

Miami-Dade County Public Schools

Vineland K 8 Center



2022-23 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: 6/16/2015

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	43%
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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (72%) 2018-19: A (74%) 2017-18: A (68%)
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	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 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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<http://vinelandelementary.dadeschools.net/>

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)
Combination School PK-8	No	43%
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	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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<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

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
Krtausch, Catherine	Principal	Provides a common vision for the use of data-based decision-making, monitors the implementation of interventions with the assistant principal, 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.
Cobo, Joan	Assistant Principal	<p>Evaluates 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. Works with teachers to identify appropriate, evidence-based intervention strategies as communicated by district personnel; 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 leads the assessment process and implementation monitoring, along with the principal; works with fellow team members to follow up on action steps and allocate resources; gathers input from the school psychologist and school social worker, in addition to the general education and special education teachers.</p> <p>Collects and manages 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 MtSSS team as part of the problem-solving process to assist in assigning the most appropriate, multi-tiered interventions for students.</p> <p>Identifies systematic patterns of student needs and assists with the ongoing progress monitoring of students identified as “at risk” by the school support team. Provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 2 intervention plans.</p>
Doval De Siles, Doralba	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.
Vaccaro, Aurora	Teacher, ESE	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.

Demographic Information

Principal start date

Tuesday 6/16/2015, Catherine Krtausch T

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.*

29

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.*

16

Total number of teacher positions allocated to the school

23

Total number of students enrolled at the school

694

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

3

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	65	87	71	78	80	89	72	80	85	0	0	0	0	707
Attendance below 90 percent	0	3	5	3	0	1	1	3	2	0	0	0	0	18
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	1	3	0	1	0	0	2	0	0	0	0	9
Course failure in Math	0	0	0	1	1	3	0	4	1	0	0	0	0	10
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	5	3	5	5	2	7	0	0	0	0	27
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	6	10	5	12	5	0	0	0	0	40
Number of students with a substantial reading deficiency	0	2	2	8	3	5	10	6	22	0	0	0	0	58

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	2	0	6	1	5	2	5	1	0	0	0	0	22

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	0	2	0	5	0	0	0	0	0	0	0	0	0	7
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 8/30/2022

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	
	0	0	0	0	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

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	
	0	0	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	2	1	5	5	1	4	1	0	0	0	0	0	19

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	0	2	0	4	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	83%	62%	55%				82%	63%	61%
ELA Learning Gains	70%						74%	61%	59%
ELA Lowest 25th Percentile	63%						64%	57%	54%
Math Achievement	76%	51%	42%				81%	67%	62%
Math Learning Gains	74%						77%	63%	59%
Math Lowest 25th Percentile	57%						67%	56%	52%
Science Achievement	72%	60%	54%				70%	56%	56%
Social Studies Achievement	90%	68%	59%				85%	80%	78%

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					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison		0%				
03	2022					
	2019	83%	60%	23%	58%	25%
Cohort Comparison		0%				
04	2022					
	2019	83%	64%	19%	58%	25%
Cohort Comparison		-83%				
05	2022					
	2019	72%	60%	12%	56%	16%
Cohort Comparison		-83%				
06	2022					
	2019	79%	58%	21%	54%	25%
Cohort Comparison		-72%				
07	2022					
	2019	77%	56%	21%	52%	25%
Cohort Comparison		-79%				
08	2022					
	2019	87%	60%	27%	56%	31%
Cohort Comparison		-77%				

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	79%	67%	12%	62%	17%
Cohort Comparison		0%				
04	2022					
	2019	81%	69%	12%	64%	17%
Cohort Comparison		-79%				
05	2022					
	2019	80%	65%	15%	60%	20%
Cohort Comparison		-81%				
06	2022					
	2019	76%	58%	18%	55%	21%
Cohort Comparison		-80%				
07	2022					
	2019	81%	53%	28%	54%	27%
Cohort Comparison		-76%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2022					
	2019	65%	40%	25%	46%	19%
Cohort Comparison		-81%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	73%	53%	20%	53%	20%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-73%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	63%	43%	20%	48%	15%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	83%	73%	10%	71%	12%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	63%	37%	61%	39%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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	64	72	76	37	65	48					
ELL	64	67	67	60	70	61	64	85			
ASN	82	62		88	69						
BLK	71	60	64	42	67	60					
HSP	83	70	64	76	74	60	71	90	54		
WHT	85	74		88	78	45	82	100	80		
FRL	75	64	61	63	67	55	63	80	45		
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						
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		

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

ESSA Federal Index	
OVERALL Federal Index – All Students	71
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	64
Total Points Earned for the Federal Index	708
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	60
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	67
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	75
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	61
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	70
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
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	79
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	64
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?

According to FSA, EOC, and SAT scores for 2022, Vineland students exceeded district performance across all grade levels and content areas. In ELA, 82% of our students in Grades 3-8 scored at or above proficient as compared to 57% of the District. In Grades K-2, the median percentile score of our students in ELA was 77; the District's median percentile was 55.

In Math, 73% of our students in Grades 3-8 scored at or above proficient on the 2022 FSA as compared to 55% of the District. In Grades K-2, the median percentile score of our students in Math was 77; the District's median percentile was 50.

In Science, 73% of our students scored at or above proficient as compared to 48% of the District. Based on the Civics EOC results for 2022, 90% of our students scored at or above proficient as compared to 73% of the District.

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

Based on the results of the 2022 FSA, Math scores for students in Grades 6-8 remained the same as in the previous year. When examining cohort data for these students, 65% of Grade 7 students scored Proficient in 2022, 5 percentage points lower than they had as Grade 6 students in 2021.

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

Particularly in the middle school grades, many students returned to in-person learning from online or home school programs. The standards-based instruction and accelerated pace created a challenging transition for students, both academically and socially.

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

In 2022, Grade 5 FCAT Science scores improved by 22 percentage points over the previous year. Overall, FSA Math scores improved by 12 percentage points, but in Grade 4 and 5 scores increased by 20 and 13 percentage points respectively. When examining cohort data, 81% of Grade 5 students scored at or above Level 3, while in 4th Grade only 54% of these same students scored at Proficient. Equally noteworthy, the percentage of students making Learning Gains in Math increased by 27 percentage points from 47% to 74%.

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

The school purchased the Science Fusion program for 5th grade which provided an engaging and effective supplementary resource for science teachers. Having students back for in-person learning was critical to our improvement, particularly in mathematics. The schoolwide focus on increasing student engagement through the use of manipulatives and hands-on learning was also key in making Learning Gains.

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

Expanding the frequency of hands-on learning to maximize student engagement will be a schoolwide focus this school year. Additionally, with the implementation of F.A.S.T. testing three times throughout the course of the school year, teachers will have access to progress monitoring data earlier to be able to inform and adapt instruction as needed.

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.

In order to become more fluent in the Schoology application, a cadre of teacher leaders representing each grade level has been selected to participate in a professional learning community to provide support to teachers as their proficiency in using this application increases. Additionally, during Wednesday PD sessions a few of our Digital Champions are training the faculty to expand the use of One Note.

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

The school is committed to expanding the breadth and depth of technology integration among the faculty.

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 Science**Area of Focus**

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

The world we live in is changing, and we must keep up with it. If we want a nation where our future leaders, neighbors, and workforce can understand and solve the complex problems of today and tomorrow, and to meet the demands of a dynamic and evolving workforce, building students' skills, content knowledge, and literacy in STEM fields is essential. Although 72% of our students received a Level 3 or higher on the 2022 FCAT Science, there is room for improvement in this area. In grade 5, 79% of students scored a Level 3 or higher, a 22 percentage point increase over 2021 results, however, the grade 8 Science performance remained unchanged at 64% proficient for the past two consecutive years.

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

With the implementation of hands-on learning, 75% of students in grades 5 and 8 will score at or above grade level in the area of science on the 2023 state assessment.

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

During classroom walkthroughs, the administration will look for evidence of hands-on learning and student-created projects schoolwide throughout content-area classrooms. Additionally, hands-on learning projects will be showcased through the school's website and social media accounts.

Person responsible for monitoring outcome:

Catherine Krtausch (pr5671@dadeschools.net)

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

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 watching demonstrations. This may include using manipulatives to teach concepts; students are guided to gain knowledge through experience and focused reflection to enhance knowledge.

Rationale for Evidence-based

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

Research has shown that engaging students in the learning process increases their attention, 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 importantly, it provides educators with the unique opportunity to enrich the minds of their students in new and engaging ways.

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.

8/31-10/11 -Science teachers will develop weekly lesson plans to integrate project-based learning throughout the grades. As a result, students will work individually, in pairs, and in teams, increasing engagement and personal responsibility for their own learning as they turn abstract ideas into tangible artifacts.

Person Responsible

Catherine Krtausch (pr5671@dadeschools.net)

8/31-10/11 - Teachers will plan "Fun Fridays" for students as hands-on science activities and experiments take place in all K-5 classrooms. As a result, students will be engaged in scientific inquiry, action research, problem-solving, and discovery as they gain mastery of science benchmarks.

Person Responsible

Catherine Krtausch (pr5671@dadeschools.net)

8/31-10/11 -Through our Green Studies elective seventh and eighth grade 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

Catherine Krtausch (pr5671@dadeschools.net)

8/31-10/11- Through science, art, and music classes, students in grades K-8 will participate the Everglades Champion program. Last year, the school received a Bronze distinction from the Everglades Champion program; as a result of this increased schoolwide emphasis, we expect to earn a Gold award as students become more engaged stewards of the environment.

Person Responsible

Catherine Krtausch (pr5671@dadeschools.net)

10/31-12/14 – Teachers will utilize the HMH Science Fusion series to supplement and enrich the science program in grade 5.

Person Responsible

Catherine Krtausch (pr5671@dadeschools.net)

11/8/22 – All 4th and 5th grade teachers will attend professional development through the Everglades Foundation to be able to take students on a field trip to the Everglades.

Person Responsible

Joan Cobo (jcobo@dadeschools.net)

#2. 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.**

According to the 2022 FSA proficiency data, our overall student population made strides in ELA Reading, increasing from 78 to 81% of students scoring at or above Level 3. However, there is room for improvement, particularly in the upper grades. In grade 6, 82% of students scored a Level 3 or higher, a five percentage point decline from 2021 scores. In grade 7, the percent proficient in ELA Reading increased 12 percentage points to 79%, yet grade 8 students only gained one percentage point with 72% scoring proficient in 2022.

In Math, our students in grades 3-8 increased their proficiency rate by 12 percentage points on the 2022 FSA. Again, for the first time in the school's history, our students in the middle school grades did not fare as well as their elementary counterparts. Grade 4 and 5 students increased proficiency in math by 20 and 13 percentage points, respectively, while grades 6-8 2022 FSA scores remained exactly the same as in 2021. The percentage of students scoring at or above Level 3 for the past two consecutive years has been 70% in grade 6, 65% in grade 7, and 28% in grade 8.

Based on the data review, Vineland will expand its implementation of the BEST Standards to all grade levels.

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

If we consistently employ the B.E.S.T. Standards and utilize Differentiated Instruction (DI) to engage students, the percentage of proficient students in grades 3-8 will increase from 81% to 83% in ELA Reading and from 74% to 76% in Mathematics on the 2023 F.A.S.T. PM 3.

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

The administration will conduct regular classroom walkthroughs to ensure the BEST Standards are being implemented with fidelity. Reviews of lesson plans, student work, and class engagement will be observed bi-weekly. Quarterly data chats will be held with teachers to ensure that students remain on track.

**Person
responsible for
monitoring
outcome:**

Catherine Krtausch (pr5671@dadeschools.net)

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

Differentiated Instruction (DI) 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:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this 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 through Differentiated Instruction.

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.

8/31-10/11 - Teachers will develop lesson plans that are inclusive of DI to scaffold the B.E.S.T. Standards, providing evidence of flexible student groups, appropriate resources, and a variety of instructional modalities.

As a result, student work samples will demonstrate reinforcement of the B.E.S.T. Standards.

Person Responsible Joan Cobo (jcobo@dadeschools.net)

8/31-10/11 - Expand the implementation of technology in the classrooms using Microsoft OneNote to enable students in grades 4-8 to create a wide array of visual representations and presentations to demonstrate mastery of scientific concepts.

Person Responsible Joan Cobo (jcobo@dadeschools.net)

8/31-10/11 - Grade level chairs will coordinate weekly collaborative planning meetings to provide teachers with an opportunity to collectively brainstorm solutions to instructional challenges and share best practices.

Person Responsible Joan Cobo (jcobo@dadeschools.net)

8/31-10/11 - All ELA and Math teachers will utilize data from F.A.S.T. PM 1 and iReady AP 1 to group students in order to better target instruction according to instructional needs.

Person Responsible Joan Cobo (jcobo@dadeschools.net)

10/31-12/14 - Administrators will visit classrooms to spot-check data binders ensuring teachers have student groups, appropriate resources, and lesson plans that reflect DI instruction and support of the BEST Standards.

Person Responsible Catherine Krtausch (pr5671@dadeschools.net)

10/31-12/14 - During planned curriculum meetings, teachers will unpack the BEST standards and discuss district pacing guide resources. Teachers will also plan for more in-depth lessons aligned with the new standards.

Person Responsible Catherine Krtausch (pr5671@dadeschools.net)

#3. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs**Area of Focus**

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

Based on the 2022 SIP survey, 81% of teachers strongly agree all staff members "use corrective feedback to improve student learning." 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. The school will focus on providing more frequent, specific feedback to teachers in order to improve both instruction and morale.

Measurable**Outcome:**

State the specific measurable

outcome the school plans to achieve.

This should be a data based, objective outcome.

If we successfully implement Specific Teacher Feedback, At least 85% of the faculty will indicate on the 2023 School Climate Survey that corrective feedback is used to improve student learning. Teachers will feel more supported and validated for their hard work as they receive helpful tips for fine-tuning their craft.

Monitoring:

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

The administration will maintain a schedule of classroom walkthroughs and use it to document feedback delivery.

Person responsible for monitoring outcome:

Catherine Krtausch (pr5671@dadeschools.net)

Evidence-based

Strategy:

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

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: Explain the rationale for

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 delivery of instruction is key to meeting the needs of learners at all levels during differentiated instruction.

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

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.

8/31-10/11 - Administration will create and implement a classroom walkthrough schedule and document specific teacher feedback delivery methods used. As a result, all instructional personnel will receive bi-weekly visits from the principal or assistant principal where there is feedback provided.

Person Responsible Catherine Krtausch (pr5671@dadeschools.net)

8/31-10/11 - Administration will use walkthroughs as a means to identify teachers to highlight as presenters of Best Practices for upcoming faculty meetings. As a result, exemplary teachers will be recognized for their highly effective methods as their colleagues are provided with new ideas to enhance their craft.

Person Responsible Catherine Krtausch (pr5671@dadeschools.net)

8/31-10/11 - The administration will follow-up with teachers after informal walkthroughs with either a written note or a debriefing regarding the visitation in a timely manner. The administrator will set up a more formal follow-up meeting to discuss potential concerns when warranted.

Person Responsible Catherine Krtausch (pr5671@dadeschools.net)

8/31-10/11 - The administration will attend weekly grade-level planning meetings to provide feedback relevant to the entire grade level. As a result, the entire grade level will hear the same consistent message regarding expectations for teachers and students.

Person Responsible Catherine Krtausch (pr5671@dadeschools.net)

10/31-12/14 – The administration will meet with core teachers to conduct data chats to identify strengths and challenges within content areas in order to target deficiencies.

Person Responsible Catherine Krtausch (pr5671@dadeschools.net)

10/31-12/14 – The school will recognize highly effective teachers on the school's Instagram account.

Person Responsible Catherine Krtausch (pr5671@dadeschools.net)

#4. Positive Culture and Environment specifically relating to Staff Morale

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>In accordance with the Framework of Effective School Culture, successful schools foster professional relationships between school staff that support effective collaboration. Based on the 2022 SIP survey, 92% of teachers strongly agree or agree that teachers in the school "participate in collaboration, meeting both formally and informally within and across grade levels and content areas." Despite that, on the 2021-2022 school climate survey 26% of teachers' responses either agreed or strongly agreed with the following statement: "I feel staff morale is high at my school." In order to improve this perception, sustainable processes will be put into place for teachers to share ideas, raise questions and concerns, get support from colleagues, and take collective action to respond to students' needs.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>If we successfully implement Empowering Teachers, our staff morale will increase by at least ten percentage points on the 2023 School Climate Survey.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>The social committee will plan activities outside of school so colleagues can meet with one another to build rapport. Every staff meeting will begin with an opportunity for connection and teachers will have a designated speaking time during meetings to share input, feedback, and reflection. Teacher leaders will be recruited to lead various initiatives and showcase their talents.</p>
Person responsible for monitoring outcome:	<p>Catherine Krtausch (pr5671@dadeschools.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being	<p>Empowering Teachers and Staff is when a leadership team provides support for teachers, students, and staff to be leaders, innovators, risk-takers, and designers of new ways to approach challenges.</p>

**implemented
for this Area
of Focus.**

**Rationale for
Evidence-
based**

Strategy:

**Explain the
rationale for
selecting
this specific
strategy.**

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

Teachers provide the most significant influence on student learning. To produce successful students, it is vital for a school to have good teachers, those who are constantly learning, and enhancing their teaching skills.

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.

August 15, 2022- The school leadership team will incorporate team-building activities into the opening of the school year celebration and provide rewards/incentive programs for faculty and staff. As a result, the tone and teamwork theme will be established for the year.

Person Responsible Catherine Krtausch (pr5671@dadeschools.net)

8/31-10/11 - Establish a Professional Learning Community (PLC) to assist with Schoology implementation. Team members will be the point people for their grade levels in offering additional support, assistance, and troubleshooting in order to develop a new cadre of teacher leaders.

Person Responsible Catherine Krtausch (pr5671@dadeschools.net)

8/31-10/11 - Implement "Teacher Tuesdays" to highlight our remarkable teachers through social media.

Person Responsible Joan Cobo (jcobo@dadeschools.net)

9/23/22 - The Social Committee will host its first off-campus "professional development" to build fellowship and camaraderie.

Person Responsible Joan Cobo (jcobo@dadeschools.net)

10/31-12/14 - Teachers will serve on different committees throughout the school year. As a result, this will ensure they have input in school operational matters.

Person Responsible Catherine Krtausch (pr5671@dadeschools.net)

10/31-12/14 -Every staff meeting will begin with an opportunity for connection and teachers will have designated speaking time during every meeting to ensure that all input is considered

Person Responsible Catherine Krtausch (pr5671@dadeschools.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

N/A

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.

Vineland has maintained its status as an "A" rated school for as long as this designation has existed. This distinction is not something we take for granted. We remain committed to high expectations for all students, providing an academically challenging program while offering a loving, nurturing environment that develops students' social and emotional needs as well.

Relationships are perhaps the most important part of establishing a school culture that is perceived as and breeds caring. When people feel valued, staff and students alike, they are likely to work harder, stay the course, and enjoy their work. When students feel liked and respected by their teachers, they find more success in school, academically and behaviorally (Lewis, Schaps & Watson, 1996). In short, we must feel valued in order to add value.

To that end, Vineland creates experiences throughout the year to engage with students and their families. Before school begins, the school hosts a Meet and Greet event for elementary students as well as a middle school orientation for 6th grade. Additionally, the school hosts a Trunk or Treat event, a Harvest Festival, Hispanic Heritage and Black History celebrations, a Holiday Show, and a field day during school hours. The middle school students participate in monthly team-building "Green and Gold" days where students work together in a variety of competitions. Vineland hosts an annual Science with a Twist (SWAT) night where older students assist younger ones in conducting science experiments. These are just a few examples of the events in place to build on the school's longstanding culture of inclusivity.

Further, Vineland's PTA is an incredibly active one that in addition to providing invaluable resources to the school, sponsors an annual Social Night, Carnival, Friendship Dance, Teacher Appreciation Week, and Spike-A-Thon fundraiser. The PTA also pays for the school's website and maintains Instagram and Facebook accounts which have served as incredible communication tools for our families. Parents also participate in school improvement through their contributions to EESAC, volunteering, and various committees.

Our Student Services department provides a wide array of programs to support our social-emotional learning, including Values Matter Miami, Start with Hello, No Place for Hate, Red Ribbon Week, and See Something, Say Something. Students are provided leadership opportunities through Student Council/ Student Government, NJHS, Safety Patrols, and FEA. Student groups compete annually in Model UN, Geo/ History Bee, Robotics, Fairchild Challenge, and we are an Everglades Champion school. Additionally, Vineland participates in toy drives, canned food drives, and even pet food drives in order to give back to the community.

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

A school culture doesn't exist because of a program. It exists because of the people within the building. That includes custodians, secretaries, food service, teachers, administrators, parents and most importantly students (Whitaker, 2011)."

The principal serves as the instructional leader, setting the tone and ensuring that our day-to-day operations support the overall school and district mission. The assistant principal supports the principal and oversees the co- and extra-curricular activities. Teachers create nurturing classrooms where classroom norms consistently model equity and fairness. The Social Committee plans events throughout the year to build an esprit de corps among the staff. The PTA serves as a liaison between the school and home, helping to reinforce this crucial partnership. Our students remind us daily of our "why," as we renew our professional vows to public education each year.

It is the perfect amalgamation of this exceptional staff, phenomenal students, and supportive parents and community that makes Vineland the elite neighborhood school that it is.