

Charlotte County Public Schools

# Vineland Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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## Vineland Elementary School

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<http://yourcharlotteschools.net/ves>

### 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, Where Herons SOAR:  
Show Respect  
Own Actions  
Accept Differences  
Realize Potential

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

Setting standards for high achievement.

### 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
Bachnik, Jacqueline	Principal	Oversees all functions and processes of the school, guides instructional improvement and academic achievement of the students, inspires teachers to use innovative, research based strategies, completes evaluations, manages school budgets, ensures district, state, and Title I requirements are met, and reports to superintendent on overall academic progress of the school. Creates a positive, collaborative and engaging school culture for all stakeholders. Completes walk-throughs and observations focusing on effective instructional practices. Leads professional development on evidence-based strategies. Engages stakeholders through surveys, team leader meetings, and SAC/PTO meetings.
Konrardy, Daryl	Assistant Principal	Oversees safety and discipline processes of the school, guides instructional improvement and academic achievement of the students, inspires teachers to use innovative, research based strategies, completes evaluations, manages school budgets, ensures district, state, and Title I requirements are met, and reports to principal on overall academic progress of the school. Completes walk-throughs and observations focusing on effective instructional practices. Leads professional development on evidence-based strategies. Engages stakeholders through surveys, team leader meetings, and SAC/PTO meetings.
Trullinger, Kelly	Other	Mentors new teachers, coaches all teachers, organizes and hosts professional development on evidence based strategies, models lessons, organizes and models intervention programs, helps with parent involvement activities and night time events, attends and engages parents through sharing of data and instructional strategies at SAC/PTO meetings, and other duties as listed. The lead teacher also sends "needs surveys" to the staff to determine materials, intervention groups, and the overall needs of the school. Reports to the principal. Participates in CORE team meetings, sharing information with the principal, to make school-based decisions.
Hupp, Jamie	Other	Collaborates with teachers, students, families, and administration to ensure the needs of ESE students are met and IEP's are implemented with fidelity. Facilitates IEP meetings, analyzes data, and attends CORE team meetings. Sends surveys and sits in on ESE team meetings to share best practices and collect information to share with the principal. Represents ESE on a variety of topics and reports to the principal on best practices and school needs. Conducts professional development of evidence-based strategies.
Toure, Molly	Other	Leads school L25 mentoring programs and counseling groups. Serves on mental health team. Mentors students. Works closely with administration, school psychologist, and the social worker to meet the emotional, physical, and mental needs of all students. The counselor also sends "needs surveys" to the staff to determine materials and the overall needs of the school/students. Conducts professional development of evidence-based strategies. Reports to the principal and participates in CORE team meetings, sharing information with the principal, to make school-based decisions. Leads MTSS for grades K-2.

Name	Position Title	Job Duties and Responsibilities
Cataldo, Heather	Math Coach	Leads MTSS for 3rd-5th grade students. Collaborates with administration, families, and teachers to ensure student academic needs are met. Mentors new teachers, coaches all teachers, organizes and hosts professional development on evidence based strategies, models lessons, organizes and models math intervention programs, helps with parent involvement activities and night time events, attends and engages parents through sharing of data and instructional strategies at SAC/PTO meetings, and other duties as listed. The math coach also sends "needs surveys" to the staff to determine materials, intervention groups, and the overall needs of the school. Participates in CORE team meetings, sharing information with the principal, to make school- based decisions.
Ulrich, Samantha	Reading Coach	Collaborates with administration, families, and teachers to ensure student academic needs are met. Mentors new teachers, coaches all teachers, organizes and hosts professional development on evidence based strategies, models lessons, organizes and models reading intervention programs, helps with parent involvement activities and night time events, attends and engages parents through sharing of data and instructional strategies at SAC/PTO meetings, and other duties as listed. The reading coach also sends "needs surveys" to the staff to determine materials, intervention groups, and the overall needs of the school. Participates in CORE team meetings, sharing information with the principal, to make school-based decisions.
Prummell, Tara	Teacher, K-12	Team leader for kindergarten team. Teaches and analyzes standards and adjusts instruction as needed, based on evidence-based practices. Collaborates with parents, teachers, and administration to ensure evidence-based practices are in use and to share student needs. Gathers input from grade level team and shares this with administration at monthly leader team meetings. Supports staff and students in increasing ELA, Math, Social Studies, and Science achievement for kindergarten students. Serves as a mentor teacher to new teachers and models/coaches for teachers as well.
Wade, Devon	Teacher, K-12	Team leader for 1st grade team. Teaches and analyzes standards and adjusts instruction as needed, based on evidence-based practices. Collaborates with parents, teachers, and administration to ensure evidence-based practices are in use and to share student needs. Gathers input from grade level team and shares this with administration at monthly leader team meetings. Supports staff and students in increasing ELA, Math, Social Studies, and Science achievement for 1st grade students. Attends professional development and shares evidence- based practices with her team.
Wylie, Kathy	Teacher, K-12	Team leader for second grade team. Teaches and analyzes standards and adjusts instruction as needed, based on evidence-based practices. Collaborates with parents, teachers, and administration to ensure evidence-based practices are in use and to share student needs. Gathers input from grade level team and shares this with administration at monthly leader team meetings. Supports staff and students in increasing ELA, Math, Social Studies,



Name	Position Title	Job Duties and Responsibilities
		and Science achievement for second grade students. Serves as a mentor teacher to new teachers and models/coaches for teachers as well.
Hernandez, Maggie	Teacher, K-12	Team leader for third grade team. Teaches and analyzes standards and adjusts instruction as needed, based on evidence-based practices. Collaborates with parents, teachers, and administration to ensure evidence-based practices are in use and to share student needs. Gathers input from grade level team and shares this with administration at monthly leader team meetings. Supports staff and students in increasing ELA, Math, Social Studies, and Science achievement for third grade students. Serves as a mentor teacher to new teachers and models/coaches for teachers as well.
McCoy, Karen	Teacher, K-12	Team leader for second grade team. Teaches and analyzes standards and adjusts instruction as needed, based on evidence-based practices. Collaborates with parents, teachers, and administration to ensure evidence-based practices are in use and to share student needs. Gathers input from grade level team and shares this with administration at monthly leader team meetings. Supports staff and students in increasing ELA, Math, Social Studies, and Science achievement for second grade students. Serves as a mentor teacher to new teachers and models/coaches for teachers as well.
Silva, Jane	Teacher, K-12	Team leader for fifth grade team. Teaches and analyzes standards and adjusts instruction as needed, based on evidence-based practices. Collaborates with parents, teachers, and administration to ensure evidence-based practices are in use and to share student needs. Gathers input from grade level team and shares this with administration at monthly leader team meetings. Supports staff and students in increasing ELA, Math, Social Studies, and Science achievement for fifth grade students. Serves as a mentor teacher to new teachers and models/coaches for teachers as well.
Dickerson, Gina	Other	Supports literacy initiatives in the school (including teaching Media and ELA standards for each grade level), organizes book check out and media classes for the school, runs AR program and Sunshine State Reader program, and approves/denies books for the media center and classrooms.
Carter, Sarah	Teacher, ESE	Team leader for ESE dept. Teaches and analyzes standards and adjusts instruction as needed, based on evidence-based practices. Collaborates with parents, teachers, and administration to ensure evidence-based practices are in use and to share student needs. Gathers input from grade level team and shares this with administration at monthly leader team meetings. Also serves on Principals Partnership Committee. Supports staff and students in increasing ELA, Math, Social Studies, and Science achievement for PreK-5th grade ESE students. Sarah also works with administration to ensure ESE students are included in all daily activities in the school and incorporates BPIE goals into the school. Serves as a mentor teacher to new teachers and models/coaches for teachers as well.

**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.

1. Gather and review data (FAST, Title I survey, climate surveys, family/school event surveys) to identify areas for improvement and prioritize.
2. School based leadership team planning.
3. School based Leadership Team shares with school staff and presents feedback ie. Title I survey, climate survey, staff survey (adjustments made to SIP based on stakeholder collaboration).
4. School based Leadership Team shares with community/SAC/PTO stakeholders and collects feedback ie. Title I survey, climate survey, family/school event survey (adjustments made to SIP).
5. Request approval from SAC/PTO/community/staff/students and other stakeholders.
6. Modify the SIP based on feedback from stakeholders from surveys identified above.

**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))

The following processes will be regularly used to monitor the SIP:

FAST data review & DRA- 3 times annually, to include teacher data chats.

Classroom walk-throughs - to be conducted multiple times each quarter.

Collaborative planning - meets bi-monthly which includes review of Benchmark Unit Assessments, Reveal, & Mastery Connect. Collaborative planning will include staff feedback (CP notes).

Attendance & Discipline - reviewed monthly to include staff feedback (PBIS notes).

School Advisory Committee will meet 3 times throughout the school year to review student performance.

School leadership team will meet monthly to monitor data related to the SIP.

Significant changes in data will be used to make adjustments as needed to the SIP, along with stakeholders input from the teams shared above.

Demographic Data	
<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Other School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	15%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	95%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>2021-22 ESSA Identification</b>	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)	

<b>School Grades History</b>	2021-22: A 2019-20: C 2018-19: C 2017-18: C
<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	13	18	10	17	11	0	0	0	69
One or more suspensions	0	1	2	1	0	4	0	0	0	8
Course failure in English Language Arts (ELA)	0	0	0	1	13	0	0	0	0	14
Course failure in Math	0	0	0	1	1	0	0	0	0	2
Level 1 on statewide ELA assessment	0	0	0	4	14	8	0	0	0	26
Level 1 on statewide Math assessment	0	0	0	4	10	4	0	0	0	18
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	7	13	10	10	14	0	0	0	55

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	0	4	0	0	0	0	0	4

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	1	1	0	3	0	0	0	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	34	19	22	23	19	0	0	0	117
One or more suspensions	0	2	2	3	1	2	0	0	0	10
Course failure in ELA	0	0	0	0	1	0	0	0	0	1
Course failure in Math	0	0	0	0	2	0	0	0	0	2
Level 1 on statewide ELA assessment	0	0	0	10	13	17	0	0	0	40
Level 1 on statewide Math assessment	0	0	0	5	8	14	0	0	0	27
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	12	13	12	7	9	0	0	0	54

**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	1	0	1	2	5	0	0	0	9

**The number of students identified retained:**

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

**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	34	19	22	23	19	0	0	0	117
One or more suspensions	0	2	2	3	1	2	0	0	0	10
Course failure in ELA	0	0	0	0	1	0	0	0	0	1
Course failure in Math	0	0	0	0	2	0	0	0	0	2
Level 1 on statewide ELA assessment	0	0	0	10	13	17	0	0	0	40
Level 1 on statewide Math assessment	0	0	0	5	8	14	0	0	0	27
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	12	13	12	7	9	0	0	0	54

**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	1	0	1	2	5	0	0	0	9

**The number of students identified retained:**

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

**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.

**District and State data will be uploaded when available.**

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	63			66			57		
ELA Learning Gains	66			52			53		
ELA Lowest 25th Percentile	56			41			51		
Math Achievement*	75			73			56		
Math Learning Gains	63			34			35		
Math Lowest 25th Percentile	59			29			26		
Science Achievement*	67			49			53		
Social Studies Achievement*									
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
ELP Progress							53		

\* 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

2021-22 ESSA Federal Index	
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	449
Total Components for the Federal Index	7
Percent Tested	98
Graduation Rate	

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

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	59			
ELL	50			
AMI				
ASN				
BLK				
HSP	55			
MUL				
PAC				
WHT	66			
FRL	61			

### 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)

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	63	66	56	75	63	59	67					
SWD	49	61	65	57	66	59	57					

## 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
ELL	31	45		60	64							
AMI												
ASN												
BLK												
HSP	29	58		70	64							
MUL												
PAC												
WHT	67	67	59	76	63	63	70					
FRL	59	64	58	75	58	50	65					

## 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	66	52	41	73	34	29	49					
SWD	37	40		45	44		29					
ELL	50			79								
AMI												
ASN												
BLK												
HSP	45	40		60	30							
MUL												
PAC												
WHT	68	54	36	74	35	23	52					
FRL	61	45		71	31	30	39					

## 2018-19 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 2017-18	C & C Accel 2017-18	ELP Progress
All Students	57	53	51	56	35	26	53					53
SWD	29	47	50	34	34	30	29					
ELL	55	67		55	38							53
AMI												
ASN												

2018-19 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 2017-18	C & C Accel 2017-18	ELP Progress
BLK												
HSP	55	69		52	35							
MUL												
PAC												
WHT	57	51	50	58	34	28	57					
FRL	53	55	63	50	32	21	39					

### 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.

**School, District and State data will be uploaded when available.**

## 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 data components that showed the lowest performance include overall ELA Achievement as well as Science Achievement. Factors that contribute to the low performance in ELA include: new curriculum, lack of phonics/phonemic awareness, students stations not aligned to the standards and lack of curriculum for ELL's. Factors that contribute to low performance in Science include dated curriculum and a need for professional development for teachers new to fifth grade.

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

Science data showed the greatest decline with a difference of 7 points. Students struggle with science vocabulary, nature of science and background knowledge.

**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.**

All data components were above the state average. The greatest gap was math as it was significantly higher than the state. The factors that contributed to this gap include Reveal curriculum, schedule that supports math interventions and tiered support time, spiral review and math stations that are spiraled to the standards.



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

Math data showed the most improvement. VES hired a math coach who models and provides professional development for teachers based on math standards. VES also implemented math spiral review, math stations that support grade level standards, and T2 math instruction that fills in student gaps.

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

Two potential areas of concern include students with a substantial reading deficiency and attendance. VES has 69 students missing 10% or more of instruction. VES has 55 students who have a substantial reading deficiency.

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

1. Improve overall proficiency in ELA from 63% to 65% with specific focus on 3rd grade achievement increasing from 55% to 57%,
2. Improve overall proficiency in Science from 55% to 59%.
3. MOY & EOY Developmental Reading Assessments scores with 75% of students on grade level.
4. Increase participation in New World's Reading Initiative for the L25 ELA students.
5. Maintain math proficiency and learning gains and overall school culture.

**Area of Focus**

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

**#1. Instructional Practice specifically relating to ELA****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a 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.

Provide professional development for teachers to improve the quality of instruction in ELA in the classroom that positively impacts overall student achievement.

**Measurable Outcome:**

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

Increase end of year ELA FAST achievement data from 63% to 67%.

**Monitoring:**

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

School leadership team will attend monthly collaborative planning meetings to ensure professional development strategies are being implemented in instructional planning. Coaches will support teachers in planning and development of intentional and explicit instruction that is aligned to the standards. The leadership team will conduct periodic walk throughs to monitor the delivery of instruction and transfer from collaborative planning.

**Person responsible for monitoring outcome:**

Jacqueline Bachnik (jacqueline.bachnik@yourcharlotteschools.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.)

Regular Professional Development of ELA through job embedded coaching with a specific focus on second and third grade. Standards aligned spiraled stations incorporated to support ELA benchmark skills to include FCRR

Implementation of foundational skills in ELA, specifically phonics instruction.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Teachers who receive substantial professional development can significantly boost student achievement.

**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.

Instructional coaches will facilitate monthly grade level collaborative planning and will provide support on how to develop standards aligned lessons.

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

**By When:** 9 times by May 2024

School leadership team will walk classrooms to monitor the delivery of instruction and transfer from collaborative planning.

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

**By When:** 8 walkthroughs will be conducted in each classroom by May 2024.

Coaches will model implementation of ELA instructional practices and utilization of student tasks aligned to benchmarks.

**Person Responsible:** Samantha Ulrich (samantha.ulrich@yourcharlotteschools.net)

**By When:** Literacy Coach will complete this four times (as a minimum) in second and third grade classrooms by May 2024.

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

Provide professional development for teachers to improve the quality of science instruction in the classroom to positively impact overall student achievement.

**Measurable Outcome:**

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

VES will increase Science Achievement from 55% to 59%.

**Monitoring:**

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

School leadership team will meet with Science and STEM teachers four times a year (at a minimum) to ensure professional development strategies are being implemented during instructional planning.

**Person responsible for monitoring outcome:**

Daryl Konrardy (daryl.konrardy@yourcharlotteschools.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.)

Interactive science vocabulary word walls to spiral scientific concepts will be implemented in 3-5. Science journals will be implemented and used cross-curricular between science and STEM.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

By improving teachers' scientific knowledge in content areas through professional development scientific knowledge will transfer to students. Engagement in meaningful and authentic science learning requires students to access science content and practices as well as the academic language (science vocabulary) required to talk and write in the science classroom.

**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 2 - Moderate 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.

Leadership team will meet after administration of each Mastery Connect assessment to monitor science progress.

**Person Responsible:** Daryl Konrardy (daryl.konrardy@yourcharlotteschools.net)

**By When:** Three times a year by May 2024.

School leadership team will conduct walk throughs to monitor the delivery of instruction, science journal implementation and interactive word walls.

**Person Responsible:** Daryl Konrardy (daryl.konrardy@yourcharlotteschools.net)

**By When:** Four times by May 2024.

STEM will support science curriculum with implementation of science journals and instruction of scientific concepts.

**Person Responsible:** Jonathan Rodriguez-Burgos (jonathon.rodriguez-burgos@yourcharlotteschools.net)

**By When:** This will occur monthly.

**#3. 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.

VES will maintain a positive culture and environment by recognizing stakeholders' achievements, contributions, creating togetherness, teamwork and school pride.

**Measurable Outcome:**

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

VES surveyed stakeholders at the end of the 22-23 school year to collect data based on school culture. The same survey will be sent at the end of the 23-24 school year, requesting feedback. The goal is to increase the positive responses to 90% or higher.

**Monitoring:**

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

PBIS and the Leadership team will meet monthly to collaborate and review staff data surveyed mid-year, EWS, Live School reports, attendance, and discipline to monitor our school culture and environment.

**Person responsible for monitoring outcome:**

Jacqueline Bachnik (jacqueline.bachnik@yourcharlotteschools.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.)

Staff will be recognized through Hard-Working Heron awards. Students will earn points to redeem for incentives.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Students are being rewarded to increase work production, improve academic achievement, increase attendance, engagement and behavior as well as teacher satisfaction and retention.

**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.

students: Live School rewards, award ceremonies, quarterly celebrations

staff: Hardworking Heron awards, quarterly celebrations, random drawings, personal notes, social media shout outs, seasonal competitions, Sunshine Committee

community: social media shout-outs, thank you notes, board picture recognition posted, electronic sign recognition

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

**By When:** \* Recognize staff monthly \* Recognize students weekly \* Recognize community members contributions

## 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)).

VES school improvement funds will be used for PBIS incentives to include student certificates, Live School rewards, and spirit sticks. SIP funds will also be used for ELA stations to include paper copies for all classrooms.

Schoolwide Improvement funds are allocated to schools annually as a per pupil allocation based on Survey 3 FTE data. Supplemental federal funds are allocated to schools as requested by school leadership and based on need. Schools complete the Federal Programs Consultation Survey to request funds needed to support their school improvement areas of focus. The federal programs team reviews each request and approves on an individual basis giving priority to schools designated as CSI, TSI, and ATSI respectively.

## 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

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

### 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****Grades 3-5 Measurable Outcomes****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.

**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?

**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?

**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**



## 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.

School based Leadership Team shares with school staff and collects feedback (adjustments made to SIP).

School based Leadership Team shares with community/SAC/PTO stakeholders and collects feedback (adjustments made to SIP). SIP is shared on school webpage, at school events and on social media. Progress of the SIP will be shared in the MOY and EOY at SAC/PTO meetings where all stakeholders are invited to attend.

**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))

Positive relationships with parents, families and other community stakeholders are built at school academic and non-academic events. Events are shared on social media, school website, VES digital board, Lobby board, flyers and the Remind application. The Family Resource Center is available for all families to attend weekly throughout the school year. It provides books to borrow and keep as well as resources for families. VES conducts 1:1 parent conferences twice a year to provide personal meetings to address individual academic needs. Here is the link to our Family Engagement Plan: <https://www.yourcharlotteschools.net/domain/4355>

**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 II of the SIP. (ESSA 1114(b)(7)ii)**

The academic area(s) of focus VES plans to strengthen include ELA and Science. We plan on doing this through uninterrupted academic instruction, a concise master schedule, and collaborative instruction. Students will be enriched and accelerated in small group instruction based on individual student needs.

**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))**

VES services all students according to state and federal guidelines. VES identifies students in need of supports to include those with 504, IEPs and EPs. VES uses programs that are researched and evidence based under Tier I, II and III. VES provides a nutritious breakfast and lunch to all students at no cost. VES uses the Navigate Suite 360 program to provide resiliency education to all students.

### **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))**

In order to improve students' skills outside the academic subject areas the school based mental health team provides individual, small group and whole group counseling services to support students mental health needs. The mental health team also provides indirect services such as parent collaboration, financial connections, and weekend food bags.

**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))**

Faculty participates in constructive conversations and assists students in career exploration based on student interests.

**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).**

The VES model to prevent and address behavior and interventions include the PBIS and MTSS frameworks. VES uses specific programs/interventions such as Live School, CHAMPS, Suite 360 as well as prescribed behavioral interventions.

**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))**

Professional learning takes place throughout the year to improve instruction. Collaborative planning, data chats, faculty learning meetings, district professional development, new teacher mentoring, coaching and individual 1:1 training are used to recruit and retain effective teachers.

**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))**

VES pre-kindergarten ESE uses the HELP and COS to monitor and assess early childhood and readiness skills for kindergarten entry.