Vineland Elementary School

2022-23 Schoolwide Improvement Plan

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Vineland Elementary School

467 BOUNDARY BLVD, Rotonda West, FL 33947

http://yourcharlotteschools.net/ves

Demographics

Principal: Jacqueline Bachnik　　　　Start Date for this Principal: 9/3/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	95%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (64%) 2018-19: C (47%) 2017-18: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	95%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	15%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		C	C

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

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 bases 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 bases 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.
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.
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

Name	Position Title	Job Duties and Responsibilities
		information with the principal, to make school based decisions. Leads MTSS for grades K-2.
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.
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.
McCoy, Karen	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 third grade students. Serves as a mentor teacher to new teachers and models/coaches for teachers as well.

Name	Position Title	Job Duties and Responsibilities
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.
Martin, Jessica	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 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 professional development and shares evidence based practices with her team.
Silva, Jane	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.
Meadows, Stacey	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.
Dickerson, Gina	Instructional Media	Supports literacy initiatives in the school (including teaching Media and ELA standards for each grade level), organizes book check out and media classes for the school, runs AR program and Sunshine State Reader program, and approves/denies books for the media center and classrooms.

Demographic Information

Principal start date
Tuesday 9/3/2019, Jacqueline Bachnik

Number of teachers with a 2022 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 2022 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.*

12

Total number of teacher positions allocated to the school

43

Total number of students enrolled at the school

605

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

7

Identify the number of instructional staff who joined the school during the 2022-23 school year.

9

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	98	75	121	108	96	0	0	0	0	0	0	0	580
Attendance below 90 percent	0	34	19	22	23	19	0	0	0	0	0	0	0	117
One or more suspensions	0	2	2	3	1	2	0	0	0	0	0	0	0	10
Course failure in ELA	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	2	0	0	0	0	0	0	0	0	2
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	10	13	17	0	0	0	0	0	0	0	40
Level 1 on 2022 statewide FSA Math assessment	0	0	0	5	8	14	0	0	0	0	0	0	0	27
Number of students with a substantial reading deficiency	1	12	13	12	7	9	0	0	0	0	0	0	0	54

Using the table above, complete the table below with the number of students by current grade level who have 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	2	5	0	0	0	0	0	0	0	9

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	2	1	10	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	2	0	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Monday 8/15/2022

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	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		
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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	63%	59%	56%				57%	62%	57%
ELA Learning Gains	66%	60%	61%				53%	57%	58%
ELA Lowest 25th Percentile	56%	48%	52%				51%	50%	53%
Math Achievement	75%	65%	60%				56%	63%	63%
Math Learning Gains	63%	61%	64%				35%	54%	62%
Math Lowest 25th Percentile	59%	54%	55%				26%	42%	51%
Science Achievement	67%	56%	51%				53%	54%	53%

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**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	58%	69%	-11%	58%	0%
Cohort Comparison		0%				
04	2022					
	2019	56%	57%	-1%	58%	-2%
Cohort Comparison		-58%				
05	2022					
	2019	51%	56%	-5%	56%	-5%
Cohort Comparison		-56%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	73%	70%	3%	62%	11%
Cohort Comparison		0%				
04	2022					
	2019	56%	60%	-4%	64%	-8%
Cohort Comparison		-73%				
05	2022					
	2019	35%	56%	-21%	60%	-25%
Cohort Comparison		-56%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	51%	52%	-1%	53%	-2%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	49	61	65	57	66	59	57				
ELL	31	45		60	64						
HSP	29	58		70	64						
WHT	67	67	59	76	63	63	70				
FRL	59	64	58	75	58	50	65				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	64
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	
Total Points Earned for the Federal Index	449
Total Components for the Federal Index	7
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	59

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0

White Students	
Federal Index - White Students	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

SWD improved in all areas.
ELA achievement dropped, but it's still an A.
We improved in LG and L25 LG for ELA and Math.
Science achievement improved.
Math achievement remained high.
Kindergarten, First and Second grade ELA achievement scores (from 21-22) were low in comparison to the district.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Our EOY DRA scores are lower than the district average (K, 1 and 2).
We need to maintain achievement in ELA, Math, and Science (3, 4, 5).

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

Contributing factors:
-new teachers in 1st grade
-lack of knowledge on Benchmark curriculum and resources
-new teachers in 2nd grade
Actions for improvement:
-PD for Benchmark
-Key Literacy training for teachers in K-2
-Collaborative planning

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

SWD achievement
LG/LG 25 for ELA and Math
Science achievement

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

-Consistent and effective interventions
- Science blocks K-5
-STEM reinforcement of Science standards/vocabulary
- L25 meetings
-Math Coach
- ESE push-in teachers

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

-Continue with using consistent and effective interventions
- Added a Reading Recovery teacher for 1st grade
- Will provide PD for Benchmark
- Have provided PD for Reveal
- PD on BEST Standards

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.

-Will provide PD for Benchmark
-Have provided PD for Reveal
-NET teachers provided substitutes for observations of mentor teachers
-Talented and Gifted PD offered, will continue as needed
-Lead teacher and Math Coach available for 1-1 coaching, as deemed by administration
-ESE liaison offered PD for PEER, EP plans, and accommodations
-ESE PD on Wilson Reading and Orton Gillingham
-PD on BEST standards (Math already completed in August 2022)

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

- Follow-up PD (tracked by admin)
- Walk throughs by Admin, address issues as needed
- Collaborative Planning

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to B.E.S.T. Standards	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	We are an A school, therefore our goal is to maintain an A and increase 2 points overall from 68% achievement to 70% achievement. Our goal is 70% ELA achievement, 70% Math achievement, and 70% Science achievement. We believe our ELA scores will increase since we are one year into Benchmark and we are providing PD as well. In Math we want to maintain an A at 70%, which is lower than our score last year. However, we have a new Math program and usually there is a dip in scores the first year of a new program. Our goal for Science is 70% achievement because we believe a 3% increase is a realistic goal. We have two new teachers in 5th grade Science, so there is a learning curve for them and professional development is needed.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	70% Math Achievement 70% ELA Achievement 70% Science Achievement
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	-Reviewing FAST data after each PM -Reviewing Benchmark data, Reveal data, and USA test prep data -Walk-throughs by administration to ensure fidelity of instructional programs and interventions -School Literacy Leadership teams meet at least monthly, as cited in the district K-12 CERP plan. The team reviews data, reading strategies, and teachers needs- and provides support as needed. - Monthly ESE meeting to review implementation of BPIE strategies and best practices for ESE. - Admin walk-throughs to ensure strategies learned in professional development are correctly implemented into the classroom (PD and walk through forms are tracked in a shared administrative google drive).
Person responsible for monitoring outcome:	Danielle Hudzina (danielle.hudzina@yourcharlotteschools.net)
Evidence-based Strategy: Describe the evidence-based	-Approved district curricular programs (Benchmark, Reveal, Elevate Science) -Effective, evidence based intervention programs (Focus Math, Do the Math, SIPPS, LLI, Quickreads, Word Wisdom/Word Heroes). All of these programs are ESSA rated moderate to strong. -Master schedule with intervention blocks (Math and ELA)

strategy being implemented for this Area of Focus.	-Push-in ESE Inclusion services -Mentoring/Check in relationship building with L25 students
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	All of these strategies are evidence based or approved curricular materials from the district. All of our intervention programs are ESSA rated moderate to strong. The master schedule follows district mandates and state statutes, such as an uninterrupted 90 minute ELA block. -Mentoring/Check in relationship building with L25 students- .52 effect size -Effective, evidence based intervention programs - .77 effect size

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Professional Development on Benchmark and Reveal

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

Collaborative Planning meetings to review data- FAST, Benchmark, Reveal, USA Test Prep

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

Create intervention groups, and adjust after each FAST test

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

Administration walk-throughs for fidelity

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

Lead teacher/Math Coach instructional cycles, as needed - Set up by administration

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

Create Master Schedule with appropriate academic blocks and intervention times

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

Admin walk-throughs to ensure strategies learned in professional development are correctly implemented into the classroom (PD and walk through forms are tracked in a shared administrative google drive). Address any areas of need.

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

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Our K-2 DRA data is low in comparison to the district. We need to improve 4% from 21-22. Kinder- EOY DRA was 46% 1st- EOY DRA was 49% 2nd- EOY DRA was 49%
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Kinder- EOY DRA 50% 1st- EOY DRA 53% 2nd- EOY DRA 53%
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	-Review DRA scores -Review Benchmark scores -Reading Recovery Data -MTSS data -Review FAST/STAR data after each PM -School Literacy Leadership teams meet at least monthly, as cited in the district K-12 CERP plan. The team reviews data, reading strategies, and teachers needs- and provides support as needed. - Monthly ESE meeting to review implementation of BPIE strategies and best practices for ESE. - Admin walk-throughs to ensure strategies learned in professional development are correctly implemented into the classroom (PD and walk through forms are tracked in a shared administrative google drive).
Person responsible for monitoring outcome:	Danielle Hudzina (danielle.hudzina@yourcharlotteschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	-Approved curricular programs (Benchmark, Scholastic and F&P Readers) -Effective, evidence based intervention programs - .77 effect size (SIPPS, Word Heroes, Wilson, Orton Gillingham, Being a Reader, Heggerty) -Master schedule with intervention blocks (ELA T2 and T3) -Push-in ESE Inclusion services -Reading Recovery 1st grade -Key Literacy PD for selected teachers in K-2 -Focus on print concepts in kindergarten -Mentoring L25 students -NET teachers observe mentor teachers/Lead Teacher for ELA strategies
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	All of these strategies are evidence based or approved curricular materials from the district. All of our intervention programs are ESSA rated moderate to strong. .77 effect size The master schedule follows district mandates and state statutes, such as an uninterrupted 90 minute ELA block. -Mentoring/Check in relationship building with L25 students- .52 effect size

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Create master schedule with 2 ELA intervention blocks

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

Set up professional development for Benchmark.

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

Monitor data at Collaborative Planning meetings (Benchmark, FAST, and intervention data)

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

Monitor MTSS data and report to administration if any changes or professional development is needed

Person Responsible	Molly Toure (molly.toure@yourcharlotteschools.net)

Create schedule for NET teachers to observe mentor teachers and/or set up coaching sessions

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

Admin walk-throughs to ensure strategies learned in professional development are correctly implemented into the classroom (PD and walk through forms are tracked in a shared administrative google drive). Address any areas of need.

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

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 gift cards/treats (example: $5 Dunkin Donuts gift card), and staff breakfast/luncheons.

We do the following things to build a positive school culture for the students at VES: Liveschool points, PBIS quarterly and semester celebrations, Facebook and school news shout outs, 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 engagement nights (Example: STEM night) and social fun family nights (example: Heron Harvest), Input

from SAC/PTO, Parent Family Engagement Plan (PFEP) Team, Facebook shout outs, use of Remind to share positive news, send monthly newsletters, parent Climate surveys, use of Title I parent survey results. Community members and school board members are welcomed to attend any school events.

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

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, strengths/weaknesses, 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, ice cream 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.

Partnership Performance Committee & Support Staff Partnership Performance 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.