

Miami-Dade County Public Schools

# Vineland K 8 Center School



2023-24

Schoolwide Improvement Plan (SIP)

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# Vineland K 8 Center

8455 SW 119TH ST, Miami, FL 33156

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

## School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

## SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## 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 Department 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.

## 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. With a steadfast commitment to nurturing creativity, critical thinking, and a love for learning, we aspire to cultivate a community of lifelong learners who fearlessly explore the limitless frontiers of knowledge. Through innovative teaching, immersive experiences, and a culture of inclusivity, we aim to foster resilient individuals who not only adapt to change but also drive positive change in their communities and the world. Our mission is to equip students with the skills, mindset, and values needed to explore more, dream bigger, and make a lasting impact on an ever-evolving global landscape.

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

At Vineland K-8 Center, our vision is to ignite a passion for curiosity and discovery in every student. We believe in empowering young minds to boldly venture into the unknown, to question the world around them, and to embrace the thrill of exploration.

### School Leadership Team, Stakeholder Involvement and SIP Monitoring

#### **School Leadership Team**

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 as it relates to SIP implementation for each member of the school leadership team.:

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	Evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches in the Pre-Kindergarten through Eighth Grades. 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. 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. 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 3 intervention plans.
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.

Name	Position Title	Job Duties and Responsibilities
Gonzalez, Vanessa	Teacher, K-12	Mathematics Leader: Works with administration to identify appropriate, evidence-based mathematics and science intervention strategies as communicated by district personnel; participates in the design and delivery of professional development; and provides input at school support team meetings.
Moreno, Laura	Teacher, K-12	ELA Leader: Works with administration to identify appropriate, evidence-based reading intervention strategies as communicated by district personnel; participates in the design and delivery of professional development; and provides input at school support team meetings.
Donet, Dolores	Instructional Media	Our media specialist supports our school improvement initiatives as our Cambridge Coordinator. Her role is to develop our inter-disciplinary project-based learning and expand enrichment opportunities that incorporate research, critical thinking, problem solving, and teamwork into our school culture.

**Stakeholder Involvement and SIP Development**

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Prior to the end of the 2022-2023 school year, each grade level worked in teams to evaluate the strategies and action steps identified to support last year's plan. Each grade level chair brought their Continuous Improvement Reflections back to the school leadership team in order to build consensus regarding our strengths and opportunities for improvement. This summarized reflection was shared with EESAC in the spring as we waited for the rest of the test scores to be released.

During the Synergy X conference in July, Vineland's school leadership team members reviewed the results of the end-of-the-year surveys, standardized assessment data, and end-of-year reflections to begin crafting this year's plan.

**SIP Monitoring**

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

In order to effectively monitor the SIP, the school administration will conduct weekly classroom walkthroughs, attend weekly grade-level meetings, and participate in quarterly progress monitoring of student achievement. Feedback will be shared with the school leadership team at monthly meetings and summaries will be provided to EESAC during those monthly forums.



**Demographic Data**

Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	No
<b>2022-23 Minority Rate</b>	85%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	43%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	N/A
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<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 (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**Early Warning Systems**

Using 2022-23 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	
Absent 10% or more days	0	5	4	5	4	3	2	2	5	30
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	4	4	0	2	0	0	0	10
Course failure in Math	0	0	2	2	1	2	0	0	2	9
Level 1 on statewide ELA assessment	0	0	0	3	4	4	5	4	6	26
Level 1 on statewide Math assessment	0	0	0	2	5	5	4	0	2	18
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	12	15	6	6	6	9	19	74

**Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	3	4	1	3	2	0	2	15

**Using the table above, complete the table below with the number of students identified retained:**

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

**Prior Year (2022-23) As Initially Reported (pre-populated)**

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	3	5	3	0	1	1	3	2	18
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	1	3	0	1	0	0	2	9
Course failure in Math	0	0	0	1	1	3	0	4	1	10
Level 1 on statewide ELA assessment	0	0	0	5	3	5	5	2	7	27
Level 1 on statewide Math assessment	0	0	0	2	6	10	5	12	5	40
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	2	8	3	5	10	6	22	58

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	0	6	1	5	2	5	1	22

**The number of students identified retained:**

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

**Prior Year (2022-23) Updated (pre-populated)**

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	3	5	3	0	1	1	3	2	18
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	2	1	3	0	1	0	0	2	9
Course failure in Math	0	0	0	1	1	3	0	4	1	10
Level 1 on statewide ELA assessment	0	0	0	5	3	5	5	2	7	27
Level 1 on statewide Math assessment	0	0	0	2	6	10	5	12	5	40
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	2	8	3	5	10	6	22	58

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	0	6	1	5	2	5	1	22

**The number of students identified retained:**

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

**II. Needs Assessment/Data Review**

**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	81	61	53	83	62	55	79		
ELA Learning Gains				70			65		
ELA Lowest 25th Percentile				63			58		
Math Achievement*	81	63	55	76	51	42	66		
Math Learning Gains				74			47		
Math Lowest 25th Percentile				57			35		
Science Achievement*	64	56	52	72	60	54	60		
Social Studies Achievement*	85	77	68	90	68	59	79		
Middle School Acceleration	63	75	70	59	61	51	56		
Graduation Rate		76	74		53	50			
College and Career Acceleration		73	53		78	70			
ELP Progress	68	62	55	64	75	70	48		

\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

**ESSA School-Level Data Review (pre-populated)**

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	74
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	521
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	71

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	708
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)**

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	50			
ELL	54			
AMI				
ASN	79			
BLK	65			
HSP	74			
MUL	91			
PAC				
WHT	82			
FRL	64			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	60			
ELL	67			
AMI				
ASN	75			
BLK	61			
HSP	70			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT	79			
FRL	64			

**Accountability Components by Subgroup**

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	81			81			64	85	63			68
SWD	49			45			23	73			5	
ELL	55			55			44				5	68
AMI												
ASN	83			75							2	
BLK	76			61			57				3	
HSP	80			80			63	86	66		7	68
MUL	82			100							2	
PAC												
WHT	87			88			67	85			4	
FRL	68			68			49	74	56		7	63

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	83	70	63	76	74	57	72	90	59			64
SWD	64	72	76	37	65	48						
ELL	64	67	67	60	70	61	64	85				64
AMI												
ASN	82	62		88	69							

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	71	60	64	42	67	60						
HSP	83	70	64	76	74	60	71	90	54			62
MUL												
PAC												
WHT	85	74		88	78	45	82	100	80			
FRL	75	64	61	63	67	55	63	80	45			69

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	79	65	58	66	47	35	60	79	56			48
SWD	47	57	54	31	39	33	33					
ELL	68	62	61	57	49	33	41					48
AMI												
ASN	78	62		72	46							
BLK	64	45		50	45							
HSP	78	65	60	64	46	33	61	80	53			48
MUL												
PAC												
WHT	84	71		76	54	30	69	92	65			
FRL	69	56	53	54	39	33	45	67	33			61

**Grade Level Data Review– State Assessments (pre-populated)**

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	75%	56%	19%	54%	21%
07	2023 - Spring	71%	50%	21%	47%	24%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	82%	51%	31%	47%	35%
04	2023 - Spring	86%	58%	28%	58%	28%
06	2023 - Spring	88%	50%	38%	47%	41%
03	2023 - Spring	74%	52%	22%	50%	24%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	94%	58%	36%	54%	40%
07	2023 - Spring	82%	48%	34%	48%	34%
03	2023 - Spring	80%	63%	17%	59%	21%
04	2023 - Spring	85%	64%	21%	61%	24%
08	2023 - Spring	69%	59%	10%	55%	14%
05	2023 - Spring	70%	58%	12%	55%	15%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	70%	40%	30%	44%	26%
05	2023 - Spring	55%	50%	5%	51%	4%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	98%	56%	42%	50%	48%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	52%	*	48%	*

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	65%	*	63%	*



CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	83%	68%	15%	66%	17%

### III. Planning for Improvement

#### Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

The school's lowest performance in a data component for 2023 was Science, with 62% of students in grade 5 demonstrating proficiency; the state and district averages for grade 5 Science were 51% and 50% respectively. Although the school outperformed the state and district, the performance decreased from the previous school year.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

The most significant decline from the prior year's scores was in Science. Although there was an 11 percentage point decline in proficiency, our fifth-grade students outperformed the state and district by 9 and 10 percentage points, respectively. Last year the school's fifth-grade cohort had an uncharacteristically large ESE population that struggled with the complex content and reading skills needed to be successful on the state science exam.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

Vineland's performance is consistently higher than both district and state averages in all tested data components. In 2023, this trend was most evident in Math where our students substantially outperformed the state proficiency averages at all grade levels by the following margins: Grade 6 average scored 40 percentage points higher; grade 7 scored 33 percentage points higher; grade 4 scored 24 percentage points higher, and grade 3 scored 21 percentage points higher than the state average.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Student performance improved the greatest in Math. The overall proficiency rate rose 7 percentage points, from 73% in 2022 to 80% overall in 2023. Perhaps even more noteworthy, over the past three years, the proficiency rate in Math has increased by 20 percentage points.

In particular, in grade 6, 94% demonstrated proficiency in math while the state's proficiency rate for grade 6 was 54%. Our sixth-grade students improved by 24 percentage points compared to the previous year's cohort. Factors that contributed to this gap include a Highly Effective teacher who used OneNote on a daily basis all for immediate feedback.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

According to EWS data, we have 77 students who have demonstrated a "substantial reading deficiency." This will represent 11.5% of our population for next year.

**Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.**

The school will be prioritizing the following for the 2023-2024 school year:

1. Expansion of our Cambridge Program to emphasize collaborative and interdisciplinary planning and learning.
2. Higher quality differentiation which incorporates scaffolding for more complex content.
3. A more targeted focus on the teaching and learning of Science in all grade levels.

**Area of Focus**

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

**#1. Positive Culture and Environment specifically relating to Other****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on 2022-2023 FAST/FCAT/EOC proficiency data, we agree that there are inconsistencies in performance when comparing Science results to ELA, Math, and Social Studies results. Science scores ranged from 17 to 21 percentage points lower than on the other state assessments. The school has identified the need to teach each discipline with a more collaborative and interdisciplinary approach in order to deeper content understanding and increase the ability of all students to demonstrate mastery of grade-level tasks.

We will implement the Targeted Element of Interdisciplinary Planning and Teaching in order to share collective responsibility for mastery of instructional benchmarks.

**Measurable Outcome:**

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

With the focus on creating a culture of collective efficacy, 100% of the faculty will participate in interdisciplinary planning each quarter in order to fully implement the Cambridge, Everglades, and Fairchild Challenges in our school as evidenced by recognitions from these organizations.

**Monitoring:**

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

The school administration will participate in weekly grade-level planning meetings in order to monitor progress and participation in the Everglades and Fairchild Challenges. After the initial training, the administration and Cambridge coordinator will meet with grade-level chairs quarterly to review progress on Cambridge Challenges and to prepare for a culminating Cambridge showcase in April.

**Person responsible for monitoring outcome:**

Catherine Krtausch (pr5671@dadeschools.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Collective Efficacy can be seen as a staff's shared belief that through their collective action; they can positively influence student outcomes and achievement. In fact, research indicates that collective efficacy is the number one factor influencing student achievement.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Interdisciplinary planning and teaching allow students to learn by making connections between ideas and concepts across different disciplines. Students learning in this way are able to apply the knowledge gained in one discipline to another different discipline as a way to deepen the learning experience. By putting into place the structures to support this approach, the faculty will develop collective efficacy as they work collaboratively to promote significant learning.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

### 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.

Provide Cambridge training on the first PD day.

**Person Responsible:** Catherine Krtausch (pr5671@dadeschools.net)

**By When:** August 15, 2023

Expand the use of Schoology schoolwide by creating a "Faculty Class" to share relevant information and resources.

**Person Responsible:** Catherine Krtausch (pr5671@dadeschools.net)

**By When:** September 29, 2023

Create a collaborative planning schedule to share progress regarding interdisciplinary units and projects.

**Person Responsible:** Joan Cobo (jcobo@dadeschools.net)

**By When:** September 29, 2023

**#2. ESSA Subgroup specifically relating to Students with Disabilities****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

On the 2023 FCAT Science, 23% of Vineland's Students with Disabilities (SWD) demonstrated proficiency. This figure represents a far lower pass rate than the overall FCAT Science proficiency rate of 62% for grade 5 and 70% for grade 8. Understanding that in addition to the scientific concepts measured on the science test, there is also an expectation that students are able to read and comprehend academic vocabulary related to science.

**Measurable Outcome:**

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

With the implementation of differentiated instruction, at least 50% of the Students with Disabilities will score at grade level or above in the area of science on the Spring 2024 FCAT Science.

**Monitoring:**

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

The school administration will conduct quarterly data chats, adjust groups based on current data, and follow-up with regular walkthroughs to ensure that differentiation is aligned with current data. Administrators will review lesson plans for indication of differentiation. Data analysis of formative assessments will be reviewed monthly to observe progress.

**Person responsible for monitoring outcome:**

Catherine Krtausch (pr5671@dadeschools.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

When the teacher knows the varied learner needs within the classroom and selects learning options accordingly, the chances are greater that these experiences will be an appropriate fit for most learners.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

Incorporate the use of Mystery Science as a standards-aligned, hands-on curriculum to help appeal to a wider variety of learning styles.

**Person Responsible:** Joan Cobo (jcobo@dadeschools.net)

**By When:** September 29, 2023.

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)

**By When:** Plans will be completed for the first quarter from 8/17-10/26.

Administer baseline Science tests in order to better understand students' needs and allow teachers to plan appropriate instruction tailored to improve current levels of aptitude.

**Person Responsible:** Joan Cobo (jcobo@dadeschools.net)

**By When:** September 22, 2023

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Vineland has a long history of high performance on standardized tests. Scores for the 2023 FAST ELA and Math indicated 78% overall proficiency in ELA and 80% proficiency in Math; 100% of Algebra students passed the EOC; 83% scored a Level 3 or higher on the Civics EOC, despite one-third of that grade having an IEP, 504, or being a LEP student. In 4th grade Math and 6th grade ELA, almost 40% of students scored a Level 5. Despite this strong performance, we have 77 students who have demonstrated a "substantial reading deficiency." This represents 11.5% of our current population. Based on the 2023 state assessment data and the identified Contributing Factors and Evidence Review, we will implement the Targeted Element of differentiation in order to address the needs of our struggling students as well as our most high-performing ones.

**Measurable Outcome:**

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

By improving differentiation, Science performance in grades 5 and 8 will increase to 70%, an increase of eight percentage points on the Spring 2024 state assessment. Additionally, we expect to increase student performance on the FAST ELA and Math by five percentage points from 79% proficiency to 84% in ELA and from 80% to 85% in Math.

**Monitoring:**

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

The administration will conduct regular classroom walkthroughs to ensure that systems are in place to maximize student engagement in all classrooms. 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 Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Scaffolding is a teaching method that enables a student to solve a problem, carry out a task or achieve a goal through a gradual shedding of outside assistance.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Within the Targeted Element of Differentiation, our school will focus on the Evidence-based Intervention of: Scaffolding. Scaffolding will assist with gradually building the students' knowledge by planning with their data in mind and meeting students where they are. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include OPMs.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

### 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.

Provide Professional Development for teachers on effective implementation of scaffolding that is aligned to relevant student data. As a result, teachers will identify resources that are appropriate for student success.

**Person Responsible:** Catherine Krtausch (pr5671@dadeschools.net)

**By When:** Professional development in scaffolding to differentiate instruction will be provided at our first early dismissal day on 9/6/2023.

Teachers will develop lesson plans that teachers will develop lessons that address students' needs. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect differentiation within the whole group instruction as well as within small groups.

**Person Responsible:** Catherine Krtausch (pr5671@dadeschools.net)

**By When:** Lesson plans will be developed in advance of each week's instruction from 8/15-9/29.

Teachers will attend weekly collaborative planning meetings to collaborate and brainstorm challenges, needs, and shared best practices. Teachers will take turns taking the lead and modeling explicit instruction that address identified student needs and how they include appropriate scaffolding into instruction.

**Person Responsible:** Catherine Krtausch (pr5671@dadeschools.net)

**By When:** Common planning will take place weekly between August 15 and September 29, 2023.



#### #4. Instructional Practice specifically relating to Student Engagement

##### Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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. Collaborative learning has been shown to not only develop higher-level thinking skills in students, but boost their confidence and self-esteem as well. Group projects can maximize educational experience by demonstrating the material, while improving social and interpersonal skills. Students learn how to work with various types of learners and develop their leadership skills. When we work together, we create a better learning experience.

##### Measurable Outcome:

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

By increasing student engagement, science performance in grades 5 and 8 will increase to 70%, an increase of eight percentage points on the Spring 2024 state assessment. Additionally, we expect to increase student performance on the FAST ELA and Math by five percentage points from 79% proficiency to 84% in ELA and from 80% to 85% in Math.

##### Monitoring:

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

The administration will conduct regular classroom walkthroughs to ensure that systems are in place to maximize student engagement in all classrooms. 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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Collaborative learning is based on the theory that knowledge is a social construct. Collaborative activities are most often based on four principles: (1) the learner or student is the primary focus of instruction; (2) interaction and "doing" are of primary importance; (3) working in groups is an important mode of learning; (4) structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer teaching/learning is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts or find solutions to problems. It enables learners to take responsibility for reviewing, organizing, and consolidating existing knowledge and material; understanding its basic structure; filling in the gaps; finding additional meanings; and reformulating knowledge into new conceptual frameworks. Learning from peers increases learning both for the students being helped as well as for those giving the help.

##### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Collaborative learning is a powerful pedagogical approach that can significantly increase student engagement and performance. By actively involving students in the learning process, fostering social interaction, promoting critical thinking, and preparing them for the real world, educators can create a more enriching and effective learning experience for their students. As a result, students are more likely to succeed academically and develop valuable life skills that will serve them well beyond their formal education.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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 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:** Joan Cobo (jcobo@dadeschools.net)

**By When:** 8/15-9/29 -Lesson plans are required to be prepared prior to instruction.

Provide initial Cambridge training to teachers across grade levels and subject areas in order to craft the schoolwide plan for our Cambridge Challenge Showcase.

**Person Responsible:** Dolores Donet (dvazquez@dadeschools.net)

**By When:** September 15, 2023

Schedule students into a new elective, "Games for the Win," in order to provide the opportunity for groups of students to work together, learning to play board games and card games from a variety of cultures as they strategize, problem-solve, and learn to concentrate.

**Person Responsible:** Joan Cobo (jcobo@dadeschools.net)

**By When:** August 17, 2023

**CSI, TSI and ATSI Resource Review**

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

N/A

**Reading Achievement Initiative for Scholastic Excellence (RAISE)**

**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 related 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 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 Measurable Outcomes**

N/A

**Grades 3-5 Measurable Outcomes**

N/A

**Monitoring****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 impact student achievement outcomes.

N/A

**Person Responsible for Monitoring Outcome**

Select the person responsible for monitoring this outcome.

**Evidence-based Practices/Programs**

**Description:**

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. §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:**

Explain the rationale for selecting 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 evidence-based 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

**Title I Requirements**

### **Schoolwide Program Plan (SWP) Requirements**

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**

List the school's webpage\* where the SIP is made publicly available.

N/A

**Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.**

List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

N/A

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)**

N/A

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

N/A

### **Optional Component(s) of the Schoolwide Program Plan**

Include descriptions for any additional strategies that will be incorporated into the plan.

**Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))**

N/A

**Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))**

N/A

**Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).**

N/A

**Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))**

N/A

**Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))**

N/A