELA Lowest 25th Percentile				51%	50%	53%	40%	41%	48%
Math Achievement				56%	63%	63%	67%	65%	62%
Math Learning Gains				35%	54%	62%	47%	54%	59%
Math Lowest 25th Percentile				26%	42%	51%	33%	39%	47%
Science Achievement				53%	54%	53%	74%	66%	55%

### Grade Level Data Review - State Assessments

**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	2021					
	2019	58%	69%	-11%	58%	0%
Cohort Comparison						
04	2021					
	2019	56%	57%	-1%	58%	-2%
Cohort Comparison		-58%				
05	2021					
	2019	51%	56%	-5%	56%	-5%
Cohort Comparison		-56%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	73%	70%	3%	62%	11%
Cohort Comparison						
04	2021					
	2019	56%	60%	-4%	64%	-8%
Cohort Comparison		-73%				
05	2021					
	2019	35%	56%	-21%	60%	-25%
Cohort Comparison		-56%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	51%	52%	-1%	53%	-2%
Cohort Comparison						

### Grade Level Data Review - Progress Monitoring Assessments

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

Adaptive Progress Monitoring (APM Reading and Math), Renaissance (STAR Early Literacy, Reading and Math) and USATestprep Science.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33/36	55/62	70/73
	Economically Disadvantaged	17/33	27/53	35/65
	Students With Disabilities	5/31	6/40	6/38
	English Language Learners	1/100	1/100	1/100
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	44/49	63/69	70/74
	Economically Disadvantaged	23/45	32/62	37/69
	Students With Disabilities	9/56	11/69	8/50
	English Language Learners	1/100	1/100	1/100
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40/44	52/58	57/61
	Economically Disadvantaged	13/33	21/51	23/51
	Students With Disabilities	0/0	3/21	6/40
	English Language Learners	0/0	2/40	1/20
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25/27	39/43	54/58
	Economically Disadvantaged	6/15	13/32	20/44
	Students With Disabilities	1/8	3/21	6/40
	English Language Learners	0/0	2/40	0/0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31/41	35/49	48/61
	Economically Disadvantaged	16/42	19/50	23/59
	Students With Disabilities	2/17	2/17	4/29
	English Language Learners	0/0	0/0	0/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24/32	46/64	56/71
	Economically Disadvantaged	10/26	21/55	26/67
	Students With Disabilities	0/0	4/33	6/43
	English Language Learners	0/0	2/67	2/67
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50/56	50/57	58/60
	Economically Disadvantaged	21/50	19/46	22/47
	Students With Disabilities	2/11	4/22	4/19
	English Language Learners	0/0	0/0	0/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	37/41	54/61	72/75
	Economically Disadvantaged	17/40	23/55	35/74
	Students With Disabilities	4/22	6/32	10/48
	English Language Learners	0/0	0/0	0/0

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35/47	34/45	52/63
	Economically Disadvantaged	11/34	10/31	16/47
	Students With Disabilities	4/27	5/28	5/31
	English Language Learners	0/0	0/0	0/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29/39	38/49	44/52
	Economically Disadvantaged	12/38	15/45	14/40
	Students With Disabilities	1/7	3/17	5/29
	English Language Learners	0/0	0/0	0/0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	36/53	53/73	-
	Economically Disadvantaged	13/46	21/66	-
	Students With Disabilities	3/25	8/53	
	English Language Learners	0/0	0/0	

## Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	37	40		45	44		29				
ELL	50			79							
HSP	45	40		60	30						
WHT	68	54	36	74	35	23	52				
FRL	61	45		71	31	30	39				
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				

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	49
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	
Total Points Earned for the Federal Index	344
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
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	65
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	44
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	49
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	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

**Data Analysis**

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

**What trends emerge across grade levels, subgroups and core content areas?**

Our ELA and Math proficiency increased in all grades, 3-5. Our Science scores decreased by 4, at 49% proficiency. Our ELA LG decreased by 1 point and our L25 learning gains decreased by 10 points. Our Math LG decreased by 1 point and our L25 LG increased by 3 points.

**What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

We need to improve our learning gains (LG) in grades 3-5, in both math and reading. Most of the LG loss was at the 5th grade level. This team was new last year and inexperienced in 5th grade. This year we have an experienced team of professional, hard working teachers in 5th grade. We also need to improve our Science proficiency.

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

The 5th grade team was new last year and inexperienced in 5th grade. Two of the four came from the secondary level and struggled in 5th grade, despite coaching and feedback. One of the teachers came from a charter school and she struggled to learn the ins and outs of the public school system. This year we have an experienced team of professional, hard working teachers in 5th grade. We also have a Math coach to help increase scores of our L25 students and students with disabilities. We also need to improve our Science proficiency in 5th grade. A new comprehensive Science plan will be outlined in the School Improvement Plan. We will also integrate the Science standards into our STEM class.

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

Math achievement (+17)

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

We ensured at least a 60minutes math block and utilized all curricular resources and followed a proper scope and sequence for teaching at each grade level. We also implemented "Do the Math" as an intervention program to use during "What I need" (WIN) time. During this time, extra staff members pushed in so students could be served in smaller, targeted groups.

**What strategies will need to be implemented in order to accelerate learning?**

We need to continue to utilize district curriculum materials and curriculum maps, including a proper scope and sequence for teaching. We also need to continue the WIN time to ensure targeted, small group support for students.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Ready Florida Math visited the school on September 10th, 2021 to review and introduce new features and accessible interventions from the Math program. Teachers were also given a block of time on August 3rd, 2021 to review the MAFS and Best standards (for ELA and Math to ensure they were

aware of what the students needed to understand at each grade level. The district also presented on DBQ (document based questioning) for grades 2nd-5th so teachers could improve their writing instruction. Critical concept maps were printed (Math and ELA) for every grade level and reviewed at Collaborative Planning in August of 2021. The district came and presented on the BEST standards for grades K-2 in August of 2021. Finally, the district psychometrician came and visited VES on September 2nd, 2021 to review data trends and areas of need for each teacher and grade level. The teachers were given built in planning time to discuss the data and set goals.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

This year we have a Math coach (also the 3rd-5th grade MTSS coordinator) that will service grades K-5, with an emphasis on the L25 students in grades 3-5. We also have an additional K-2 MTSS coordinator who will serve as a reading push in teacher as well. We revised our master schedule to separate WIN time blocks so additional staff members could push-in to service students in small, targeted groups.

### Part III: Planning for Improvement

#### Areas of Focus:

**#1. ESSA Subgroup specifically relating to Students with Disabilities**

<b>Area of Focus Description and Rationale:</b>	Our school was identified as a school in need of support for students with disabilities in the 2019-2012 school year. We must raise the achievement and learning gains of SWD if we are to improve our overall school grade and remove ourselves from TS&I status. In 2018-2019 our SWD scored 36% in overall achievement. In 2020-2021 our SWD scored at 39% overall achievement.
<b>Measurable Outcome:</b>	Our overall achievement goal for SWD is 48%, or an increase of 9 points.
<b>Monitoring:</b>	The Literacy leadership team will review of the following data: STAR, Benchmark, APM, walk-throughs from administration, Collaborative planning meetings, Data chats, Quickreads, DRA, LLI, and/or L25 mentoring meetings. Learning walk data will also be reviewed for progress monitoring.
<b>Person responsible for monitoring outcome:</b>	Danielle Hudzina (danielle.hudzina@yourcharlotteschools.net)
<b>Evidence-based Strategy:</b>	<p>We are implementing a WIN (what I need) Math and Reading blocks for Tier 2 students. We also have a Tier 3 block for students who are Tier 3 in ELA. During these blocks, students will receive intensive instruction in needed areas, based on data. In addition, we are 1-1 mentoring our L25 students, many of whom are SWD. Additional staff (paraprofessional and ESE certified teachers) are pushing into each inclusion classroom. The Self-contained ESE classes are utilizing small groups and also have a low student to adult ratios, due to an additional allocation. Learning walks will also be used to assess needs and areas of strength.</p> <p>The WIN blocks will target specific Reading and Math interventions needed for individual students based on the STAR assessments, DRA assessments, Benchmark Assessments, Ready Math Assessments, and other program assessments. LLI, SIPPS, Focus Math, and Do the Math are aligned with the MTSS framework, which we use to track student progress in struggling areas. MTSS has a 1.07 effect size on student achievement. LLI, QuickReads, and Focus Math are listed as an Instructional Intervention Tool on the National Center on Intensive Intervention at American Institute for Research (NCII) website. The programs received full marks in participants, design, fidelity of implementation, and measures/targets.</p>
<b>Rationale for Evidence-based Strategy:</b>	

**Action Steps to Implement**

Create master schedule including WIN blocks for ELA and MATH and the iii block. Determine WIN and T3 groups through collaborative planning and team meetings. Start interventions by the week of 9/13/21.

**Person Responsible** Jacqueline Bachnik (jacqueline.bachnik@yourcharlotteschools.net)

Train teachers in LLI and other needed reading programs.

**Person Responsible** Anne Edwards (anne.edwards@yourcharlotteschools.net)

Train teachers in Focus Math, Do the Math, and Ready Math T2 interventions. All training will be completed by November 1st, 2021.

**Person Responsible** Heather Cataldo (heather.cataldo@yourcharlotteschools.net)

Create walk-through schedule for the Math blocks and Collaborative planning sessions. Create L25 meeting schedule and data charts to student meetings.

**Person Responsible** Jacqueline Bachnik (jacqueline.bachnik@yourcharlotteschools.net)

Discuss data trends and areas of strength/weakness during collaborative planning and semester data chats. Address student needs and adjust intervention plans as needed. Continue after each progress monitoring window.

**Person Responsible** Jacqueline Bachnik (jacqueline.bachnik@yourcharlotteschools.net)

**#2. Instructional Practice specifically relating to Math**

<b>Area of Focus Description and Rationale:</b>	Only 35% of students made learning gains in Math and only 26% of students in the lowest 25% (L25) made learning gains in Math.
<b>Measurable Outcome:</b>	Our goal is to increase Math gains from 34% to 55% and our L25 learning gains from 29% to 55%.
<b>Monitoring:</b>	<p>The CORE team and Team Leaders will review data from the following sources: Ready Florida Math, STAR, Do the Math, and Focus Math. Areas of strength and weakness will be analyzed and a strategic plan will be created to help improve learning gains. The Math coach will analyze and share data with the teams as well.</p> <p>In addition, administration will complete walk-throughs during the Math block to ensure the critical concepts are being followed and evidence based strategies are in use.</p>
<b>Person responsible for monitoring outcome:</b>	Danielle Hudzina (danielle.hudzina@yourcharlotteschools.net)
<b>Evidence-based Strategy:</b>	<p>Ready Classroom Math curriculum will be used with fidelity, including a proper scope/sequence. The Charlotte Schools Critical Concepts Map will be followed in grades 3-5. Ready Classroom Math is ESSA approved, citing research on using the blended core curriculum and individualized curriculum to improve achievement. For students with comparable starting points, the mean mathematics achievement for the Ready Mathematics blended Core Curriculum group was statistically significantly higher in all Grades K–5 (<a href="https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/research-overview-proven-to-work-brochure-2019.pdf">https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/research-overview-proven-to-work-brochure-2019.pdf</a>). Collaborative planning will be used to ensure teachers understand all standards.</p> <p>"Do the Math" will be used during WIN (What I Need) time to fill student gaps. The program cites research on the use of manipulatives, learning goals, feedback, etc to effectively fill gaps (<a href="https://www.hmhco.com/programs/do-the-math/research-results">https://www.hmhco.com/programs/do-the-math/research-results</a>).</p> <p>A separate Math WIN block has been scheduled for K-5. Special area teachers will push in during this block so more 1-1/small group interventions can be used (Tier 2 &amp; 3).</p> <p>Ready Classroom Math meets the "moderate" rating for ESSA and has years of data to support higher achievement scores (<a href="https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/research-overview-proven-to-work-brochure-2019.pdf">https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/research-overview-proven-to-work-brochure-2019.pdf</a>). All teachers/students K-5 have Ready Classroom Math materials.</p>
<b>Rationale for Evidence-based Strategy:</b>	<p>Do the Math is based on 50 years of research and meets the "moderate" rating for ESSA in grades 1-5 (<a href="https://www.hmhco.com/research/essa/essa-solutions-comparison-chart">https://www.hmhco.com/research/essa/essa-solutions-comparison-chart</a>).</p> <p>Special area teachers will push in during the WIN block so more 1-1 and small group interventions can be used (Tier 2 and Tier 3). These small targeted groups (.77 effect size) allow for more feedback (.70 effect size) as well (<a href="https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/">https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/</a>).</p>

**Action Steps to Implement**

Have district come review FSA and Star scores with grades K-5 on September 2nd, 2021. FSA data will be used to distinguish patterns of improvement or decline. The teachers and core team will cite areas of concern/need and areas of improvement according to the data. This will be discussed at Collaborative Planning.

**Person Responsible** Heather Cataldo (heather.cataldo@yourcharlotteschools.net)

Ready Math will visit on October 8th, 2021 to review the various components of Ready Math, review data, show the staff how to access T2 interventions, and answer any questions the teachers may have.

**Person Responsible** Kelly Trullinger (kelly.trullinger@yourcharlotteschools.net)

Review L25 data and create WIN "What I Need" Math intervention groups and create a schedule for interventions. Begin interventions with Standards Based Activities, Do the Math, or Focus Math.

**Person Responsible** Jacqueline Bachnik (jacqueline.bachnik@yourcharlotteschools.net)

Review STAR, APM, Do the Math, and Focus Math data and adjust student intervention groups as needed. This will be completed through Collaborative Planning sessions and data chats. Repeat each quarter and continue to adjust practices as needed.

**Person Responsible** Heather Cataldo (heather.cataldo@yourcharlotteschools.net)



**#3. Instructional Practice specifically relating to Science**

**Area of Focus Description and Rationale:** In 2019, 51% of 5th graders at VES were proficient in Science. In 2021, this number stayed the same at 51%, and dropped two points with matched students at 49%. After implementing a strategic plan during the 2020-2021 school year, our scores did not improve. This is an area of need for VES.

**Measurable Outcome:** Our goal is to improve our Science proficiency from 49% to 59%.

**Monitoring:** The CORE team and Team Leaders will review data from the following sources: USA TestPrep, Pearson Elevate (Science), and the Smithsonian Readers for Tier 2 students. Areas of strength and weakness will be analyzed and a strategic plan will be created to help improve overall proficiency. In addition, administration will complete walk-throughs during the Science block to ensure the critical concepts are being followed.

**Person responsible for monitoring outcome:** Danielle Hudzina (danielle.hudzina@yourcharlotteschools.net)

**Evidence-based Strategy:** The Pearson Elevate Science curriculum will be utilized K-5 and is correlated to the NGSS Science Standards. Each child will receive a minimum of 30 minutes daily Science Instruction utilizing evidence based strategies, such as inquiry based learning. The STEM teacher will reinforce concepts in the K-5 curriculum once a week during special area time. Teachers will utilize interactive Science word walls (grades 2-5) and journals (kindergarten & 1st). The news crew will review all of the science vocabulary for each grade level, including movies, definitions, and/or pictures.

**Rationale for Evidence-based Strategy:** Pearson Elevate includes evidence based instruction (inquiry based) and utilizes evidence-based assessments at the end of each topic. These assessments present a scenario-based, multi-component task. The task will not only simultaneously assess multiple practices, but also measure a student's conceptual understanding of the science ideas ([https://assets.savvas.com/asset\\_mgr/current/202034/Elevate-Science-K5-Overview.pdf?\\_ga=2.33895332.421088190.1600023069-1865660246.1600023069](https://assets.savvas.com/asset_mgr/current/202034/Elevate-Science-K5-Overview.pdf?_ga=2.33895332.421088190.1600023069-1865660246.1600023069)).

Interactive word walls are an effective teaching strategy (Jackson and Ash 2011; Jackson, Tripp, and Cox 2011). They support the development of scientific thinking; build academic vocabulary; and reinforce important patterns while providing an overview of each lesson (<http://www.thesciencetoolkit.com/wp-content/uploads/2015/10/Interactive-Word-Walls-Science-and-Children.pdf>).

**Action Steps to Implement**

Administration will check every classroom for either Science word walls (gr. 2-5) or science journals (gr. k-1).

**Person Responsible** Jacqueline Bachnik (jacqueline.bachnik@yourcharlotteschools.net)

Administration will create a walk-through schedule to see the strategies in place, including in STEM class.

**Person Responsible** Jacqueline Bachnik (jacqueline.bachnik@yourcharlotteschools.net)

Administration will review data at semester data chats with teachers or during Collaborative Planning after the Science assessment windows.

In addition, any areas of concern will be discussed with the teacher/s and administration as needed.

Adjustments will be made to our plan as needed.

**Person Responsible** Danielle Hudzina (danielle.hudzina@yourcharlotteschools.net)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**According to our FOCUS data from the 2019-2020 school year, we had 27 referrals. During the 2020-2021 school year, we had 86 referrals. However, we did miss a quarter of the school year in 2019-2020 due to Covid, so comparing these two years is not equal. Our goal for the 2021-2022 school year is to have 50 referrals or less.**

**According to the Safe Schools for Alex website, we ranked "low" for discipline incidents when compared to all other elementary schools in Florida (#503 out of 1395 in 2019). However, we ranked "moderate" in violent incidents. We have 6 self-contained Exceptional Student Education Units (ESE) units on campus. Last year we had no full time behavior specialist on campus to help aid in behavior plans and responding to calls for behaviors. We also had one classroom with 3 teacher changes, causing major disruptions and a lack of consistency for those students. This had a negative impact on school and staff morale as we received many complaints from both staff and parents regarding students cursing, hitting, eloping, etc. Although our overall suspension data and incident data is low (.3 for every 100 students) according to the Safe Schools for Alex website, these major events still did have an impact on our culture and environment.**

**This year we started with a training from our new behavioral specialist regarding de-escalation strategies, general behavioral strategies, when to call for help, positive behavior incentives, etc. The staff enjoyed time to learn from our new BS and each other.**

**Our Positive Behavior Support Intervention (PBIS) team also met and did a training with the staff on our positive incentives, such as Liveschool points. The team focused on research stating positive incentives worked better than suspensions and referrals. We also implemented a new cafeteria incentive to improve behavior at lunch as well.**

**Our school PBIS committee will monitor both discipline data and team/school morale through formal and informal meetings and conversations with staff members and administration.**

**Finally, administration will discuss behavioral strategies/positive incentives during team leader meetings to evaluate their effectiveness. If changes need to be made, they will be discussed and implemented with input from PBIS and the behavioral specialist.**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

### Describe how the school addresses building a positive school culture and environment.

We believe a positive school culture and morale leads to a happier, more productive staff. We do the following things to build a positive school culture for the staff at VES: Hardworking Heron (staff), Facebook and school news shout outs, Spirit Days/Dress up contests, Popcorn Wednesdays, hand-written praise/notes of thanks for all staff, use of input from staff via surveys and grade level chair meetings, email shout outs, staff giftcards/treats (example: \$5 Dunkin Donuts giftcard), and staff breakfast/luncheons.

We do the following things to build a positive school culture for the students at VES: Liveschool points, PBIS quaterly and semester celebrations, Facebook and school news shoutouts, Spirit Days/Dress up days and contests, Quarterly Spirit Sticks, Heron of the Month, student mentoring, L25 meetings, Box Top winners, and use of Student input via surveys and small group meetings.

We do the following things to build a positive school culture for the families at VES: Parent Family enegamenet nights (Example: STEM night) and social fun family nights (example: Heron Harvest), Input from SAC/PTO, Parent Family Engagement Plan (PFEP) Team, Facebook shoutouts, use of Remind to share positive news, send monthly newsletters, parent Climate surveys, use of Title I parent survey results.

### Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Our stakeholders are very important to our school in many ways. Each individual or group of stakeholders has an important role and contributes based on the following areas:

**School Advisory Committee:** team of people representing various parts of the school community who assist in the preparation and evaluation of the school improvement plan, budget, and assist the principal with creating a positive school culture.

**Parent Teacher Organization:** team of people who bring together the school family to raise funds for the school as well as maintain communication and good relations amongst families.

**Vineland Elementary Team Leaders:** team of people who represent each grade level team, support their colleagues, give administration feedback from their teams (needs, strenghts/weaknessed, etc) and maintain positive communication with staff, families, and administration.

**Parent Family Engagement Team:** parents and school personnel working together to support and improve

the learning, development, and health of children and adolescents through parent engagement and involvement.

**CORE Team:** Team of administrators, counselor, liaison, coaches, school psychologist, and Lead teacher who work together to support school staff, students and the community. Literacy, Math, and Science data is discussed and areas of strength and weakness are noted and addressed. The CORE team also supports teachers and plans surprise events (luncheons, icecream trucks, awards,etc) for the staff to increase staff morale and culture.

**Positive Behavior Support Team:** Positive Behavioral Interventions Support or PBIS is a team of VES staff members whose goal is to improve student outcomes by supporting students with positive preventative behavior rather than punishment. This committee is committed to establishing behavioral and cultural supports needed for student achievement.

**Principal Partnership Committee & Support Staff Principal Partnership Committee:** A group of team members who are focused on student success. Team members represent various sub groups in the school system and work together to collaborate to meet the needs of staff and students. These committees meet once a month.

## Part V: Budget

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
Total:			\$0.00