

Miami-Dade County Public Schools

Vineland K 8 Center



2021-22 Schoolwide Improvement Plan

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Vineland K 8 Center

8455 SW 119TH ST, Miami, FL 33156

<http://vinelandelementary.dadeschools.net/>

Demographics

Principal: Catherine Krtausch T

Start Date for this Principal: 7/1/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	43%
2020-21 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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (74%) 2017-18: A (68%) 2016-17: A (67%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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 Dade 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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	No	39%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	85%

School Grades History

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

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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 K-8 Center is an engaged, supportive community where children find freedom to express their personal best. In unison, we guide our students to become responsible and reflective thinkers, develop confidence, and become innovative problem solvers, prepared to lead our changing world.

Provide the school's vision statement.

We are the little school where children are raised, and not just taught.

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
Krtausch, Catherine	Principal	<p>Catherine Krtausch, Principal: Provides a common vision for the use of data-based decision-making, monitors the implementation of interventions with the assistant principals, provides support and direction to school staff by meeting with the Multi-Tiered System of Supports (MTSS) team and providing professional development as needed; and, communicates school-based plans regarding MTSS to all stakeholders through EESAC.</p> <p>Identify appropriate, evidence-based intervention strategies as communicated by district personnel; assist with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and lead the assessment process and implementation monitoring, along with the principal; work with fellow team members to follow up on action steps and allocate resources; gather input from the school psychologist and school social worker, in addition to the general education and special education teachers.</p> <p>Collect and manage data as it relates to Early Warning Systems (academic, attendance, discipline, and any other indicators that might contribute to the identification of students being "at-risk). This data will be shared with the Rtl team as part of the problem-solving process to assist in assigning the most appropriate, multi-tiered interventions for students.</p> <p>Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies. Assist with the ongoing progress monitoring of students identified as “at risk” by the school support team. Provide guidance on K-12 reading plan (CRRP); facilitate and support data collection activities; assist in data analysis; provide professional development and technical assistance to teachers regarding data-based instructional planning; support the implementation of Tier 1, Tier 2, and Tier 2 intervention plans.</p>
Cobo, Joan	Assistant Principal	<p>Joan Cobo, Assistant Principal: Evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches in the Pre-Kindergarten through Eighth Grade.</p> <p>Identify appropriate, evidence-based intervention strategies as communicated by district personnel; assist with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and lead the assessment process and implementation monitoring, along with the principal; work with fellow team members to follow up on action steps and allocate resources; gather input from the school psychologist and school social worker, in addition to the general education and special education teachers.</p> <p>Collect and manage data as it relates to Early Warning Systems (academic,</p>

Name	Position Title	Job Duties and Responsibilities
		<p>attendance, discipline, and any other indicators that might contribute to the identification of students being "at-risk). This data will be shared with the Rtl team as part of the problem-solving process to assist in assigning the most appropriate, multi-tiered interventions for students.</p> <p>Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies. Assist with the ongoing progress monitoring of students identified as "at risk" by the school support team. Provide guidance on K-12 reading plan (CRRP); facilitate and support data collection activities; assist in data analysis; provide professional development and technical assistance to teachers regarding data-based instructional planning; support the implementation of Tier 1, Tier 2, and Tier 2 intervention plans.</p>
Vaccaro, Aurora	Teacher, ESE	<p>Aurora Vaccaro, ESE Chairperson: Participates in student data collection, collaborates with general education teachers to determine strategies for implementation of the intervention program; assists with whole school screening programs that provide early intervening services for children to be considered "at risk." Assists with the ongoing progress monitoring of students identified as "at risk" by the school support team. Works with fellow team members to follow up on action steps and allocate resources; and provides input at school support team meetings.</p>
Doval De Siles, Doralba	School Counselor	<p>Dory DovaldeSiles, School Counselor: Assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides input at school support team meetings. The school counselor continues to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.</p>
Morales, Dunia	Teacher, K-12	<p>Mathematics Leader: Works with administration to identify appropriate, evidence-based mathematics intervention strategies as communicated by district personnel; participates in the design and delivery of professional development; and provides input at school support team meetings.</p>
Gonzalez, Vanessa	Teacher, K-12	<p>Mathematics Leader: Works with administration to identify appropriate, evidence-based mathematics intervention strategies as communicated by district personnel; participates in the design and delivery of professional development; and provides input at school support team meetings.</p>
Calero, Alina	Teacher, K-12	<p>ELA Leader: Works with administration to identify appropriate, evidence-based reading intervention strategies as communicated by district personnel; participates in the design and delivery of professional development; and provides input at school support team meetings.</p>

Name	Position Title	Job Duties and Responsibilities
Collins, Caroline	Teacher, K-12	ELA Leader: Works with administration to identify appropriate, evidence-based reading intervention strategies as communicated by district personnel; participates in the design and delivery of professional development; and provides input at school support team meetings.

Demographic Information

Principal start date

Friday 7/1/2016, Catherine Krtausch T

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.*

33

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.*

21

Total number of teacher positions allocated to the school

54

Total number of students enrolled at the school

726

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

1

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

0

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	82	66	74	75	86	86	84	86	86	0	0	0	0	725
Attendance below 90 percent	3	9	2	0	2	5	1	2	6	0	0	0	0	30
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	1	4	3	1	2	0	4	0	0	0	0	17
Course failure in Math	0	0	2	0	1	0	2	0	7	0	0	0	0	12
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	1	4	5	0	0	0	0	10
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	6	0	8	0	0	0	0	14
Number of students with a substantial reading deficiency	1	6	12	10	11	4	12	12	25	0	0	0	0	93
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	3	1	0	1	0	3	0	8	0	0	0	0	16

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	1	0	1	0	1	0	4	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Wednesday 6/30/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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	67	79	79	90	93	99	99	91	94	0	0	0	0	791
Attendance below 90 percent	6	2	1	2	4	0	4	4	6	0	0	0	0	29
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	5	2	2	3	2	1	5	0	0	0	0	21
Course failure in Math	0	2	0	0	1	2	2	7	3	0	0	0	0	17
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	2	5	3	7	0	0	0	17
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	9	1	5	12	0	0	0	27

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	2	1	0	1	4	3	6	7	0	0	0	0	24

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	2	2	1	0	1	0	2	1	4	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	1

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				82%	63%	61%	80%	62%	60%
ELA Learning Gains				74%	61%	59%	61%	61%	57%
ELA Lowest 25th Percentile				64%	57%	54%	54%	57%	52%
Math Achievement				81%	67%	62%	78%	65%	61%
Math Learning Gains				77%	63%	59%	68%	61%	58%
Math Lowest 25th Percentile				67%	56%	52%	49%	55%	52%
Science Achievement				70%	56%	56%	72%	57%	57%
Social Studies Achievement				85%	80%	78%	94%	79%	77%

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	83%	60%	23%	58%	25%
Cohort Comparison						
04	2021					
	2019	83%	64%	19%	58%	25%
Cohort Comparison		-83%				
05	2021					
	2019	72%	60%	12%	56%	16%
Cohort Comparison		-83%				
06	2021					
	2019	79%	58%	21%	54%	25%
Cohort Comparison		-72%				
07	2021					
	2019	77%	56%	21%	52%	25%
Cohort Comparison		-79%				
08	2021					
	2019	87%	60%	27%	56%	31%
Cohort Comparison		-77%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	79%	67%	12%	62%	17%
Cohort Comparison						
04	2021					
	2019	81%	69%	12%	64%	17%
Cohort Comparison		-79%				
05	2021					
	2019	80%	65%	15%	60%	20%
Cohort Comparison		-81%				
06	2021					
	2019	76%	58%	18%	55%	21%
Cohort Comparison		-80%				
07	2021					
	2019	81%	53%	28%	54%	27%
Cohort Comparison		-76%				
08	2021					
	2019	65%	40%	25%	46%	19%
Cohort Comparison		-81%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	73%	53%	20%	53%	20%
Cohort Comparison						
08	2021					
	2019	63%	43%	20%	48%	15%
Cohort Comparison		-73%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	83%	73%	10%	71%	12%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	63%	37%	61%	39%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

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

The Needs Assessment/Analysis displays progress monitoring data by grade level and subgroup. The value displayed is the percent of students proficient based on iReady diagnostic results and Midyear assessments for science and civics.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46	64	81
	Economically Disadvantaged	29	48	74
	Students With Disabilities	0	0	100
	English Language Learners	0	31	62
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	38	55	72
	Economically Disadvantaged	25	33	59
	Students With Disabilities	0	50	100
	English Language Learners	12	43	56

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	69	81	85
	Economically Disadvantaged	66	66	72
	Students With Disabilities	0	14	0
	English Language Learners	45	45	45
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	36	62	79
	Economically Disadvantaged	16	33	72
	Students With Disabilities	0	0	0
	English Language Learners	27	18	45

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	78	89	89
	Economically Disadvantaged	71	81	84
	Students With Disabilities	30	54	54
	English Language Learners	30	61	61
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	36	59	78
	Economically Disadvantaged	28	46	71
	Students With Disabilities	0	15	23
	English Language Learners	16	33	58

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	79	81	85
	Economically Disadvantaged	62	62	71
	Students With Disabilities	50	50	25
	English Language Learners	57	42	57
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	59	71	84
	Economically Disadvantaged	36	52	75
	Students With Disabilities	50	50	50
	English Language Learners	37	37	64

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	49	64	67
	Economically Disadvantaged	35	50	55
	Students With Disabilities	0	33	33
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	34	60	76
	Economically Disadvantaged	30	52	70
	Students With Disabilities	0	25	41
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		27	
	Economically Disadvantaged		15	
	Students With Disabilities		8	
	English Language Learners		1	
	Number/% Proficiency	Fall	Winter	Spring

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	59	67	78
	Economically Disadvantaged	37	62	76
	Students With Disabilities	50	50	50
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	46	57	72
	Economically Disadvantaged	28	48	58
	Students With Disabilities	50	50	50
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	60	60	68
	Economically Disadvantaged	42	40	54
	Students With Disabilities	14	42	42
	English Language Learners	33	33	33
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	45	48	54
	Economically Disadvantaged	31	25	28
	Students With Disabilities	0	14	0
	English Language Learners	0	33	33
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students		67	
	Economically Disadvantaged		51	
	Students With Disabilities		57	
	English Language Learners		0	

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	56	63	64
	Economically Disadvantaged	42	53	57
	Students With Disabilities	30	30	38
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	40	21	23
	Economically Disadvantaged	17	10	14
	Students With Disabilities	23	0	15
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		23	
	Economically Disadvantaged		12	
	Students With Disabilities		18	
	English Language Learners		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	47	57	54	31	39	33	33				
ELL	68	62	61	57	49	33	41				
ASN	78	62		72	46						
BLK	64	45		50	45						
HSP	78	65	60	64	46	33	61	80	53		
WHT	84	71		76	54	30	69	92	65		
FRL	69	56	53	54	39	33	45	67	33		
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	50	50	50	55	54	39	38				
ELL	61	70	72	73	77	76	46				
ASN	95	89		95	89						

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
BLK	56	63		72	79						
HSP	80	72	62	79	77	66	66	84	58		
MUL	84	86		89	64						
WHT	91	80	69	89	78	64	81	86	79		
FRL	71	70	66	68	70	58	56	76	38		
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	45	37	17	38	39	22	50				
ELL	58	59	52	65	72	73					
ASN	83	58		96	89						
BLK	61	63	50	50	56	57	64				
HSP	80	60	58	78	66	49	73	97	45		
MUL	87	58		93	75						
WHT	81	64	55	81	72	28	72	90	71		
FRL	71	59	55	70	64	53	66	89	37		

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	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	593
Total Components for the Federal Index	10
Percent Tested	95%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	52

English Language Learners	
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	65
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	51
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	59
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	68
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	51
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?

Despite the fact that Vineland's FSA scores remain well above both district and state averages in all content areas, the 2021 scores did show a decline when compared to the 2019 scores. To be fair, since Florida standardized testing was suspended in 2020 due to the pandemic, trying to measure learning gains two years apart is a less than perfect scenario. Our school experienced some student membership shifts in 2020-2021 decreasing the number of tested students whose scores could be matched from two years ago.

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

Although historically, our school's student performance in mathematics has been extremely strong, data from the 2021 FSA Mathematics show a significant decline in performance across all tested grade levels. In particular, two grade levels underperformed, especially when compared to the rest of our school. On the 2021 FSA Math, 54% of Grade 4 and 28% of Grade 8 scored at or above Level 3, a decrease of 27 and 57 percentage points from the 2019 FSA scores, respectively. Additionally, our Learning Gains among the Lowest 25% in Math decreased from 67% to 35%.

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

For many students, distance learning was not an effective means of delivering math instruction. With all our students back in school, it is imperative that we capture students' interest right away by providing a variety of high-interest, hands-on activities.

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

While we do not see gains when studying cohort groups, our 6th grade students performed stronger than they have in years on the FSA ELA, with 87% scoring at Level 3 or above in 2021, 25 percentage points higher than the district average.

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

The teacher effectively incorporated technology, high-interest novels, and a focus on writing and editing to achieve positive results.

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

A variety of strategies will be utilized to increase student engagement, including incorporating deeper SEL experiences, hands-on activities, co-curricular activities, and encouraging student choice when feasible.

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.

Best practices will be shared through faculty meetings and common planning in order to develop programs and activities that get students excited about learning. Professional Development conducted on 8/18 and 9/7 focused on long-range planning to include planning for Fun Fridays, Genius Hour, Green and Gold spirit days, and field trips to extend learning. On the first Wednesday of each month, Best Practices workshops will be provided that highlight engaging lessons that span the grade levels served within our school.

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

The faculty will be working in concert to offer students enrichment opportunities to extend learning through Fun Fridays, Genius Hour, Student-Led Conferences, and SEL Strong.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale: Based on the data review, Vineland will implement Hands-On-Learning in order to increase student engagement. Particularly in the area of Math, remote learning negatively impacted the acquisition of skills critical to solving complex and multi-step problems. There was a decline in Math performance at every FSA-tested grade level in 2021, with the most significant being in Grade 4 (from 81% to 54%), Grade 5 (from 80% to 68%), Grade 7 (from 81% to 65%), and in Grade 8 (from 65% to 28%).

Measurable Outcome: If we consistently employ Hands-On-Learning to engage students, the percentage of students in grades 3-8 scoring at or above Level 3 on the 2022 FSA Math will improve by a minimum of 10 percentage points as evidenced by the 2022 State Assessments.

Monitoring: Evidence of the hands-on learning and student-created projects will be visible throughout classrooms and displayed throughout the school.

Person responsible for monitoring outcome: Catherine Krtausch (pr5671@dadeschools.net)

Evidence-based Strategy: Hands-On-Learning is a learning style in which learning takes place by the students carrying out physical activities, rather than listening to a lecture or carrying out a demonstration. This may include using manipulatives to teach concepts.

Rationale for Evidence-based Strategy: Research has demonstrated that engaging students in the learning process increases their attention and focus, motivates them to practice higher-level critical thinking skills, and promotes meaningful learning experiences.

It has been said that "For the things we have to learn before we can do them, we learn by doing them." Using hands-on activities allows students to engage in kinesthetic learning. It allows students to experiment with trial and error, learn from their mistakes, and understand the potential gaps between theory and practice. Most important, it provides educators with a unique opportunity to enrich the minds of their students in new and engaging ways.

Action Steps to Implement

8/31-10/11 - Teachers will develop lesson plans that integrate project-based learning in the elementary grades. As a result, teachers will collect appropriate materials and resources to engage students as they make learning come to life.

Person Responsible Catherine Krtausch (pr5671@dadeschools.net)

8/27-10/11 - Each Friday will be "Fun Friday" for students as hands-on activities and experiments will take place in all elementary classrooms.

Person Responsible Joan Cobo (jcobo@dadeschools.net)

8/23-10/11 - Expand the Upper Academy robotics program to provide double the amount of students with the opportunity to design, build, and operate robots as they prepare for district competitions.

Person Responsible Catherine Krtausch (pr5671@dadeschools.net)

8/23-10/11 - Through our Green Studies elective, the students will maintain two edible garden beds, an endangered Pine Rockland, and a Citizen Science botany lab veggie project modeled after the one on the International Space Station.

Person Responsible Joan Cobo (jcobo@dadeschools.net)

11/1-12/17 - Implement "Manipulative Mondays" to introduce math concepts concretely to students.

Person Responsible Catherine Krtausch (pr5671@dadeschools.net)

11/1-12/17 - Utilize "Solution Societies" as collaborative problem-solving groups to tackle complex mathematical challenges.

Person Responsible Joan Cobo (jcobo@dadeschools.net)

1/31-4/29 - Continue the practice of "Manipulative Mondays" to introduce math concepts concretely to students.

Person Responsible Joan Cobo (jcobo@dadeschools.net)

1/31-4/29 - Conduct data chats and plot data charts with students to review growth from the iReady Diagnostic from AP 1 to AP 2.

Person Responsible Joan Cobo (jcobo@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Based on the data review, Vineland will expand its implementation of quality differentiation. In the area of Science, remote learning negatively impacted the acquisition of skills critical to understanding science content. There was a decline in FCAT Science performance in Grade 5 from 73% in 2019 to 57% in 2021.

Measurable Outcome: If we consistently employ differentiation to engage students, the percentage of students in grade 5 scoring at or above Level 3 on the FCAT Science will improve by a minimum of 10 percentage points as evidenced by the 2022 State Assessments.

Monitoring: The effectiveness of the focus on differentiation will be monitored through classroom walkthroughs where lesson plans, student work samples, and class engagement will be observed.

Person responsible for monitoring outcome: Joan Cobo (jcobo@dadeschools.net)

Evidence-based Strategy: Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.

Rationale for Evidence-based Strategy: "If I've gotten better at teaching over the years, it's not because I've learned more about my subject; it's because I've learned more about kids" (Edutopia, September 2021). Even novice educators understand that students learn in a variety of ways and if we are going to be effective, we must personalize our approach to meet students' individual needs.

Action Steps to Implement

8/31-10/11 - Facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and shared best practices. Teachers will attend collaborative planning and take turns taking the lead and modeling explicit instruction during small groups.

Person Responsible Joan Cobo (jcobo@dadeschools.net)

8/31-10/11 - Teachers will develop lesson plans that are inclusive of differentiated instruction (DI). As a result, teachers will have student groups, appropriate resources, and student work samples that reflect DI.

Person Responsible Catherine Krtausch (pr5671@dadeschools.net)

9/17-10/11 - Implement Genius Hour to give students the opportunity to explore something about which they are passionate during a set time in class.

Person Responsible Joan Cobo (jcobo@dadeschools.net)

8/23-10/11 - Expand the implementation of technology in the classroom using Microsoft OneNote to enable students to create a wide array of visual representations and presentations to demonstrate mastery of scientific concepts.

Person Responsible Joan Cobo (jcobo@dadeschools.net)

11/1-12/17 - Provide different types of content by setting up learning stations. Students can rotate between stations that involve watching a video, creating artwork, reading an article, writing a letter, etc.

Person Responsible Catherine Krtausch (pr5671@dadeschools.net)

11/1-12/17 - Assign I-Ready lessons that are targeted to address student deficits in both reading and math.

Person Responsible Joan Cobo (jcobo@dadeschools.net)

1/31-4/29 - Students will participate in science-based experiential learning through both live and virtual field trips.

Person Responsible Joan Cobo (jcobo@dadeschools.net)

1/31-4/29 - Students will learn to propagate and maintain household plants that we are keeping in classrooms all over the school through the "Plant in Every Classroom" project.

Person Responsible Joan Cobo (jcobo@dadeschools.net)

#3. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Based on the data review, our school will implement a school spirit campaign to improve Social Emotional Learning for our students. On the 2020 School Climate Survey, 68% of students indicated that they either Strongly Agree or Agree with the statement, "I Like Coming to School," however we recognize the need to ensure all students feel included and excited about being in school.

Measurable Outcome: If we successfully implement a school spirit campaign, students will have activities to look forward to and more students will be engaged in school.

Monitoring: The school calendar will be maintained and shared with the entire school community to keep track of schoolwide events. The school will utilize social media to build excitement and anticipation for a variety of activities.

Person responsible for monitoring outcome: Catherine Krtausich (pr5671@dadeschools.net)

Evidence-based Strategy: School Spirit, Pride, and Branding encourages and promotes school spirit and pride through activities, changes to the school's physical environment, and/or participation in unique school traditions.

Rationale for Evidence-based Strategy: Administrators, teachers, and support staff sometimes find it hard to all get on the same page with how they think a school should be run, but almost everyone can agree that having a culture centered upon school spirit makes a huge difference for students. Inspiring a positive atmosphere riddled with school spirit is all about teamwork and celebrating a culture of success. Additionally, providing support for students transitioning back to in-person learning who may be facing a variety of challenges impacting their mental health.

Action Steps to Implement

8/23-10/11 - Create a schoolwide theme to coordinate activities and events and build school spirit. Activities will be highlighted on the school's website as well as through Twitter, Facebook, and Instagram.

Person Responsible Joan Cobo (jcobo@dadeschools.net)

9/1-/10/11 - Regularly and publicly recognize student achievements and positive behavior. Students will be featured on the in-house morning announcements, posted on the Values Matter board, and presented with certificates to take home.

Person Responsible Doralba Doval De Siles (229098@dadeschools.net)

9/8, 10/6, 11/3 - Hold monthly SEL Strong Seminars and Roundtable Discussions with students. Teachers nominate students to receive personalized invitations to the SEL Strong Seminars, but these events are also advertised throughout the school and on social media to make sure that all students know they are welcome to attend.

Person Responsible Doralba Doval De Siles (229098@dadeschools.net)

9/17 - Host a team building Green & Gold Day for Upper Academy students. Activities will include a "Battle of the Unicorns" obstacle course, a scavenger hunt, and a presentation on cyber safety from the State Attorney's office.

Person Responsible Aurora Vaccaro (avaccaro@dadeschools.net)

11/17 - Host a Harvest Festival for students to celebrate the season and all of their accomplishments in school thus far.

Person Responsible Catherine Krtausch (pr5671@dadeschools.net)

11/1- 12/17 - Establish "Musical Mid-Week Melodies" to allow students in all grades the opportunity to sign-up and perform a song for their grade level in the courtyard during lunch.

Person Responsible Joan Cobo (jcobo@dadeschools.net)

1/31-4/29 - Host Values Matter student recognitions on the morning announcements.

Person Responsible Doralba Doval De Siles (229098@dadeschools.net)

2/14/2022 - Students will participate in a Friendship Dance that promotes inclusivity.

Person Responsible Catherine Krtausch (pr5671@dadeschools.net)

#4. Leadership specifically relating to Specific Teacher Feedback

Area of Focus Description and Rationale:	Based on data from the 2020 SIP survey and the Core Leadership Competencies, the school administration will focus on providing more frequent, specific feedback to teachers in order to improve both instruction and morale. Forty-nine percent of teachers reported that they receive "feedback to improve student outcomes" quarterly.
Measurable Outcome:	If we successfully implement additional Specific Teacher Feedback, teachers will feel more supported and validated for their hard work as they receive helpful tips for fine-tuning their craft. The 2022 School Climate Survey and SIP Survey will show more widespread opinions of the level of support and feedback being consistently offered.
Monitoring:	The administration will maintain a schedule of classroom walkthroughs and use it to document the delivery of feedback.
Person responsible for monitoring outcome:	Catherine Krtausch (pr5671@dadeschools.net)
Evidence-based Strategy:	The administration will provide Specific-Teacher Feedback through direct observational suggestions/recommendations to instructional personnel through notes, emails, or verbal meetings on a monthly basis.
Rationale for Evidence-based Strategy:	As we continue to recruit and develop a top-notch faculty, using positive and corrective feedback is important to meaningfully link professional practice with student achievement. Providing timely, constructive feedback after instructional walkthroughs to improve the quality of teachers and delivery of instruction is key to meeting the needs of all learners at all levels during differentiated instruction.

Action Steps to Implement

8/27-10/11 - Create and implement a classroom walkthrough schedule and document specific feedback delivery methods used.

Person Responsible Catherine Krtausch (pr5671@dadeschools.net)

8/27-10/11 - Attend weekly grade-level planning meetings to provide feedback relevant to the entire grade level.

Person Responsible Joan Cobo (jcobo@dadeschools.net)

8/27-10/11 - Follow up with teachers following informal walkthroughs with either a written note or a conversation regarding the visitation. When warranted, set up a more formal follow-up meeting to discuss potential concerns.

Person Responsible Catherine Krtausch (pr5671@dadeschools.net)

8/27-10/11 - Use walkthroughs as a means to identify teachers to highlight as presenters of Best Practices for upcoming faculty meetings.

Person Responsible Joan Cobo (jcobo@dadeschools.net)

11/1-12/17 - Implement "Teacher Tuesdays" to highlight our remarkable teachers through social media.

Person Responsible Doralba Doval De Siles (229098@dadeschools.net)

11/1-12/17 - Conduct data chats with teachers regarding intervention students and their progress.

Person Responsible Catherine Krtausch (pr5671@dadeschools.net)

1/31-4/29 - Conduct data chats with teachers regarding progress on AP 2 of iReady.

Person Responsible Catherine Krtausch (pr5671@dadeschools.net)

1/31-4/29 - Continue to use walkthroughs as a means to identify teachers to highlight as presenters of Best Practices for upcoming faculty meetings.

Person Responsible Catherine Krtausch (pr5671@dadeschools.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 SafeSchoolsforAlex.org 2019-20 data, Vineland K-8 Center #46 out of 313 combinations schools statewide with a School Incident Rating of "Very Low." Vineland ranked #1 statewide in total suspensions with 0 suspensions per 100 students. Vineland reported .2 incidents per 100 students, lower than the state average of 1.6 incidents per 100 students.

Despite the school's low rate of incidents on the School Safety Dashboard, the school will continue to work with the community to implement our Code of Student Conduct to ensure that this positive trend continues.

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.

Vineland K-8 Center is committed to developing a culture in which all stakeholders are integral parts of a healthy, thriving team. To this end, we will be incorporating the following actions to build our shared vision:

Develop professional community and organizational learning with the specific intention of changing the school culture;
Invest in our people; build positive and stable relationships among students, staff, and caregivers. Relationships are perhaps the most important part of establishing a school culture that is perceived as and breeds caring;
Focus on stimulating, energizing, and coordinating professional activity within the school;
Celebrate victories, large and small;
Span boundaries to include external stakeholders to build support and gather resources for student learning;
Create an environment of mutual responsibility and accountability for supporting students and creating change;
Build links between older practices and ways of thinking and the future;
Sustain a vision of schooling that emphasizes dignity and changing lives;
Adopt an attitude, schoolwide, of serving as well as doing.

If we focus on creating shared learning experiences that cultivate all types of relationships: between teacher and students; from student to student; and between students and the content, curriculum, and the real world, then students will be better prepared for this new age of technology and innovation.

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

Administration sets the tone by clearly articulating and supporting the school's mission and vision.

Teachers are at the heart of increasing students' sense of belonging at school and welcoming parents to the partnership that will become a key contributor to their children's success. They establish and maintain high expectations, but hold the ladder to make sure our students can safely reach them.

Parents The best predictor of student success is the extent to which families encourage learning at home and involve themselves in their child's education