Village Green Elementary School

2016-17 Schoolwide Improvement Plan

Village Green Elementary School

12265 SW 34TH ST, Miami, FL 33175

http://villagegreen.dadeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	79%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	B*	C	A

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Village Green Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our mission at Village Green Elementary, in cooperation with the parents and the community stakeholders, is to prepare our students academically, socially, and emotionally in a positive and safe learning environment. We strive to provide them with the knowledge and necessary skills to think critically and make wise decisions in a multi-cultural and global world.

b. Provide the school's vision statement.

Our vision is to empower students to meet the challenges of the 21st century. Village Green Elementary School is privileged to have served the community for 50 years, and we are dedicated to continue this service into the new millennium, guiding our students on their mission to academic excellence. Our vision is to promote self-confidence, self-respect, and respect for others; encourage students to think globally; help students to develop decision-making skills through problem-solving techniques; teach conflict resolution skills in order to foster cooperation; encourage creativity and productivity.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills. Teachers and staff are trained and will continue to be trained in multi-cultural issues. Teachers are highly encouraged to communicate with parents and families in order to assist and build relationships and rapport throughout the year. The school provides parents with an opportunity to meet and greet their child's teacher prior to the start of the school year, Open House is another event to meet and speak with faculty and staff. The school counselor provides teachers with support and continued communication to facilitate transitions and communication with students, their families, and school personnel.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

The Student Services department provides the Safe and Drug-Free Schools Violence Prevention Program throughout the year to address violence, bullying, and drug prevention and intervention services for all students. The school celebrates Red Ribbon Week in October and Blue Ribbon Week in April. Students and parents are engaged in school-wide activities during these celebrations, including assemblies, guest speakers, contests, morning announcements, school-wide anti-bullying pledge, poems read by students, etc.
A before and after school care is provided for parents that work early and /or late hours. During this program, students adhere by the code of conduct and are provided with support and assistance with homework, extra -curricular activities, engagement in activities such as computer, arts and crafts, cooking and story time.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Administrators will review the Code of Student Conduct (COSC) thoroughly during the first faculty meeting as well as the Alternative to Suspension Plan. In addition, a copy of the school's code of student conduct is sent home for parents to review and acknowledge receipt. Students will review the COSC with their parents. Teachers will implement Tier I strategies and identify students in need of Tier II strategies. Discuss individual cases with counselor and Student Services support personnel (School Psychologist, School Social Worker) and administrative team, if deemed necessary. Monitor progress with fidelity.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

A Student Services referral process is in place to provide students with needed assistance in the event that they need to see the counselor, as well as to provide teachers with support to address any of their student's emotional and/or behavioral issues that may arise. In addition, the School Social worker provides students and their families with added support, including referrals to outside agencies and community resources.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The identification of students who demonstrate one or more of the early warning indicators is critical to the provision of interventions intended to address areas of need on a quarterly basis, the Leadership Team will review student reports to identify students in need of additional interventions based on the following indicators:
-Excessive absences or tardiness;
-Disciplinary actions, including suspensions;
-Failing grades in one or more content areas;
-Level 1 or 2 performance on prior year standardized assessments (in grades 3 through 5); and
-Teacher observations of student performances indicating the student is struggling.
Information collected by the Leadership Team will be shared with Grade Level Chairpersons for dissemination through Primary Learning Communities (PLCs), development of intervention implementation plans, and ongoing progress monitoring purposes.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	2	0	0	2	0	0	0	0	0	0	0	0	4
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	5	8	3	4	6	0	0	0	0	0	0	0	26
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1&2 on statewide assessments	0	10	16	2	43	27	0	0	0	0	0	0	0	98

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	5	9	2	28	20	0	0	0	0	0	0	0	64

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Identify and implement incentive and/or reward programs to encourage improved student attendance. Parents whose children begin to demonstrate a pattern of absenteeism (five or more absences) will be notified immediately.Students in danger of potential retention, as identified through academic performances, will be afforded guidance counseling and academic advisement, as appropriate. Parents will be provided with information regarding how to effectively assist their child in dealing with academic challenges.
Assist with improving reading proficiency (e.g., I-Ready, Accelerated Reader). The McGraw/Hill Wonder Works Reading Intervention program will continue to implement in the elementary grades. Students not demonstrating proficiency in Reading in the primary grades, Tier 2 and Tier 3, will be given interventions through the MTSS/RTI process. Students not meeting academic standards in mathematics will use Reflex Math. In addition, students will receive remediation through differentiated instruction.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
Yes

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Our goal is to increase the amount of parental involvement in school-wide activities by at least 5%. Parents and selected grade level students are invited to attend a workshop focusing on District and State-mandated tests where data will be disseminated and explained to enable parents to gain a better understanding of test scores and student achievement.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The education of children is a shared process whereby the community plays a vital role in supporting successful learning outcomes. Village Green Elementary has partnered with Kendall Regional Medical Center (KRMC) in order to provide our school with a multitude of resources. KRMC partners with our school in support of our educational initiatives. They provide school supplies to needy students, offer low cost medical examinations to families and educate our community on health related topics. Additionally, Village Green Elementary's chorus performs at their annual holiday event in December. This event

provides the school community an opportunity to enjoy family time while becoming educated in health related topics.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Suarez, Susana	Principal
Menendez, Lida	Teacher, K-12
Dannenberg, Jessica	Teacher, K-12
Cid, Elizabeth	Teacher, K-12
Irons, Carmen	Teacher, K-12
Falcon, Emily	Assistant Principal
Bonachea, Maria	Instructional Media
Palomo, Yuri	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Principal: Ensures that the school-based MTSS/RtI Team meets, oversees the data from school-wide, district, and state assessments, provides necessary resources for implementing interventions for students requiring additional academic support as illustrated in the data, and ensures professional development to support MTSS/RtI Implementation.

Assistant Principal: Assists the principal with the above tasks and follow-up with any needed adjustments to the curriculum as reflected in the data considered. Plans for professional development for teachers to improve and enhance classroom instruction. Follows-up with teachers on using data to drive their classroom instruction. Provides training and support for individuals who will be responsible for working with students using interventions; and identify students to be added/ or removed from intervention groups as new data is made available.

Reading Contact/ELA Liaison : Guides teachers on the use of the District's K-12 Reading Plan; facilitate and support data collection; assist with data analysis; review data with teachers; train and support teachers on obtaining data from the IReady Assessments for Instruction in Reading; follow-up with teachers on using data in their classrooms to differentiate reading instruction; aids in identifying students to be added/removed from intervention groups as new data is made available; model strategies for reading instruction based on scientifically based reading research appropriate in specific classrooms and with specified groups of students.

School Counselor: Monitors and assists teachers, working closely with the school psychologist, with intervention strategies, FAB/BIP plans, arranging SST's to meet parents/guardians to address student academic deficiencies and/or behavioral issues, in order to identify strategies to ensure student has a plan in place.

Math Contact/Math Liaison- Serves as link to the District and share any new information on the implementation of the Math district initiatives and curriculum updates; assists in data collection and analysis; prepare and present reports to the MTSS/RtI team.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The MTSS/RTI Leadership team meets with the Educational Excellence School Advisory Committee (EESAC) and Principal to help develop a School Improvement Plan.
1. The Leadership team will monitor and adjust the school's academic and behavioral goals through data-gathering and data-analysis.
2. The Leadership Team will monitor the fidelity of the delivery of the instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.
4. The Leadership Team will address the individual needs of each student group and implementation of supporting needed strategies to ensure student academic success.

Title III:

These funds are used to supplement and enhance the programs of the English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:
• Tutorial programs via ELL is computerized Program in order to develop and enhance language and literacy skills
• Parent outreach activities
• Referral to behavioral/counseling services as needed by families
• Professional development on best practices for ELL and content area teachers
• Reading and supplementary instructional materials for ELL population
• Before and After school tutoring is provided to the ELL population as a means of meeting the instructional support and intervention needs of the ELL students in Reading and Mathematics.

Violence Prevention:

The Student Services Department provides the Safe and Drug-Free Schools Violence Prevention Program to address violence and drug prevention and intervention services for students through the curriculum. The school celebrates Red Ribbon Week and Blue Ribbon Week by engaging students and parents in school wide activities, such as assemblies, guest speakers, contests, and morning announcements.Additionally, the school offers a nonviolence and anti-drug program to students via classroom instruction as well as bullying presentation through the school counselor.

Nutrition:
1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the
Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Henry Fernandez	Principal
Elizabeth Cid	Teacher
Lissette Casteleiro-Terron	Parent
Yusimile Rodriguez	Parent
Veronica Abdala	Parent
Rolando Gonzalez	Business/Community
Peter Jude	Business/Community
Yalile Delgado	Teacher
Gisselle Del Canal	Education Support Employee
Maria Rivero	Student
Angela Fuste	Business/Community
Elena Hernandez	Education Support Employee
Carlos Abdala	Parent
Wilson Ocasio	Teacher
Natalie Skilling	Teacher
Amanda Penedo	Teacher
Carol Talley	Teacher
Gloineys Reyes	Teacher
Ania Perez	Parent
Octavio Fuste	Parent
Brian Vila	Student
Haile Regalado	Student
Amyerim Suarez	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

EESAC meets in order to review, discuss and update the School Improvement Plan goals and objectives. The utilization of funds provides support to school initiatives that directly affect student performance.

b. Development of this school improvement plan

Meeting to discuss School Improvement Plan Goals for the 2016-2017 school year will take place during the first meeting of the year in October 20, 2016. Throughout the school year, members work together to ensure improved student achievement by preparing and evaluating the SIP. Members are to attend a minimum of four meetings per school year to address business relating to the SIP, data analysis, monitoring instructional strategic planning, as well as any other business presented to the council.

c. Preparation of the school's annual budget and plan

The EESAC committee meets on a monthly basis to approve and monitor the School Improvement Plan (SIP). The primary activity of the SAC is to monitor the implementation and fidelity of the SIP. This year, the SAC will be involved mainly in continue to improve and enhance curriculum support resources and to enhance technology.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

School improvement funds are allocated towards instructional material needs throughout the school. There is approximately 1,600.00 dollars available. This money will be used for purchasing curriculum/ instructional support materials and to enhance technology in the classrooms.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Suarez, Susana	Principal
Bonachea, Maria	Instructional Media
Menendez, Lida	Teacher, K-12
Dannenberg, Jessica	Teacher, K-12
Falcon, Emily	Assistant Principal
Franco, Evelyn	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiative of the Literacy Leadership Team (LLT) will be implementation of habits of Close Reading. This initiative will support MTSS implementation and assist in achieving expected levels of performance. This school year, the LLT will provide support to teachers in using the Language Arts Florida Standards (LAFS) in conjunction with our core reading program, McGraw-Hill, which embeds close reading as a strategy to access and comprehend text within the instructional routines. The LLT will also provide support to teachers in implanting the use of several new District provided digital resources in reading such as iReady and Accelerated Reader.

The leadership team will use instructional data to direct the work of the lead teachers involved in the LLT team ensuring teacher and student needs are being met. According to the District's plan, the LLT Team will be used for all functions necessary for implementing and maintaining the school's comprehensive core reading program, supplemental reading programs, and scientifically-based reading research in reading instruction. Examples include modeling effective strategies for teachers, providing professional development, differentiated instruction, progress monitoring , and analyzing student data. The teachers responsible for interventions will work with small groups of students only when modeling effective strategies for teachers. The Assistant Principal will monitor i-Ready AP1, AP2, and AP3 assessments. The Principal and the LLT Team will consider student assessment data,

classroom observational data, and the professional development listed on School Improvement Plan, when planning professional development for the school. The principal will meet regularly with the LLT Team to collaborate with teachers. During these meetings, professional development will be planned based on follow up visits from classroom observations. The Principal will also update team about district and state reading requirements that could impact reading instruction at the school. The Principal will survey reading teachers to determine specific materials necessary for supporting their role. The Principal will obtain materials for the reading teachers whenever possible and evaluate on-going needs throughout the year. The Principal will use student assessment data to continually evaluate the resources needed to meet the needs of teachers and students. The Principal should include these resources in a professional library established for all staff when applicable. Discretionary funds may be used to purchase these resources. Dependent upon the degree of need, intervention will be provided through professional development, from school-site personnel. The school site administrator will ensure that teachers in need of intervention are provided the support and resources needed in order to eliminate the area of need.

Based on student data, classroom walk-through, observations, and input from reading teachers, the principal will identify classroom teachers who are successfully implementing essential reading components. These classrooms will be established as model classrooms for other teachers to visit. Teachers in need of support may have an opportunity to observe a model classroom in action, practice the new behavior in a safe context and apply the behavior with peer support in the classroom. The mentor-level teachers will be utilized in each area of the professional development plan that helps and supports teachers to strengthen their teaching skills in reading, build school site capacity, and provide for the follow-up activities that extend the application of new knowledge to impact student achievement. Mentor level teachers will be utilized within their classrooms to network and model exemplary teaching strategies and techniques for staff as needed. In order to maximize professional development activities at the school site, school administrators, reading coaches, and mentor-level teachers will articulate and coordinate the plan for professional growth showing differentiation, as needed, within the staff.

The Principal will ensure that time is provided for professional development and grade group meetings. The following opportunities are present contractually for principals to meet with teachers and provide professional development:

(1) Monthly faculty meetings;
(2) Minimum of two designated professional development days annually;
(3)Common planning on master schedule in all grade levels;
(4) Daily planning time for all teachers that may be used for grade group/department meetings;
(5) Monthly leadership team meetings.

Options for professional development may include, but not be limited to, study groups, collaborative teams, individual projects, peer observations, demonstrations, coaching, mentoring and visiting model classrooms. Professional development opportunities will be individualized based on student performance data, in addition to the teacher's Individual Professional Development Plan (IPDP).

Principals will monitor implementation of the K-5 curriculum through a variety of methods including weekly classroom walk-through, monthly grade/departmental meetings, and reading leadership team meetings. In addition, student performance data in reading will be reviewed regularly during Data Team meetings. The Principal Reading Walk-through Guidelines from the Just Read, Florida office provides principals with a tool to effectively structure classroom visits in order to observe effective reading instruction. This tool provides a snapshot of classroom organization, instruction, and learning opportunities in the reading classroom. Indicators focus on the learning environment and include instructional strategies essential for reading including phonemic awareness, phonics, fluency, vocabulary, and comprehension.

The Principal will share his findings with teachers through conferencing addressing strengths and areas of concern including pedagogy, environment, and depth of instruction. Assistance will be provided by school support staff including the reading coach/reading liaison , and mentor teachers as needed.

The 2016-17 reading curriculum initiatives will be disseminated to all of the staff prior to the Opening

of School meeting. At the Opening of School meeting, the Principal will explain this document explicitly to the entire staff. The Principal will monitor and review it throughout the year at regularly scheduled staff meetings.

The Principal will establish monthly school-wide reading goals. The students will be encouraged to participate in several reading activities including: book clubs, literacy clubs, book fairs, caught reading, Accelerated Reader and reading contests.

The Principal will provide time for the media specialist to attend grade-level planning meetings so that collaborative planning between the media specialist and the classroom teachers can occur. Increasing

collaborative planning and teaching between the classroom teacher and the media specialist will positively impact media center circulation. Language Arts and Reading teachers will plan Collaboratively with the library media specialist and schedule regular visits to the media center for the purpose of instruction and checking out library materials. The Principal will take an active role in promoting the library resources and services through faculty meetings, PTA meetings, and encouraging participation in school-wide media center reading promotion campaigns. Additionally, the Principal and the Media Specialist will review circulation statistics provided through the Destiny Library Management System to identify circulation trends and set circulation goals. Additionally, the principal will encourage the media specialist to be a member of the Reading Leadership Team. The Leadership team will create a reading goal, specific objectives and action steps in their School Improvement Plan that will increase reading achievement in all subgroups in order to meet the set goals by participating in the analysis of student data and interpreting various reports that drive instructional implications across the curriculum, principals will serve as literacy leaders. Principal will provide an hourly teacher to serve as an interventionist in order to service below-level students based on iReady 2016 AP1 assessment results for grades 3-5 and 2015 SAT results for grades K-2. Pull-out interventions in Reading using "Wonderworks" is implemented in grades K-5 during Spanish for FSA Levels 1 and 2 and SAT scores 39% and below. In addition, America Reads Tutor's are being used to promote literacy with our primary grade students.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

The strategic plan facilitates common planning time by a minimum of two times a week for each grade level team. We have created technical support teams made up of two primary teachers and two intermediate teachers to assist with instructional and/or technical issues encountered.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

1. Monthly Department Chair and Leadership Team meetings with Administration, facilitated by the Principal in an ongoing-basis.
2. Partnering new teachers with veteran teachers facilitated by the Assistant Principal on an ongoing-basis.
3. Provide in-house leadership opportunities, facilitated by the Principal in an ongoing-basis.
4. Provide technology (Promethean, i-Ready, Reflex Math,Gizmo,G2D, AR) training for teachers in a continuous basis.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

MINT Mentoring program for new teacher. The less experienced teacher has been paired with a highly-qualified teacher that will provide the new teacher with support in the areas of classroom management, classroom supervision, parent contact, and familiarizing the less experienced teacher with the school climate and its stakeholders.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The leadership team will use instructional data to direct the work of the lead teachers involved in the Leadership team ensuring teacher and student needs are being met. According to the District's plan, the LLT Team will be used for all functions necessary for implementing and maintaining the school's comprehensive core reading program, supplemental reading programs, and scientifically-based reading research in reading instruction. Examples include modeling effective strategies for teachers, providing professional development, differentiated instruction, monitoring progress, and analyzing student data.
Based on student data, classroom walk-through, observations, and input from reading teachers, the principal will identify classroom teachers who are successfully implementing the essential elements of reading. These classrooms will be established as model classrooms for other teachers to visit. Teachers in need of support may have an opportunity to observe a model classroom in action, practice the new behavior in a safe context and apply the behavior with peer support in the classroom.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Village Green Elementary's MTSS/RtI Leadership Team will focus on the needs to provide each individual student with an instructional program tailored to address his/her needs in order to meet student's needs. The team will meet monthly to engage in various activities to review all available benchmark data linked to instructional decisions. Review progress monitoring data at the grade level as well as classroom level in order to identify students that are meeting/exceeding benchmarks, as well as those that are moderate/at-risk in meeting benchmarks. In addition, our school provides staff with continuous support via professional development activities, modeling lessons, resource materials, and coaching. The leadership team communicates consistently and with fidelity with all teachers and staff members regarding each student progress, instructional and testing procedures, as well as school-wide goals. An interventionist, has been hired to provide all below level students, with iReady scores below grade level, and RtI students with Wonder Works intervention . Students are provided with daily half-hour interventions during Spanish and Special Areas.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 3,600

Tittle III funding used for tutoring after school, two days a week, starting in mid-October, 2016. Instruction: Priority students (1-2 grade) based on 2016 SAT results, RtI students, and below-grade level students (3-5 grades FSA scores) and based on AP1 2016 assessment results.

Strategy Rationale

Tittle III funding provides ELL students with additional tutoring and core instruction services. These students are provided tutorial and supplemental instructional programs starting in October 2016 after school.

Strategy Purpose(s)

  • Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Falcon, Emily, efalcon@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected through on-going classroom instruction, weekly assessments, and I-Ready response to instruction reports. The administrative team will gather to analyze gains/progress and will proceed with further recommendations.

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

The goals for the transition from Pre-K to Kindergarten are independence, social skills, communication, motor skills, and academics. In the independence area, the teacher works with self-help skills such as sitting on a chair, using eating utensils, toilet training, and following directions. In addition to social skills, students develop the concept of sharing with peers, participating in group games, and taking turns during activities and games. In the communication area, students work to expand receptive and expressive vocabulary. In the motor skills area, students work on gross motor

skills such as running, jumping, galloping, and marching. To develop fine motor skills, students work on lacing cards, stacking items and holding writing tools appropriately to improve motor perception. In the academic area, the teacher works with the students on the concepts of numbers, colors, shapes, phonological awareness, and print. When necessary, modifications are made to the VPK objectives. At Village Green Elementary School, all incoming kindergarten students are assessed upon entering kindergarten in order to ascertain individual and group needs and to assist in the development of robust

instructional/intervention programs. The High-Scope Curriculum is utilized and pre-academic skills are addressed. Pre-K students may be evaluated using the the Houghton Mifflin Early Growth Indicators Benchmark Assessment, the Social Responsiveness Scale, the Phonological and Early Literacy Inventory (PELI), the Batelle Developmental Inventory II, and the Devereux Early Childhood Assessment (DECA). Kindergarten students are evaluated using the FLKRS and the iReady Assessment for Instruction in Reading. Assessments provide a measure of program effectiveness. The classroom teachers and support personnel are responsible for all assessments and evaluations. Communication to parents is in the form of the Connect-Ed telephone system, letters and the school's website. Parent conferences are scheduled throughout the year. Interim progress reports are sent home. Teachers and parents communicate via telephone, agendas, and emails on a regular basis. Parents have access to student grades and school resources through the Parent Portal via district website. Evaluation for VPK and SWD Pre-K classes is conducted through the use of District guidelines. The Ready School Program and the Barbara Bush Program are both used to assist parents and students in the transition into the school kindergarten environment through structured and guided activities that involve parents in the school setting and in their children's classroom. The Houghton Mifflin Early Growth Indicators Benchmark Assessment is used to assess skills three times a year. There are two classes comprising of Reverse Mainstream Models. These classes are comprised of developmental delayed and language impaired students There are 15 ESE students and 12 role models in two classes. The students are assigned to the class by the Pre-K ESE office.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

N/A

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

N/A

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

N/A

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔍 S123456 = Quick Key

Strategic Goals Summary

G1.   To increase student achievement by improving Core instruction in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. To increase student achievement by improving Core instruction in all content areas. 1a

🔑 G087819

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	84.0
AMO Math - All Students	85.0
FCAT 2.0 Science Proficiency	49.0
ELA/Reading Gains	
FSA ELA Achievement	
FSA Mathematics Achievement	
Math Lowest 25% Gains	
ELA/Reading Lowest 25% Gains	

Targeted Barriers to Achieving the Goal 3

- Improve rigorous instruction in Reading, Mathematics, and Science in grades K-5.

Resources Available to Help Reduce or Eliminate the Barriers 2

- McGraw Hill Core Program, i-Ready, Interventionist,WonderWorks, AR/STAR Program, America Reads Tutors, Before and After School Tutoring

- Reflex Math, Go Math Series, ThinkCentral, and Math Bowl Grades 4 and 5

- Gizmos, Science Labs, Discovery Education, G2D,Science Fair, J & J Bootcamp, and Science Bowl Grade 5

- Instructional Coaches in Reading, Mathematics, and Science delineates information from monthly coaches' meeting

- Interventions and common planning time embedded in Master Schedule

- Technology-Computer Lab, Smartboards, and Promethean Boards

- Third - Fifth Grade schedules reflect Departmentalization

- Media Specialist -collaboratively plan with teachers and schedule regular visits to the media center for the purpose of instruction.

Plan to Monitor Progress Toward G1. 8

.Administration will monitor with fidelity through lesson plans, classroom walkthroughs.

Person Responsible
Emily Falcon

Schedule
Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion
Formal/informal classroom observation notes.

Plan to Monitor Progress Toward G1. `8`

Administration will monitor data reports and students' grades.

Person Responsible
Emily Falcon

Schedule
Quarterly, from 8/22/2016 to 6/2/2017

Evidence of Completion
i-Ready, Gateway to Data, AR reports, and students' academic grades.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. To increase student achievement by improving Core instruction in all content areas. `1`

🔑 G087819

G1.B2 Improve rigorous instruction in Reading, Mathematics, and Science in grades K-5. `2`

🔑 B233486

G1.B2.S1 Reading, Mathematics, Science Liaisons will model, and plan collaboratively with perspective content and grade level teachers to plan and deliver rigorous lessons that meet Florida Standards. `4`

🔑 S246385

Strategy Rationale

Plan for and deliver instruction that is based on Florida State Standards. Students will experience and master course content and skills as a result of rigorous and engaging instructional activities. Teachers will use student data from i-Ready, Interim Assessments, Gateway to Data, and academic grades to identify strengths and weaknesses in order to foster high academic achievement.

Action Step 1 `5`

Administrator meets with Reading, Mathematics, and Science Liaisons to review district initiatives, research-based strategies, and tools for effective planning and instructional delivery

Person Responsible

Emily Falcon

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Sign in sheets, agenda, and power point presentations

Action Step 2 `5`

Teachers will use student data from i-Ready, Gateway to Data, and academic grades to identify strengths and weaknesses in order to plan and deliver high-quality, student-driven instruction.

Person Responsible

Emily Falcon

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Data reports from i-Ready,Science Interim Reports, Gateway to Data, and Students' grades.

Action Step 3 `5`

Data chats with teachers by grade levels to determine students' weaknesses and strengths - instructional needs

Person Responsible

Emily Falcon

Schedule

Every 6 Weeks, from 9/22/2016 to 6/2/2017

Evidence of Completion

Agendas, sign in sheets, and data binders

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Administration will monitor with fidelity through lesson plans, classroom walkthroughs.

Person Responsible

Emily Falcon

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Formal/informal classroom observation notes .

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Administration will monitor data reports and students' grades.

Person Responsible

Emily Falcon

Schedule

Quarterly, from 8/22/2016 to 6/2/2017

Evidence of Completion

i-Ready, Gateway to Data, Accelerated Reader usage and proficiency reading and achievement scores, as well as students' academic grades.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Administration will monitor with fidelity through lesson plans, classroom walkthroughs.

Person Responsible

Emily Falcon

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Formal/informal classroom observation notes.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Administration will monitor data reports and students' grades.

Person Responsible

Emily Falcon

Schedule

Quarterly, from 8/22/2016 to 6/2/2017

Evidence of Completion

i-Ready, Gateway to Data, AR reports, and students' academic grades.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.MA1 🔑 M332927	.Administration will monitor with fidelity through lesson plans, classroom walkthroughs.	Falcon, Emily	8/22/2016	Formal/informal classroom observation notes.	6/2/2017 weekly
G1.MA2 🔑 M332928	Administration will monitor data reports and students' grades.	Falcon, Emily	8/22/2016	i-Ready, Gateway to Data, AR reports, and students' academic grades.	6/2/2017 quarterly
G1.B2.S1.MA1 🔑 M332923	Administration will monitor with fidelity through lesson plans, classroom walkthroughs.	Falcon, Emily	8/22/2016	Formal/informal classroom observation notes.	6/2/2017 weekly
G1.B2.S1.MA4 🔑 M332924	Administration will monitor data reports and students' grades.	Falcon, Emily	8/22/2016	i-Ready, Gateway to Data, AR reports, and students' academic grades.	6/2/2017 quarterly
G1.B2.S1.MA1 🔑 M332925	Administration will monitor with fidelity through lesson plans, classroom walkthroughs.	Falcon, Emily	8/22/2016	Formal/informal classroom observation notes .	6/2/2017 weekly
G1.B2.S1.MA3 🔑 M332926	Administration will monitor data reports and students' grades.	Falcon, Emily	8/22/2016	i-Ready, Gateway to Data, Accelerated Reader usage and proficiency reading and achievement scores, as well as students' academic grades.	6/2/2017 quarterly
G1.B2.S1.A1 🔑 A319657	Administrator meets with Reading, Mathematics, and Science Liaisons to review district initiatives,...	Falcon, Emily	8/22/2016	Sign in sheets, agenda, and power point presentations	6/2/2017 biweekly
G1.B2.S1.A2 🔑 A319658	Teachers will use student data from i-Ready, Gateway to Data, and academic grades to identify...	Falcon, Emily	8/22/2016	Data reports from i-Ready,Science Interim Reports, Gateway to Data, and Students' grades.	6/2/2017 monthly
G1.B2.S1.A3 🔑 A319659	Data chats with teachers by grade levels to determine students' weaknesses and strengths -...	Falcon, Emily	9/22/2016	Agendas, sign in sheets, and data binders	6/2/2017 every-6-weeks

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. To increase student achievement by improving Core instruction in all content areas.

G1.B2 Improve rigorous instruction in Reading, Mathematics, and Science in grades K-5.

G1.B2.S1 Reading, Mathematics, Science Liaisons will model, and plan collaboratively with perspective content and grade level teachers to plan and deliver rigorous lessons that meet Florida Standards.

PD Opportunity 1

Teachers will use student data from i-Ready, Gateway to Data, and academic grades to identify strengths and weaknesses in order to plan and deliver high-quality, student-driven instruction.

Facilitator

Jeanine Sardinas-i-Ready, Mario Junco-Gizmo, and Reading, Mathematics, and Science Liaisons.

Participants

Teachers K-5, and counselor

Schedule

Monthly, from 8/22/2016 to 6/2/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B2.S1.A1	Administrator meets with Reading, Mathematics, and Science Liaisons to review district initiatives, research-based strategies, and tools for effective planning and instructional delivery				$1,555.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		239-Other	5641 - Village Green Elementary Schl	School Improvement Funds		$1,555.00
			Notes: iReady workbooks(Reading/Language Arts) Teacher Planning Journals J & J Bootcamp (Science)			
2	G1.B2.S1.A2	Teachers will use student data from i-Ready, Gateway to Data, and academic grades to identify strengths and weaknesses in order to plan and deliver high-quality, student-driven instruction.				$0.00
3	G1.B2.S1.A3	Data chats with teachers by grade levels to determine students' weaknesses and strengths - instructional needs				$0.00
					Total:	$1,555.00