

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms. Allison Peltz
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Vicenza Elementary School
(As it should appear in the official records)

School Mailing Address Unit 31401 Box 11
(If address is P.O. Box, also include street address.)

City APO AE Italy State DD Zip Code+4 (9 digits total) 09630-0005

County _____

Telephone (011) 390-4441 Fax (011) 390-4447

Web site/URL https://vicenzaes.dodea.edu/ E-mail VicenzaES.Principal@dodea.edu

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Jeff Arrington E-mail Jeff.Arrington@dodea.edu
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Europe South Tel. (011) 390-4441

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mrs. Amanda Hayes
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 8 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 6 High schools
 - 1 K-12 schools
- 16 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- ☐ Urban (city or town)
☒ Suburban
☐ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

| Grade | # of Students |
|----------------|---------------|
| PreK | 37 |
| K | 74 |
| 1 | 83 |
| 2 | 103 |
| 3 | 77 |
| 4 | 95 |
| 5 | 101 |
| 6 | 0 |
| 7 | 0 |
| 8 | 0 |
| 9 | 0 |
| 10 | 0 |
| 11 | 0 |
| 12 or higher | 0 |
| Total Students | 570 |

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 3 % Asian
 - 12 % Black or African American
 - 28 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 45 % White
 - 11 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 48%

If the mobility rate is above 15%, please explain:

Vicenza Elementary School serves students of military and military-connected families. Families generally rotate in and out on a three year cycle.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

| Steps For Determining Mobility Rate | Answer |
|--|---------------|
| (1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year | 147 |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year | 134 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 281 |
| (4) Total number of students in the school as of October 1, 2021 | 581 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.48 |
| (6) Amount in row (5) multiplied by 100 | 48 |

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish, Italian, German, Russian, French, Akan, Korean, Tagolag, Arabic, Serbian, Chinese, Estonian

English Language Learners (ELL) in the school: 15 %
88 Total number ELL

7. Students eligible for free/reduced-priced meals: 23 %

Total number students who qualify: 131

8. Students receiving special education services with an IEP: 17 %
Total number of students served 97

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

| | |
|----------------------------------|--|
| <u>2</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>6</u> Other Health Impaired |
| <u>17</u> Developmental Delay | <u>29</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>40</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>2</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Students receiving special education services with a 504: 3 %
Total number of students served: 17

10. Number of years the principal has been in the position at this school: 10

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

| | Number of Staff |
|--|-----------------|
| Administrators | 2 |
| Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher. | 30 |
| Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc. | 19 |
| Paraprofessionals under the supervision of a professional supporting single, group, or classroom students. | 12 |
| Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 3 |

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

| Required Information | 2021-2022 | 2020-2021 | 2019-2020 | 2018-2019 | 2017-2018 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 91% | 95% | 96% | 94% | 94% |
| High school graduation rate | 0% | 0% | 0% | 0% | 0% |

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

| Post-Secondary Status | |
|---|----|
| Graduating class size | 0 |
| Enrolled in a 4-year college or university | 0% |
| Enrolled in a community college | 0% |
| Enrolled in career/technical training program | 0% |
| Found employment | 0% |
| Joined the military or other public service | 0% |
| Other | 0% |

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

16. In a couple of sentences, provide the school's mission or vision statement.

Mission: Educate, Engage, and Empower military-connected students to succeed in a dynamic world.

Vision: Excellence in Education for Every Student, Every Day, Everywhere.

17. Provide a URL link to the school's nondiscrimination policy.

[https://www.dodea.edu/offices/civilrightsprogram.cfm#:~:text=DoDEA%20is%20committed%20to%20operating,%2C%20visitors%2C%20or%20volunteers\).](https://www.dodea.edu/offices/civilrightsprogram.cfm#:~:text=DoDEA%20is%20committed%20to%20operating,%2C%20visitors%2C%20or%20volunteers).)

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SCHOOL OVERVIEW

Vicenza is a beautiful city in northern Italy and a UNESCO World Heritage Site known for its Palladian architecture. It lies at the base of the Dolomites. Vicenza contains “piazzas” or open squares, several palaces and villas, many cathedrals and Roman ruins, and the oldest enclosed theater in the world, “Teatro Olimpico.” The city is beautiful, close to Venice, Verona, Florence, Milan, Bologna, and Parma. You will find Slovenia, Austria, Switzerland, Croatia, and France in a few hours of travel. Many of our families take advantage of these opportunities to travel and experience the fascinating European cultures.

Vicenza Elementary School (VES) is part of the DoDEA (Department of Defense Education Activity) Europe Region in the Europe South District. We are proud to be a part of more than 8,000 educators who serve more than 66,000 children of active-duty military and military-connected families.

Vicenza Elementary boasts a highly educated faculty with eleven Bachelor’s degrees, forty Master’s degrees, five with multiple Master’s degrees, and one doctorate. Our administrative team includes a principal and assistant principal, with constant support from our administrative officer. Our location provides easy access to our District Instructional Specialists and allows frequent partnerships with educators in our building. Fortunately, we have a full-time school nurse, two counselors, a .5 school psychologist, and three Military Family Life Counselors.

Vicenza Elementary works primarily with active-duty army families. Its major tenant units include Southern European Task Force Africom, 173rd Airborne Infantry Brigade, 207th Military Intelligence Brigade, and 414th Contracting Support Brigade. These units are “highly deployed” to support the United States Army in Europe. Young parents and frequent deployments make it essential that the school is a stable, safe place for children. A robust counseling program and the support of three Military Family Life Counselors provide the support needed for children to succeed socially and emotionally. Our “Parent University” classes help parents with topics designed based on their needs.

At Vicenza Elementary, we worked collaboratively with administration, teachers, and Instructional Systems Specialists to implement a schedule that maximizes instructional time, allows common prep periods for teachers, and provides opportunities for support specialists to co-plan and co-teach with general education teachers. Students participate in Art, Host Nation, Physical Education, and Music programs.

Vicenza Elementary has a ninety-minute weekly Focused Collaboration time. Educators use this time to look at and analyze student data and intentionally plan to meet the needs of ALL our students. We work together as grade levels to create SMART Goals based on grade level or classroom needs and answer Dufour’s four critical questions. Planning as a team keeps us accountable to each other and our students. This time is also used for targeted professional learning to support us in our teaching based on what we see as student needs. Focused Collaboration allows our teachers to collaborate with support teachers, planning to meet the needs of struggling students or those who have already mastered current content.

We have a monthly schedule of hourly after-school opportunities for learning: Team Leaders Meetings, Grade Level Meetings, Professional Learning, and Data Analysis. These meetings provide time to focus on what we need as a school to move our students forward.

Teacher leadership is the norm throughout our building. We actively encourage collaborative conversations and risk-taking. Our teachers work together in teams, such as our Continuous School Improvement Team, Teacher Leadership Team, Case Study Committee, Counseling Team, and Intervention Partnership Team. Book studies are common occurrences and teacher led. We encourage our faculty to try new things and not to be afraid to fail. We are proud to note that our staff has four DoDEA Teachers of the Year.

Administrators are frequent classroom visitors, often working in partnership with the teacher to support students. Weekly targeted observations allow administrators and teachers to engage in “Instructionally Focused Interactions,” working in partnership to improve daily classroom instruction.

Vicenza Elementary has implemented an innovative math intervention program, Focused Math. Focused Math is thirty to forty-five minutes of additional data-based instructional time dedicated to providing students with targeted intervention and enrichment. The time is designed to fill gaps in securely held knowledge and foundational skills to help students achieve success in math at their current grade level. Teachers collaborate around formative assessment data and instructional practices for remediation and enrichment. Teachers also have the opportunity to supplement test-taking strategies and skills based on data from the previous year's interim assessments. There is a second faculty member in every classroom to support math instruction during this time. This program has been critical in filling gaps left by remote education or lack thereof during the COVID pandemic. Also, with our high turnover of students each year, Focused Math opportunities ensure that all students have the skills necessary to be successful in math.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

Vicenza Elementary School teachers have a substantial depth of knowledge and experience in English Language Arts (ELA). We believe every student can learn to read and write, and therefore monitor and adjust the personalized needs of each student in the classroom. VES teachers follow the College and Career Ready ELA Standards for grades K-2 and 3-5. The K-2 standards cover the five components of reading, emphasizing phonological awareness and phonics to build a strong foundation. Grades three through five cover the five components of reading with a stronger emphasis on fluency, comprehension, and vocabulary. Teachers use Benchmark Assessment curriculum, formative assessments, and structured writing programs. VES chose this particular approach because the individual student's potential is a fundamental focus for each teacher. We ensure students reach their full potential.

The literacy block is time devoted to standards-aligned literacy instruction (ideally at least 120 minutes daily). Within each Benchmark lesson, students learn through an interactive read-aloud, a reader's workshop (with mini-lesson, guided reading, accountable independent reading, literacy workstations, and sharing), a writer's workshop (with mini-lesson, guided writing, independent writing, literacy workstations, and sharing), and a word study/ phonics lesson. Teachers arrange centers around these activities to ensure meeting their student's needs. The curriculum covers ten different topic strands to build knowledge across the curriculum: Government and Citizenship, Character, Life Science, Point of View, Technology and Society, Theme, History and Culture, Earth Science, Economics, and Physical Science.

Beginning in kindergarten, each teacher assesses students by giving a foundational skill assessment screening. Throughout the year, students take the Benchmark Phonics foundational assessment, Reading Proficiency Tool (RPT). Beginning in 3rd grade, students will take two ELA interims using DoDEA Comprehensive Assessment System (DCAS) as a district formative assessment. At the end of the year, grades three through five take an ELA summative assessment. With the data teachers collect, we at VES use the data points to drive our intentional planning as we create flexible groups. Each student's needs are met because of the informal and formal assessments the teachers gather and analyze. As grade level teachers, we look at the data points to evaluate our class needs as we move forward in our daily planning.

Benchmark Advanced is a comprehensive ELA development program that builds a strong literacy foundation across the grades K-5 CCRS (College and Career Ready Standards for Literacy). Benchmark Phonics is a complete phonics program that augments DoDEA's core literacy curriculum in our grades K-2 areas. Our teachers' primary focus is to teach the students to read, so they can read to learn. To help teachers support the School Action Plan (SAP), kindergarten through 5th-grade students complete a district writing prompt to monitor student progress. This also ensures that students have the opportunity to reflect on their growth. Teachers use the Write to Learn from the Core 6 Strategies – a set of nested tools for writing and learning in all content areas. This begins with provisional writing, moves to readable writing, and ends with polished writing.

1b. Mathematics curriculum content, instruction, and assessment:

At Vicenza Elementary School, our teachers have been implementing the College and Career Readiness Standards for Mathematics (CCRSM) since 2015. During the transition to the CCRSM, our teachers dedicated time to studying and analyzing the standards to translate them into teaching strategies. Mathematics units are planned with the end in mind using the Backward Design (UbD) model. DoDEA-developed unit frameworks comprise key understandings and essential knowledge and skills (stage 1), curriculum-embedded performance assessments (stage 2), and lessons from the GO Math! Curriculum (stage 3). Our teachers also plan tasks that engage students in non-algorithmic thinking and promote a deep understanding of mathematics. Thus, other learning experiences include rich tasks, such as Three-Act tasks, open middle questions, and number talks. Our teachers seek to teach conceptual understanding, procedural

fluency, and application with equal intensity during each unit. Our teachers use formative and summative assessments to assess student understanding and progress toward established goals. Additionally, in grades three through five, our teachers administer DoDEA Comprehensive Assessment System (DCAS) interim and summative assessments to monitor student progress towards specific CCRSM.

Our teachers support student use of the eight Effective Mathematics Teaching Practices. Establishing goals is the starting point for all instructional decisions. The vehicles for the goals are tasks that promote reasoning and problem solving and building procedural fluency from conceptual understanding. At the heart of the process lies meaningful mathematical discourse. Our teachers promote meaningful discourse through purposeful questioning, mathematical representations, evidence of student learning, and the support of productive struggle. They seek to develop students' ability to reason abstractly using the Concrete Representational Abstract approach by engaging students on rich tasks and performance assessments promoting concrete, representational models.

Teachers participate in continuous improvement cycles in Focused Collaboration Teams (FCT). Collaboration helps teachers understand how CCRSM asks students to demonstrate mastery of content and practice standards. Through targeted and collaborative planning, teachers reflect on their practices, using colleagues as resources to improve their lessons and explore teaching methods and best practices. They also pre-plan strategies to address misconceptions, and reflect on how this may impact instruction. Another crucial step is analyzing common data from formative assessments, which they then use to develop SMART goals that address student needs (i.e., enrichment, tier 2 interventions). Teachers also use weekly Focused Collaboration meetings and planning days to familiarize themselves with the rigorous mathematics students are expected to master. This helps them better understand how students are asked to demonstrate learning by working through test-released items, performance assessments, and aligned assessment tasks. Our FCT analyzes student work as evidence of student learning to identify areas of focus, clarify misconceptions, and inform instruction in real-time. As part of the cycle, teachers continuously reflect on student progress towards SMART goals using multiple data points, and explore ways to leverage what they know and respond to student needs through instruction.

1c. Science curriculum content, instruction, and assessment:

At Vicenza Elementary School (VES), teachers use the K-5 College and Career Ready Standards for Science (CCRSS). The National Research Council, the National Science Teachers Association, and the American Association for the Advancement of Science helped develop these standards. They are designed to stimulate interest in science and set expectations for academic careers and beyond. Our teachers implement engaging, hands-on activities from our FOSS (Full Option Science System) science curriculum, which involve students in solving real world problems through the use of the engineering design process. Our students use journals for notetaking and data collection. Graphs and charts are mathematically generated from this data to reinforce scientific concepts.

Science is taught in 45-minute intervals. Our students are taught as a whole group or in flexible groups. VES provides real-life science opportunities by sponsoring field trips that cover science standards. These include the Monte Bolca Eocene fossil site (Earth and space science) and the Parco Natura Viva Garda Zoological Park (life science). Hands-on project activities include making circuits and motors; tracking weather and phases of celestial bodies; building terrariums; and, using wave tanks to learn about soil erosion, deposition, and energy that is transmitted through a medium and seen as waves. Our students plant and harvest flowers, fruit, and vegetables grown in school gardens. Vegetable waste is composted into gardens to teach that compost provides nutrients for healthy gardens. Other investigations include crayfish, fish, isopods, and mealworm habitats, ecosystems, and their interrelationships with the environment.

Assessments are aligned with DoDEA standards. Formative assessments are made individually by journal checks and project evaluation. Our students take summative assessments in 2nd and 5th grades twice annually. Other assessments are given at the end of units. Science content is reinforced in English Language Arts lessons. For these and many other reasons, students at VES enjoy science success.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

Vicenza Elementary uses the TCI (Teachers Curriculum Institute) "Social Studies Alive!" program to teach social studies. This curriculum engages students in hands-on activities, real-world examples, and multimedia resources to develop critical thinking skills and a deeper understanding of the world. The TCI curriculum also promotes active learning, group work, discussions, and collaborative projects, which help students develop social skills and a sense of community. The assessment system in the TCI curriculum is unit-based and customizable, providing immediate feedback to students and teachers to help identify areas for improvement and adjust instruction accordingly.

In addition to the TCI curriculum, many teachers at Vicenza Elementary take a project-based approach to learning social studies that spans multiple curriculum areas. Our students engage in various projects exploring different aspect of social studies, such as Native American projects, timeline projects, and real-life activities. Our teachers incorporate exploration and treasure hunts using TCI and FOSS (Full Option Science System) to make maps, compasses, and dioramas. This approach encourages students to collaborate and develop social and communication skills while presenting their projects to community participants and other grade levels to enhance their learning experience.

“Social Studies Alive!” combined with project-based learning at Vicenza Elementary provides students with a dynamic, engaging way to explore social studies concepts and build connections.

1e. For schools that serve grades 7-12:

1f. For schools that offer preschool for three- and/or four-year old students:

Vicenza Elementary School offers the Sure Start preschool program providing a full-day, high-quality educational program for military children entering kindergarten the following year. Teachers have degrees in Early Childhood Education and over twenty years of experience. The program has spaces for eighteen students in each class, and traditionally there has been a significant “waiting pool” of families.

The day comprises whole group instruction, free choice during centers, small group instruction, and one-on-one support. Teaching Strategies GOLD provides a rich curriculum, assessment, activities, and tools. Sure Start at Vicenza Elementary School is adept at teaching the whole child - social, academic, and motor skills are incorporated throughout the day. Assessments are frequent, varied, and appropriate for young children. Differentiation helps meet the needs of all learners; at whatever level they are. Based on assessments, reteaching with small groups or one-on-one occurs. The Creative Curriculum standards are what drive instruction.

Alongside the students, the parents are learning too! Parent participation is mandatory, and most parents not only complete their required 30-hours but go above and beyond the requirement. Parents who participate will have more skills to assist their children in their educational journey.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Vicenza Elementary School (VES) offers a comprehensive specialist curriculum that serves all students in grades K-5. Art and music are two of the daily 45-minute specials classes that rotate on a wheel.

Our robust visual arts program follows National Core Arts Standards, with hands-on learning in diverse mediums, such as painting, ceramics, printmaking, and more. Students explore art history, media literacy, and contemporary arts, while also engaging in cross-curricular activities. Our well-equipped art room allows for experimentation and expression, with a focus on student voice and choice. Art Club, talent shows, and events like the Italian Carnevale Parade extend learning beyond the classroom. Our goal is to develop

artistic literacy and lifelong participation in the arts.

The VES music program employs a cutting-edge pedagogical method, teaching CCRS Fine Arts Standards. Our students participate in relevant music surveys, such as the Month of the Military Child, and "reverse engineering" performances in class. They learn music history, theory, and musicianship, incorporating dance, movement, and social emotional Learning connections. Proper diction, breath control, and posture are emphasized. Our students create arrangements, compose original songs, and use a wide range of instruments in the well-equipped music room.

2b. Physical education/health/nutrition

Our K-5 students participate in specials daily for 45-minutes. Physical education (PE) is one of the specials classes that rotate on a wheel.

Our school implements the SHAPE National Standards for K-12 Physical Education and follows the Spark Curriculum. Our goal is to provide students with the knowledge, skills and confidence to be physically active for life. Students learn new skills and enhance existing skills using a variety of materials. Our school has a full, indoor gymnasium and outdoor areas used to develop skills for individual and team sports. We have age-appropriate equipment (i.e., multi-sized rackets, balls, jump ropes) to accommodate learners of all ages, abilities, and mobilities. In addition to traditional P.E. activities and games, we create unique learning opportunities to include diverse experiences, like cup stacking, curling, dance, and obstacle courses, that encourage interest in physical activity regardless of ability. Our rigorous curriculum focuses on physical health learning that includes locomotor, non-locomotor and manipulative skills, game concepts and strategies, responsible personal and social behavior, and knowledge of physical fitness and its value to our physical, social and mental health. We include the knowledge, social, kinesthetic, affective domains when assessing students, planning for next steps, and ensuring success for all.

2c. Foreign language(s), if offered (if not offered, leave blank)

Our K-5 students participate in specials daily for 45-minutes. Host Nation (language and culture) are two of the specials classes that rotate on a wheel.

Our Host Nation classes aim to help students feel more confident and comfortable living and learning in a foreign country. Students develop an appreciation for the culture and language of the host nation and the opportunity to live abroad. The language curriculum provides students with basic communication skills in Italian to effectively communicate about topics that impact their lives. Instructional strategies include learning to ask simple questions, order food, request directions, inquire about the price of goods, and practice words of courtesy and respect. We also focus on teaching about Italian culture. Students participate in cultural activities and festivals, attend field trips to historical sites, and participate in cultural exchanges with local schools. Building relationships with people from the Italian community is a valuable part of the program. Students experience rich opportunities to participate in cultural activities and exchanges through initiatives such as, our Pen Pals program, where our students exchange notes with local Italian students. We help our students make connections with their host nation and create memories that will last a lifetime.

2d. Technology/library/media

Vicenza Elementary is a school dedicated to making sure our students have the technology skills that will support them throughout their school career. All grade levels are outfitted with Dell Chromebooks. Kindergarten through first grade are equipped with one Chromebook per two students, and in grades third through fifth, each student has their own Chromebook. Next school year, grades 3-5 will have the opportunity to carry their Chromebooks back and forth from school to home. Having access to technology at home ensures that each student always has equal access to their learning.

Students and teachers have access to their curriculum through a learning management platform and various digital resources supporting what is taught in class. Teachers receive training on digital resources and have a full-time staff member dedicated to supporting technology within the classroom.

The Information Center (IC) is filled with a rich, diverse body of resources in print and digital formats accessible to all patrons. Resources are aligned with DoDEA curriculum and CCRS standards. The IC collaborates with faculty to deliver instruction that supports CCRS across all content areas and the AASL (American Association of School Librarians) National Standards. The IC program fosters a love of reading for students and staff.

2e. Any other interesting or innovative curriculum programs you would like to share

Focused Math is an educational framework designed and created at Vicenza Elementary school that supports the teaching and learning of mathematics on a weekly basis outside of the daily math instructional block. Our teachers use assessments to learn what their students need, and then address the unfinished learning once a week. Student work can be collected and analyzed continuously to keep data fresh and up to date as well as track student growth.

During this time, students know what their tasks and goals are, and their voices can be heard talking about math, and explaining their thinking. Teachers are either running small groups or visiting groups to make observations and support learning. All students are working on rigorous activities that allow them to refine their thinking and explore new strategies.

Our teachers intentionally plan for next steps and student growth. Data collection tools are useful in keeping track of trends and evaluating whether students need to see the material again or move on to other skills. Teachers then skillfully plan for next week's Focused Math or try to incorporate what they have learned into their daily routines. Focused Math is a continuous cycle that adjusts depending on student need.

3. Academic Supports

3a. Students performing below grade level:

Vicenza Elementary's Strategic Literacy Instruction (SLI) and Strategic Math Instruction (SMI) programs provide Tier 3 intervention to students in reading and math. Most students enrolled in SLI or SMI receive pull-out services, but push-in services also occur when a class has a particularly high number of students needing support. Our teachers, Student Support Team (SST) and/or parents help identify students in need of targeted instruction. They may then refer students for SLI and/or SMI. After a referral, our SLI and SMI teachers administer additional assessments and screeners (i.e., phonemic awareness, print concepts, and phonics, fluency, and comprehension measures, and running records). SLI and SMI teachers share these results with parents and classroom teachers and collaboratively draft an individualized "Education Plan" to include SMART goals tailored to the student's needs. These assessments are re-administered every quarter and goals are adjusted accordingly. The data is stored on the SLI/SMI/ESOL data tracker.

Within SLI, students have access to Benchmark Advance's Spring Forward (grades K-1) and Steps to Advance (grades 2-5). In SMI, our teachers use the Moving with Math curriculum. Different components of these programs, in addition to supplemental resources, are used and adapted to align instruction with students' SMART goals.

Three years ago, our school developed the SLI/SMI/ESOL Partnership Team to monitor student progress more closely within these programs. The Partnership Team is comprised of SLI, SMI, and ESOL teachers, as well as administrators, counselors, a psychologist, and a representative from our special education department. The team meets quarterly to review the data tracker, discuss students of concern, and plan next steps. These meetings ensure that students receiving Tier 3 services are closely monitored and all specialized services work collaboratively for the success of our neediest students. This practice has been shared across DoDEA as exemplary.

3b. Students performing above grade level:

Vicenza Elementary School, as part of the Department of Defense (DoD) Advance Academic Program Services (AAPS) program, recognizes our student population's diverse and individual needs. The school employs a multi-faceted approach to tailor instruction, interventions, and assessments to meet the unique needs of the students.

Instructional Differentiation, Accelerated Learning, and Enrichment Opportunities are only a few ways the students at VES are serviced by the rich AAPS program provided. For example, advanced learners often require differentiated instruction to their abilities and interests. VES provides opportunities for these students to engage in higher-level thinking skills, critical thinking, and problem-solving activities that challenge their intellectual capabilities. Moreover, advanced students in mathematics may be given differentiated curriculum and enrichment activities beyond the grade level standards, such as engaging in advanced problem-solving tasks or exploring higher-level mathematical concepts.

VES recognizes that some students may require an accelerated pace of learning. The school provides opportunities for these students to progress faster through the curriculum, allowing them to engage in more challenging content or grade-level materials. For example, a student who excels in language arts can read and analyze more complex texts, write advanced essays, or participate in literature circles with older students. Some students need acceleration into the next grade level or by content area; and, Vicenza Elementary School further provides this unique learning opportunity by engaging with teachers, parents, and the student to develop a smooth transition focused on meeting the child's needs.

VES provides opportunities through the AAPS (Advanced Academic Programming Services) programming for grades K-5. Collaborative learning and planning with teachers offer a link to the students and the enrichment program. These strategies provide a challenging and supportive learning environment that nurtures the strengths and talents of our students.

3c. Students with disabilities:

Vicenza Elementary School offers four special education programs to support students with diverse learning needs in grades Pre-K through 5th grade. These programs are designed to cater to the unique needs of students.

The Learning Impaired Mild/Moderate (LIMM) program consists of two teachers, and supports students with significant difficulty in reading, writing, mathematics, and behavioral/social skills. This program provides intervention in the form of specialized instruction for students who require intensive support meeting grade level standards. Support is offered using a continuum of services based on each student's unique needs.

The Learning Impaired Moderate/Severe (LIMS) program consists of one teacher and supports students with more significant academic challenges. Students in the LIMS program work on meeting DODEA's Alternate Curriculum Standards that are connected to each grade level's CCR standards.

Two Speech-Language Pathologists (SLP) support students struggling with communication impairments. This program aims to develop communication skills, including listening, speaking, and understanding, by providing intensive one-on-one instruction, small group work, and specialized therapy. The SLP program collaborates with teachers to integrate these skills into the curriculum.

The Preschool for Children Disabilities (PSCD) supports our youngest students with early intervention. This program builds the foundation for students to be successful when they begin Kindergarten. PSCD also works with families and outside agencies, like EDIS, to provide a smooth transition for families and children transitioning between different assistance programs.

The Case Study Committee (CSC), consists of teachers, special educators, a school psychologist, a special education assessor, an SLP assessor, Speech-Language Pathologists, an Occupational Therapist, School Counselors, and administration. The Committee meets regularly to address and evaluate student needs, determine eligibility for special education services, and provide feedback and support. Our highly trained

and dedicated staff work tirelessly to support our students' academic and personal growth, helping them achieve their full potential and reach their goals.

3d. English Language Learners:

The VES English for Speakers of Other Languages (ESOL) program's primary goal is to ensure all English Language Learners (ELLs) have equal access to DoDEA curriculum standards and adopted curriculum materials. The program utilizes a continuum of support based on students' individual needs. VES's ESOL population is 11%. A student's ELL level may fall within the range of Levels 1-5. The 1.5 staffing continuously supports ELLs working closely with classroom teachers to ensure our ELLs have access to grade-level curriculum and content within their current language proficiency level in all four domains: Listening, Speaking, Reading, and Writing.

When differentiating instruction, the following areas are taken into consideration: content, process, product, and affect. Knowing there is no "one-size-fits-all" approach to instruction, a variety of research-based strategies are used to differentiate according to the students' language proficiency, cultural backgrounds, prior knowledge, and learning profiles. Examples of some best practices used are: Sheltered Instruction Observation Protocol (SIOP), Total Physical Response (TPR), Cognitive Academic Language Learning Approach (CALLA), Specifically Designed Academic Instruction in English (SDAIE), and Collaborative Strategic Reading (CSR).

VES's ESOL academic support is data-driven. Multiple assessments are utilized to monitor student progress throughout the year. The WIDA Online Screener is used to identify all new ELLs. Once a student's proficiency level is determined, other assessments may be administered to ensure there are a minimum of three data points to drive instruction. The WIDA ACCESS is administered in the spring to measure students' annual growth in the four domains of English language proficiency.

The ESOL program celebrates our students' linguistic and cultural differences, as well as social adjustments unique to a military-connected population. The program works closely with students, teachers, and families to create an inclusive and supportive environment that promotes learning and growth.

3e. Other populations, if a special program or intervention is offered:

Vicenza Elementary supports military-connected students who face social and emotional challenges that can impact their academic and behavioral performance. To help our students, we have two school counselors and three Military Family Life Counselors (MFLC) who provide student support and counseling services. Each year, based on school data gathered by the student support team, a comprehensive school counseling plan as well as a social emotional plan is developed based on the needs of the population of our school and community. The goal of the comprehensive counseling program at VES is to meet the needs of the whole child to include academic, social/emotional, and career needs and goals. Through providing preventive classroom counseling lessons, our students are consistently taught emotional regulation skills, study skills, and social skills. Collaborating with all stakeholders, our counseling program teaches students critical social-emotional skills and decision-making abilities to become successful students.

Some of the programs our counseling department provides throughout the year include: bi-weekly classroom counseling lessons for each classroom; lunch bunches to meet the needs of students that have more specific needs; quarterly parent university to provide parents with resources to help foster student success; and monthly CARES teams meetings that includes all base student support stakeholders as a means of meeting the needs of the whole child.

Our families are often faced with deployment concerns and parents who are dual service members. Often our school and staff are the most consistent part of a military child's life, and we work hard to honor their contributions and sacrifice. One of the ways that we celebrate our students is through The Month of the Military Child in April. Students are welcomed into the building with a special purple carpet where staff and parents line up to celebrate and cheer our kids. We also have Lunch On The Lawn and the Purple Up days where we further recognize military children with our unique themes.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

“Educate, Engage, and Empower military-connected students to succeed in a dynamic world.” Our mission embodies the idea of engaging, motivating, and providing students with a positive environment supporting their academic, social/emotional growth, and college and career readiness development. Our teachers achieve these fundamental pieces for our students’ success in many ways. By focusing on “Excellence in education for every student, every day, everywhere,” the staff at Vicenza Elementary School gives our students an extraordinary learning opportunity.

Student engagement, student motivation, and the positive environment at Vicenza Elementary School support our students academically in various ways. Vicenza Elementary School has created and hosted weeks full of activities, including Read Across America and STEM Week. These engaged weeks motivate students to make and find meaningful connections in learning. The most influential school-wide initiative everyone participates in is our weekly Focused Math sessions. Focused Math is a data-driven period of productive struggle and practice for the students to focus on standards they need to improve. Also, our teachers’ standards create a strong foundation and the beginning development of our students’ college and career readiness. VES teachers use data-driven instruction on the CCRS standards to prepare our students for their future. Having opportunities for students to be engaged, be motivated to learn in a positive environment shows in our students’ successes now and will build toward lifelong learning.

Our student engagement, motivation, and positive environment also support our students socially and emotionally. Teachers work hard to organize and host clubs for our students so they can be socially involved while learning. We offer clubs like chess, yoga, running, book club, robotics, and video production. Due to our direct support for military-connected families, our students’ emotional growth is significant to us. VES has programs and events celebrating their resiliency. The Month of the Military Child is when our school and counseling staff organize a spirit week, family events, and Lunch on the Lawn. Our counseling staff comes to classrooms to teach our students about emotional issues and recognize students weekly who show VES’s values. Our “Star Students” are notable students who demonstrate respect, responsibility, and compassion.

Our mission statement here at Vicenza Elementary School is our educators’ goal. We strive daily to engage our students, motivate them, and provide them with a positive environment. Our teachers and students have achieved high performance by keeping our focus on “excellence in education for every student, every day, everywhere”.

2. Engaging Families and Community:

At Vicenza Elementary School, we are a 100% military-connected population; this provides us with a special “hometown” environment where our school functions as a cornerstone for the US Army Garrison Italy (USAG Italy) community.

Many students’ parents are active-duty military personnel who serve in front-line positions and deploy to areas rife with political unrest or natural disasters. It is not unusual for students to express their concerns and questions to teachers about traumatic (or unsettling) current events or the deployment rotation. In partnership with the Department of Behavioral Health (DBH) and the USAG Italy Family Advocacy Program, VES staff have received training on military children’s social and emotional needs. We have three full-time MFLC (Military Family Life Counselors) to give students extra emotional support and provide short-term counseling to family members.

To mitigate the challenges of military life for our students and ensure strategic communication, VES leadership serves on several USAG Italy committees, including the Board of Directors and Community Leaders’ Information Updates. The Installation Advisory Committee meetings are attended by elected school and parent representatives, Garrison Command leadership, and the VES administration.

The USAG Italy, Department of Behavioral Health (DBH), and Vicenza DoDEA schools created a team that came to be known as the Children Are Resilient with Engagement and Support (CARES) forum. VES staff members, including counselors and psychologists, participate in the monthly meetings. School staff integrates CARES initiatives by conducting age-appropriate classroom discussions and activities.

Our leadership recognizes the importance of students seeing active-duty soldiers in our schools assisting as VIP readers, welcoming students on the first day of school, or assisting with recess activities or special events. This partnership, known as Partners in Education (PIE), has created a network of resources and installation and community members who have a personal stake in the educational success of military-connected youth.

To encourage parent engagement, Adopt-A-School and Partnerships in Education (PIE) efforts are briefed at community forums, and the Senior Responsible Officer (SRO) and the USAG Italy and tenant Command teams encourage family participation. Senior Leadership visibility/vision is demonstrated during a short briefing delivered to faculty during key faculty and parent events, such as School Advisory Committee (SAC) meetings, the Welcome Back Teachers breakfast on the first day of school events. The base leadership also provides release time for soldiers to attend Parent-Teacher conferences, School Advisory Committee (SAC) meetings, and other school events, as the command mission allows.

3. Creating Professional Culture:

Vicenza Elementary School is committed to continuous school improvement and provides quarterly peer-led professional development to help support its School Action Plan (SAP). Through the Continuous School Improvement (CSI) process, teachers work together to analyze data, and assess instructional practices to identify areas of improvement. These professional training days are teacher-led and foster a positive school culture. Our school tries to maximize the untapped expertise within the school and shows that leadership values their input. This leads to a cohesive vision for our school. In addition, the school provides quarterly College and Career Readiness Standards (CCRS) training to ensure that teachers are equipped with the latest strategies and techniques to meet the needs of students.

VES strives to create a safe, inclusive, and equitable environment where all teachers feel valued and supported, fostering a positive school culture. This is achieved through various initiatives, such as the Social Committee, which hosts monthly events for staff to promote their well-being and foster community-building. Through potlucks, holiday-themed events, and thoughtful tokens of appreciation, VES promotes a positive work environment and inclusive staff culture throughout the school year.

Teachers also utilize professional planning days once a quarter where they are able to work together and look at student data as well as plan for up-and-coming units. During this time, teachers are able to ask for peer support in the form of mentoring or instructional coaching within their different content areas. In-house experts support teachers with resources, co-planning and coteaching experiences that support student learning and teaching best practices.

VES encourages professional growth among its teachers by offering teacher-led book clubs as part of its professional development program. These book clubs facilitate collaborative discussions and reflections among educators, promoting lifelong learning and growth. These opportunities help to support teacher leadership and build strong safe relationships that create a thriving work environment.

Many of our teachers not only collaborate professionally, but they choose to share their lunch time as well. This practice of eating together as a group fosters a sense of community that shows trust and valued relationships.

By implementing peer-led learning, opportunities to build relationships, and providing ongoing professional development, teachers become the best versions of themselves and better support students to achieve their learning goals. VES's approach helps to create a positive and supportive school culture, promoting academic success and social-emotional well-being for all students.

4. School Leadership:

At Vicenza Elementary School, we believe ALL students can learn, and we are committed to ensuring all students have access to rigorous, equitable learning opportunities.

We have accomplished this through a robust system of shared leadership. Our leadership team includes our administrative team, our Continuous Improvement Chairs, a committed teacher leadership team, and many teacher leaders. We constantly analyze and adjust our School Action Plan based on multiple data points. This platform serves as an opportunity to build leadership skills in the team members and other teacher leaders within the faculty. In addition, our District has allowed us to collaborate with other schools through discussion at our quarterly In Progress Review (IPR) meetings. The leadership of monthly faculty professional learning meetings, professional learning days, faculty data meetings, small group data meetings, and Focused Collaboration is shared by administration and teacher leaders.

Collaboration with the District Instructional Systems Specialists is vital to student success. To support our struggling students, our administrative team and CSC Chair meet with the Special Education ISS to discuss the best ways to support our students. Our District Math ISS has been valuable in supporting the school as we implemented a Focused Math Intervention. This intervention allows teachers the opportunity to fill student gaps and increase math skills through the intentional use of data. As we looked for areas to grow as a faculty, we worked closely with our District Literacy ISS to strengthen our ability to flexibly group students to best meet their needs. In developing a master schedule to support equity in classrooms and appropriate specialist support, the District ESOL and Special Education ISS's spend numerous hours working with our administrative team and support teachers. This collaboration has enabled co-planning and teaching and has given much-needed support to our struggling students.

Our administrative team has committed to regularly scheduled classroom observations with follow-up "Instructionally Focused Interactions." These interactions use a GROW (Goal, Reality, Options, Will) Model to structure the conversation to ensure there are specific, intentional actions to allow for teacher growth.

Our Leadership Team is responsible for leading our weekly Focused Collaboration time. These meetings are a cyclical process where teams follow a six-stage process to ensure the development of data-driven SMART goals. Planning for student instruction occurs around those goals, which are regularly monitored and adjusted as needed.

At Vicenza Elementary, we embrace DoDEA's core value: "Students are at the heart of all we do."

5. Culturally Responsive Teaching and Learning:

Vicenza Elementary School (VES) is a vibrant educational institution that proudly serves a diverse community on a military installation in Italy. With a deep understanding of the unique cultural backgrounds of its students, VES implements various activities and celebrations to promote inclusivity, foster appreciation for diversity, and provide a rich learning experience.

VES teachers are intentional about using culturally inclusive and relevant materials, ensuring that students and parents see themselves represented and valued in the classroom. The school also recognizes the distinct cultural experiences of military children and implements activities to support their social-emotional well-being, resilience, and empathy. These activities include guest speakers from the military community, special assemblies, and classroom discussions about the experiences of military children.

In addition, VES embraces diversity through the celebration of heritage months, including Black History Month, Hispanic Heritage Month, and Asian and Pacific Islander Heritage Month. These celebrations feature cultural performances, art exhibits, guest speakers, and engaging classroom activities that highlight the unique history, traditions, and accomplishments of these communities. Such activities educate students about different cultures and foster a sense of pride and inclusivity among students, families, and staff from diverse backgrounds.

VES also benefits from two host nation educators who teach and expose students to Italian culture. This provides students with the opportunity to learn about the customs, traditions, and language of the local community, through Italian language lessons, cultural performances, and field trips to local historical sites. These experiences enable students to develop a deeper appreciation for the host nation's culture and heritage.

The diverse needs of our staff are also addressed and recognized. The school strives to create a supportive and inclusive environment where educators feel valued, respected, and understood. Professional development opportunities are provided to ensure that teachers are equipped with the knowledge and skills to effectively engage with students from diverse cultural backgrounds. Open communication and feedback are actively sought to better understand perspectives and needs. Additionally, the unique talents, experiences, and cultural backgrounds of the teachers are celebrated through recognition programs and staff appreciation events.

VES is committed to meeting the needs of its culturally diverse community of students and staff through various activities and celebrations. By recognizing and celebrating different cultural heritages, acknowledging the unique experiences of military children, and providing opportunities to learn about the local host nation's culture, VES promotes inclusivity, a rich learning experience for students, and appreciation for diversity for all.

PART VI - STRATEGY FOR EXCELLENCE

Vicenza Elementary School prioritizes student learning and continuous improvement. At the heart of the approach is the practice of Focused Collaboration. This powerful strategy involves dedicating ninety minutes each week for teachers to come together, review data, meet SMART goals, plan, and work collaboratively to enhance student learning.

Focused Collaboration is a vital part of Vicenza Elementary School's professional learning community, where teachers work together to analyze data, and make informed decisions to enhance instructional practices. During these weekly collaborative sessions, teachers engage in meaningful discussions, share ideas, and collectively brainstorm solutions to improve student achievement.

One of the core aspects of Focused Collaboration at Vicenza Elementary School is the review of data. Teachers bring in student data, such as assessment results, classroom work samples, and progress reports, to analyze and identify areas requiring additional attention. Through data analysis, teachers can identify trends, patterns, and gaps in student performance and create team SMART (Specific, Measurable, Attainable, Relevant, and Time-bound) goals. Teachers collaborate to develop SMART goals that are aligned with the School Action Plan (SAP).

Following the goal-setting process, teachers work to plan and implement instructional strategies that are aligned with the identified goals. Teachers may also use this time to review and revise curriculum materials, design assessments, and plan interventions for students who require additional support. This process creates collaborative and flexible groupings within each grade level.

One of the strengths of Focused Collaboration at VES is that it promotes a culture of teamwork and accountability. Teachers hold each other accountable and celebrate successes, share challenges, and problem-solve to overcome obstacles.

Focused Collaboration also provides an opportunity for professional growth and development. Teachers are encouraged to share their expertise and learn from each other's experiences. This collaborative environment fosters continuous learning and improvement, where teachers are empowered to try new strategies, reflect on their practices, and refine their instructional approaches based on evidence and feedback.

In addition to the data-driven approach, administration utilizes the Focused Collaboration Observation and Reflection Tool (FCOT) to evaluate the effectiveness of the collaborative efforts. This helps VES reflect on their collaborative practices and identify areas of strength and areas that may require improvement.

Vicenza Elementary School prioritizes student learning and continuous school improvement through Focused Collaboration. This data-driven approach promotes teamwork, accountability, and professional growth, empowering teachers to improve their practices and achieve student success.