

Collier County Public Schools

# Veterans Memorial Elementary School



## 2022-23 Schoolwide Improvement Plan

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# Veterans Memorial Elementary School

15960 VETERANS MEMORIAL BLVD, Naples, FL 34110

<https://www.collierschools.com/vme>

## Demographics

**Principal: Jessica Vie IR A**

Start Date for this Principal: 7/1/2017

<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>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	42%
<b>2021-22 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 Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: A (76%) 2018-19: A (70%) 2017-18: A (67%)
<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>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Collier 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](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.

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## Veterans Memorial Elementary School

15960 VETERANS MEMORIAL BLVD, Naples, FL 34110

<https://www.collierschools.com/vme>

### 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	No	42%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	31%

### School Grades History

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

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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.**

Developing tomorrow's leaders today.

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

To create a learning community, committed to high quality teaching and learning to support the success of every student, teacher, and staff member in reaching high standards of performance.

### 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
Vieira, Jessica	Principal	<p>The Principal is the school leader and is responsible for all aspects of the school's success. The Principal creates the vision for the school through collaboration with all stakeholders (School community and Staff). The Principal sets the tone for the culture of the school. The school culture is founded on the following beliefs:</p> <ul style="list-style-type: none"> <li>• All staff members set and maintain high expectations for our students and are ambitious for the success of our pupils.</li> <li>• Understands and believes that disadvantage need not be a barrier to achievement.</li> <li>• Instructional staff participate and engage in professional development, team planning, Professional Learning Communities (PLC), and sharing of best practices.</li> <li>• All instructional staff are proficient with assessment and tracking of student progress with appropriate support and intervention based upon a detailed knowledge of individual students.</li> </ul> <p>The Principal forms and leads a Leadership team to support the goals of the Principal by observing and evaluating instructional practices on a regular basis. Using a variety of data, the Leadership team analyzes and collaborates on the areas for professional growth to enhance instructional practices to maximize student achievement. The Leadership team shares the responsibility of school operations. The Principal is responsible for overseeing special programs within the school, such as: Positive Behavior Intervention Support(PBIS) and Social Emotional Learning (SEL) to promote a positive school climate and a culture of character within the school through an open door policy, family values, humor, and collaboration. There is a shared responsibility to ensure that all constituents perceive the school as positive and well functioning.</p>
Hamor, Katie	Assistant Principal	<p>The Assistant Principal forms part of the Leadership team reinforcing and supporting the goals of the school and district by observing and evaluating instructional practices on a regular basis. A variety of data is analyzed and the Assistant Principal collaborates on the areas for professional growth to enhance instructional practices to maximize student achievement, as well as supporting the Principal's initiative in setting the tone for school culture. The school culture is founded on the following beliefs:</p> <ul style="list-style-type: none"> <li>• All staff members set and maintain high expectations for our students and are ambitious for the success of our pupils.</li> <li>• Understand and believe that disadvantage need not be a barrier to achievement.</li> <li>• Instructional staff participates in team planning, Professional Learning Communities (PLC) collaborate on best practices, engage in professional development.</li> <li>• All instructional staff are proficient with assessment and tracking of student progress with appropriate</li> </ul>



Name	Position Title	Job Duties and Responsibilities
		<p>support and intervention based upon a detailed knowledge of individual students.</p> <p>The Assistant Principal supports the goals of the school by sharing the responsibility of school operations which include; the facilities, instructional materials and equipment, Positive Behavior Intervention Support (PBIS) school wide and a multitude of endeavors to promote a positive school climate and a culture of character within the school through an open door policy, family values, humor, and collaboration. There is a shared responsibility to ensure that all constituents perceive the school as positive and well-functioning.</p>
Hudson, Heidi	Instructional Coach	<p>Literacy Coaches are responsible for working with classroom teachers and assisting them with the implementation and monitoring of the district's adopted programs. This includes:</p> <ul style="list-style-type: none"> <li>•modeling lessons</li> <li>•collaborating with lesson planning</li> <li>•interpretation of assessment data</li> <li>•providing professional development.</li> </ul> <p>The coaches also serve as mentors to new teachers, providing them with effective instructional practices through coaching sessions and conferencing. Literacy Coaches participate in Professional Learning Communities with grade level teams to review and share best practices and analyze formative assessments. They provide training and improvement in instruction, assisting in the monitoring of data and making instructional decisions during planning sessions to support student achievement. Literacy Coaches assist in the implementation of literacy centers that support primary literacy skills, oversee implementation of iReady Diagnostic, formative assessments and the adopted reading program. Literacy coaches are a part of the leadership team to plan for the academic and operational functions of the school. They are a part of the progress monitoring, scheduling of resource teachers and instructional support in the classrooms.</p>
Smith , Carie	Instructional Media	<p>School Media Specialists foster student achievement and development. They serve as an on-staff specialist with expertise in Library/Media services. The Media Specialists work with and through the grade level chairpersons, and all teachers and staff to support curriculum, technology, and student services. They collaborate with colleagues for the purpose of improving instruction and student performance.</p> <p>The Media Specialists specific responsibilities include:</p> <ul style="list-style-type: none"> <li>• Organizes and supervises the use of the Library Media Center by all students and teachers, and supervises library personnel, media and equipment.</li> <li>• Promotes and maintains a dynamic, richly diverse, up-to-date library collection in all formats; designed and</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		<p>continually evaluated to best support the school curriculum and meet the reading needs of the student community.</p> <ul style="list-style-type: none"> <li>• Provides group and individual instruction to students in research, technology, reading selection, and information skills.</li> <li>• Develops and implements engaging lessons and designs authentic work for students, in collaboration with classroom subject-area teachers.</li> </ul>
Badiu, Jocelyn	Other	<p>ESE Program Specialist supports school-wide implementation of academic and behavior data-based planning and problem-solving system (MTSS) using a variety of assessment tools to monitor student progress.</p> <p>Responsibilities include:</p> <ul style="list-style-type: none"> <li>• Providing guidance to teachers in the development of the Progress Monitoring Plans (PMP), 504's, Gifted Educational Plans (EP) and Individual Education Plans (IEP), according to individual student needs</li> <li>• Assists grade level teams in the selection and implementation of research and/or evidenced-based academic and behavioral interventions to promote student progress.</li> <li>• Assists grade level teams in analyzing student data and identifying formative and custom assessments to use as the basis for data-driven instructional decisions.</li> </ul>
Delgado, Erin	School Counselor	<p>The role of the school counselor at Veterans Memorial Elementary School is to provide support to students, staff, and administration by implementing interventions and initiatives that cultivate student success and progress.</p> <ul style="list-style-type: none"> <li>• Student and counselor work together to set goals and celebrate achievements.</li> <li>• School counselors also provide support through student social and behavioral interventions by means of small groups, large groups, or individual student sessions.</li> <li>• The school counselor oversees the PBIS and SEL Learning in the school.</li> </ul>

## Demographic Information

### Principal start date

Saturday 7/1/2017, Jessica Vie IR A

**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.*

5

**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.*

9

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

50

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

728

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

1

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

1

### 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	105	116	119	127	134	125	0	0	0	0	0	0	0	726
Attendance below 90 percent	8	13	14	8	8	6	0	0	0	0	0	0	0	57
One or more suspensions	1	3	2	8	7	9	0	0	0	0	0	0	0	30
Course failure in ELA	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	10	4	11	0	0	0	0	0	0	0	25
Level 1 on 2022 statewide FSA Math assessment	0	0	0	10	4	13	0	0	0	0	0	0	0	27
Number of students with a substantial reading deficiency	0	5	5	4	7	0	0	0	0	0	0	0	0	21

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	0	0	0	5	2	0	0	0	0	0	0	0	7

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	5	1	2	0	0	0	0	0	0	0	0	0	9
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**

Tuesday 9/13/2022

**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	99	120	116	135	122	128	0	0	0	0	0	0	0	720
Attendance below 90 percent	2	9	7	7	7	8	0	0	0	0	0	0	0	40
One or more suspensions	0	0	1	3	0	0	0	0	0	0	0	0	0	4
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	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	5	4	9	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	14	6	0	0	0	0	0	0	0	25
Number of students with a substantial reading deficiency	2	2	7	3	3	14	0	0	0	0	0	0	0	31

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	5	4	7	0	0	0	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	2	5	5	4	0	0	0	0	0	0	0	0	0	16
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	99	120	116	135	122	128	0	0	0	0	0	0	0	720
Attendance below 90 percent	2	9	7	7	7	8	0	0	0	0	0	0	0	40
One or more suspensions	0	0	1	3	0	0	0	0	0	0	0	0	0	4
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	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	5	4	9	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	14	6	0	0	0	0	0	0	0	25
Number of students with a substantial reading deficiency	2	2	7	3	3	14	0	0	0	0	0	0	0	31

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	5	4	7	0	0	0	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	2	5	5	4	0	0	0	0	0	0	0	0	0	16
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	82%	64%	56%				82%	60%	57%
ELA Learning Gains	74%						75%	59%	58%
ELA Lowest 25th Percentile	63%						60%	51%	53%
Math Achievement	87%	56%	50%				84%	68%	63%
Math Learning Gains	79%						64%	64%	62%
Math Lowest 25th Percentile	67%						49%	55%	51%
Science Achievement	80%	72%	59%				77%	59%	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	85%	61%	24%	58%	27%
Cohort Comparison		0%				
04	2022					
	2019	78%	58%	20%	58%	20%
Cohort Comparison		-85%				
05	2022					
	2019	81%	60%	21%	56%	25%
Cohort Comparison		-78%				

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	90%	68%	22%	62%	28%
Cohort Comparison		0%				
04	2022					
	2019	76%	65%	11%	64%	12%
Cohort Comparison		-90%				
05	2022					
	2019	82%	67%	15%	60%	22%
Cohort Comparison		-76%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	76%	56%	20%	53%	23%
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	56	66	53	66	59	50	40				
ELL	46	65	50	77	79		50				
ASN	79			86							
BLK	50	38		67	77						
HSP	66	70	58	77	73	52	62				
WHT	88	77	73	91	82	74	90				
FRL	65	63	50	80	75	61	63				
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	55	54	60	60	57	73	68				
ELL	58			73							
ASN	82			82							
BLK	62	50		62	70						
HSP	68	66		70	52	54	71				
WHT	86	68	65	85	58	50	86				
FRL	63	63	47	71	53	55	66				
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	62	67	65	64	63	58	43				
ELL	67	62	50	61	59	52	38				
BLK	63	64	50	67	64						
HSP	74	70	52	71	50	48	56				
MUL	80			87							
WHT	88	78	75	90	68	41	87				
FRL	73	65	53	70	51	53	58				

### 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	75
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	71
Total Points Earned for the Federal Index	603
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	56
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	63
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	83
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	58
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	66
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	
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	82
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	67
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 and ELL subgroup achievement levels were significantly lower in ELA than in Math.

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

ELA gains overall and for students in the lowest 25% in ELA demonstrate the greatest need for improvement.

#### 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 contributing factors to this area of need were state assessment results and district progress monitoring results. Small-group intervention in ELA that includes our SWD and ELL subgroups will need to be implemented.

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

Math gains overall showed the most improvement according to 2022 state assessments.

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

MTSS in math was implemented throughout the year in 3rd, 4th, and 5th grade. Students were pulled for small-group intervention based on a specific area of need three to five times a week.

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

In order to accelerate learning, frequent progress monitoring will need to occur. Progress monitoring must include students who perform just below proficiency in order for them to meet proficiency levels. Tier 1 intervention needs to be monitored and evaluated for effectiveness before moving on to new standards and benchmarks.

**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.**

Professional development will occur through collaborative planning as we navigate and learn the scope and sequence of the BEST Standards in ELA and Math.

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

Literacy Lab will be implemented in grades 3, 4, and 5 for all students who did not meet proficiency on the 2022 state assessment. Monthly MTSS Leadership meetings will be held to review SSPs and make decisions on the need for Tier 2 and Tier 3. Monthly PLCs will be held with teachers to review grade level and individual class data.

**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 ELA****Area of Focus****Description and****Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

SY22 student performance in third thru fifth grade indicates a stagnant trend in proficiency, particularly related to third and fifth grade. Walkthrough data indicates a need for explicit and intentional instruction aligned to the intended learning of each benchmark.

**Measurable****Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

If teachers regularly employ standards-aligned ELA instruction, then student proficiency on FAST assessments will increase from 82%(SY22) to 85% in SY23.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

Ensure that daily instruction is standards-aligned and utilizes district resources.

**Person responsible for monitoring outcome:**

Jessica Vieira (vieiraje@collierschools.com)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

Instructional Conversations are small-group discussions. Acting as facilitators, teachers engage English language learners in discussions about stories, key concepts, and related personal experiences, which allow them to appreciate and build on each other's experiences, knowledge, and understanding. Literature Logs require students to respond in writing to prompts or questions related to sections of stories. These responses are then shared in small groups or with a partner.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

ELL and SWD subgroups proficiency in all tested grades was below the overall proficiency levels.

**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.

Teachers will engage in standards-aligned, collaborative planning that incorporates district resources.

**Person Responsible** Heidi Hudson (hudsonhe@collierschools.com)

Teachers will implement weekly lesson plans with fidelity.

**Person Responsible** Jessica Vieira (vieiraje@collierschools.com)

Academic coach will provide support through the coaching cycle for identified teachers using formal and informal observations.

**Person Responsible** Heidi Hudson (hudsonhe@collierschools.com)

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

**Area of Focus Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

SY22 student performance in fifth grade indicates minimal growth in proficiency, particularly related to mathematics. Walkthrough data indicates a need for explicit and intentional instruction aligned to the intended learning of each benchmark.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

When teachers deliver standards-based instruction that utilizes the BEST Standards and District resources, fifth grade proficiency on the Spring 2023 Grade 5 FAST Math Assessment will increase 3 percentage points, from 87% to 90%.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

Ensure that daily instruction is aligned to the BEST Standards and utilizes District resources.

**Person responsible for monitoring outcome:**

Jessica Vieira (vieiraje@collierschools.com)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

Consistently provide students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

In order to reach and maintain proficiency, students need to engage in a productive struggle with the BEST standards so they can deepen their understanding of mathematical concepts.

**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.

All fifth grade teachers will participate in professional development on the BEST Standards for high quality, standards-aligned math instruction.

**Person Responsible**

Jessica Vieira (vieiraje@collierschools.com)

Teachers will engage in collaborative planning that incorporates reviewing the BEST standards and benchmarks.

**Person Responsible**

Katie Hamor (hamorc@collierschools.com)

Teachers will model BEST standards using manipulative as appropriate, and provide experiences with manipulatives to students to help deepen their understanding of concepts.

**Person Responsible**

Katie Hamor (hamorc@collierschools.com)

**#3. Instructional Practice specifically relating to Science****Area of Focus****Description and****Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Student performance in fifth grade science indicated a decline in proficiency from SY21 to SY22. Walkthrough data indicates a need for explicit and intentional instruction aligned to NGSSS standards and the intended learning of specific benchmarks.

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

If teachers regularly employ standards-aligned Science instruction, then student proficiency on NGSSS assessments will increase from 77% (SY22) to 81% in SY23.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

Ensure that daily instruction is standards-aligned and utilizes district resources.

**Person responsible for monitoring outcome:**

Jessica Vieira (vieiraje@collierschools.com)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

Scientific inquiry is a powerful way of understanding science content. Students learn how to ask questions and use evidence to answer them. In the process of learning the strategies of scientific inquiry, students learn to conduct an investigation and collect evidence from a variety of sources, develop an explanation from the data, and communicate and defend their conclusions.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

In order to reach and increase proficiency, students need to engage in and apply the process of scientific inquiry.

**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.

Teachers will engage in standards-aligned, collaborative planning that incorporates scientific inquiry.

**Person Responsible**

Katie Hamor (hamorc@collierschools.com)

Teachers will implement weekly lesson plans with fidelity.

**Person Responsible**

Jessica Vieira (vieiraje@collierschools.com)

Science teachers will participate in vertical articulation meetings that include discussions on engaging students in the process of scientific inquiry.

**Person Responsible**

Jessica Vieira (vieiraje@collierschools.com)

## **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.**

VME is a school with strong support from stakeholders. Utilizing the Leader in ME framework VME makes strides every year to employ strategies to impact a positive school culture. Teachers and staff feel valued in the decisions that are made with staffing and school-wide decisions. VME also has a strong relationship with FGCU. FGCU classes and interns are a part of our VME campus, they learn directly from VME teachers under the guidance of their FGCU supervisor. Our communication with parents and open door policy foster a sense of belonging for parents as well. Parent input is valued in school decision-making. Surveys, along with meetings with our PTO and SAC (School Advisory Council), allow us to disseminate information and receive feedback from stakeholders. Our PTO is highly involved and valued in the decisions that are made for students.

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

School Advisory Council makes funding decisions that support the initiatives in our school improvement plan.

Parent Teacher Organization plans school-wide events that encourage all students and families be a part of the VME family. Events are open to all families and build a sense of belonging which fosters a celebratory school culture. Staff promote a positive culture by integrating Leader in Me into daily lessons and the school environment. Teaching students how to be leaders fosters independence and a sense of ownership within the school. Students are also an important part of the decision-making at VME. By utilizing student surveys to determine the wants and needs of our student population as well as student clubs involvement is ensured. Volunteers allow us to engage in activities such as field trips giving students various experiences they may not have otherwise. These experiences provide real-life examples of what students are learning on a daily basis. VME Faculty are a part of making decisions on a regular basis through committees and staff surveys.