

Miami-Dade County Public Schools

Village Green Elementary School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	84%
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	2016-17	2015-16	2014-15	2013-14
Grade	A	C	B*	C

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	15
Ambitious Instruction and Learning	16
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	28
Appendix 2: Professional Development and Technical Assistance Outlines	29
Professional Development Opportunities	29
Technical Assistance Items	30
Appendix 3: Budget to Support Goals	30

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Village Green Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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 collaboration with the parents and community, is to prepare our students academically, socially, and emotionally in a positive and safe learning environment. We thrive to provide them with the knowledge and necessary skills to think critically and make wise decisions in a multi-cultural world. Our aim is to empower students to meet the challenges of citizenship in the 21st century.

We will:

Promote self-confidence, self-respect, and respect for the rights of others.

Encourage students to think globally.

Help students develop decision making skills using problem solving techniques.

Teach conflict resolution skills in order to foster cooperation.

Encourage Creativity and the productive use of leisure time.

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 51 years, and we are dedicated to continuing 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; and 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 opportunity for parents 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 implements 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. Incidents of harassment and bullying can be reported anonymously by students ensuring that student services and administration are able to provide necessary interventions. The infusion of the Values Matter Curriculum sets behavioral expectations 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 program 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 computers, 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 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 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, and 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. The parents are also able to schedule appointments with the counselor if they are in need of additional counseling. 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 Professional 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	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	6	6	0	3	0	0	0	0	0	0	0	15
Level 1 on statewide assessment	0	4	8	11	9	18	0	0	0	0	0	0	0	50

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	1	7	4	6	13	0	0	0	0	0	0	0	31

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. Targeted Student Status Forms are utilized as part of iAttend's monthly parent conferences. 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 such as improving reading proficiency through i-Ready and Accelerated Reader. The McGraw/Hill Wonder Works Reading Intervention program will continue to be implemented 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 and iReady. In addition, students will receive remediation through differentiated instruction.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP 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 will be 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

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
Bonachea, Maria	Instructional Media
Palomo, Yuri	Teacher, K-12
Penedo, Amanda	Teacher, K-12
Ferrer, Angelica	School Counselor
Falcon, Emily	Assistant Principal

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/Rtl 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/Rtl 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. Monitors Accelerated Reader, or A.R. with fidelity that each student in 1st thru 5th grade is taking their computer-assisted assessment at his/her reading level.

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/Rtl team.

Science Contact/Science Liaison- Serves as link to the District and share any new information on the implementation of the Science district initiatives and curriculum updates; assists in data collection and analysis.

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 I: TITLE I, PART A

School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Liasons and Grade level chairs, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual MDCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school

year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete.

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 (Imagine Learning) 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
Lisette Casteleiro-Terron	Parent
Yusimile Rodriguez	Parent
Veronica Abdala	Parent
Peter Jude	Business/Community
Yalile Delgado	Teacher
Gisselle Del Canal	Education Support Employee
Angela Fuste	Business/Community
Elena Hernandez	Education Support Employee
Natalie Skilling	Teacher
Amanda Penedo	Teacher
Carol Talley	Teacher
Gloineys Reyes	Teacher
Ania Perez	Parent
Octavio Fuste	Parent
Amyerim Suarez	Parent
Olivia Terron	Student
Flavia Pajon	Student
Karen Proano	Teacher
Raul Abdala	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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 in Reading, Mathematics and Science in May 2017. In addition, the information gathered from student data is utilized to make recommendations on how funds will be utilized to implement educational programs and purchase resources such as iReady LAF's workbooks for 2nd grade for Reading and Mathematics. These workbooks will directly support student learning.

b. Development of this school improvement plan

Meeting to discuss School Improvement Plan Goals for the 2017-2018 school year will take place during the first meeting of the year. 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 continuing to improve and enhance curriculum support resources.

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

School improvement funds allocated last year were used towards instructional materials that was purchased throughout the school year. There was approximately 1555.00 dollars available. This money was used for purchasing curriculum/instructional support resources(iReady LAF's workbooks for grades 3rd through 5th in Reading and Mathematics).

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
Cid, Elizabeth	Teacher, K-12
Penedo, Amanda	Teacher, K-12
Guilbaud-Skilling, Natalie	Teacher, K-12
LaPierre, Yvonne	Teacher, K-12
Gutierrez, Silvia	Teacher, K-12
Falcon, Emily	Assistant Principal

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-throughs, 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-throughs, 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 2017-2018 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. The principal will provide an hourly teacher to serve as an interventionist in order to service below-level students based on iReady AP1 assessment results for grades 3-5 and 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 and are involved in professional learning communities. Professional development activities, including the sharing of best practices on professional development days, support greater vertical and horizontal articulation. In addition, 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 on 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 on an ongoing-basis.
4. Provide technology (Promethean, i-Ready, MyON Reader, Reflex Math, Gizmo, Gateway to Data

(G2D),Discovery Education, ThinkCentral, FCAT Explorer(Science),AR) training's for teachers on 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/Rtl 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 will be hired to provide all below level students with iReady scores below grade level and Rtl 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

Title III funding used for tutoring before or after school, two days a week, starting in mid-November, 2017.

Instruction: Priority students (1-2 grade) based on 2016 SAT results or AP1 2017 assessment results, RtI students, and below-grade level students (3-5 grades FSA scores) and based on AP1 2017 assessment results.

Strategy Rationale

Title III funding provides ELL students with additional tutoring and core instruction services. These students are provided tutorial and supplemental instructional programs starting in November 2017 after school.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Suarez, Susana, pr5641@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.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 Phonological and Early Literacy Inventory (PELI), the Batelle Developmental Inventory II, and the VPK Assessments. 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 VPK Assessment is used to assess skills three times a year. There are two VPK classes comprising of Reverse Mainstream and Inclusion. These classes are comprised of developmentally delayed and language impaired students. There are 14 ESE students and 14 VPK/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 part may address the requirements of ESSA, P.L. No. 114-95, Å§ 1114(b)(6).

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.

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" 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.

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. If core instruction is improved in all content areas, then student achievement will increase.

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. If core instruction is improved in all content areas, then student achievement will increase. 1a

G096690

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	
ELA/Reading Gains	69.0
FCAT 2.0 Science Proficiency	62.0
FSA ELA Achievement	63.0
FSA Mathematics Achievement	73.0
Math Lowest 25% Gains	70.0
ELA/Reading Lowest 25% Gains	72.0

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

- Language Arts/Reading- School Based-(America Reads Tutors, Interventionist) to provide on-going training and support; computer lab, mobile labs, Promethean/smart boards, computer based applications and programs- (iReady, myON Reader, Gateway 2 Data (G2D) AR/STAR Program; McGraw Hill Core Program, Wonderworks, reading and response journals, writing journals, and student agendas provided for 2nd thru 5th grade to assist with communication and organizational skills. Before and After School Tutoring
- Mathematics-computer labs, mobile labs, Promethean/smart boards, computer based applications (iReady, Reflex Math, Discovery Education, G2D, Think Central); interactive journals, and student agendas provided for 2nd thru 5th grade to assist with communication and organizational skills; Go Math Series and Math Bowl Grades 4 and 5.
- Science- Computer lab, mobile lab, Promethean/smart boards, computer based applications and programs (Gizmos, FCAT Explorer); Science Labs, science journals, Science Fair, J & J Bootcamp, Science Bowl Grade 5, and student agendas provided for 2nd thru 5th grade to assist with communication and organizational skills.
- Instructional Coaches in Reading, Mathematics, and Science delineates information from monthly coaches' meeting
- Interventions and common planning time embedded in Master Schedule
- First - 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

Susana Suarez

Schedule

Weekly, from 8/21/2017 to 6/5/2018

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 8/21/2017 to 6/5/2018

Evidence of Completion

Power Bi, i-Ready data, Gateway 2 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. If core instruction is improved in all content areas, then student achievement will increase. 1

G096690

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

B260074

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

S275527

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(Reading/Mathematics), Topic Assessments (Mathematics/Science), Baseline (Science), Baseline/MidYear (Writing), Gateway 2 Data(Mathematics,Science, and Writing), and academic grades to identify strengths and weaknesses in order to foster high academic achievement and pull small groups for Differentiated Instruction.

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

Susana Suarez

Schedule

Biweekly, from 8/22/2017 to 6/5/2018

Evidence of Completion

Sign in sheets, agenda, and power point presentations

Action Step 2 5

Utilize student data from i-Ready, Gateway 2 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 8/22/2017 to 6/5/2018

Evidence of Completion

Data reports from i-Ready(Reading/Mathematics), Science-(Baselines, Mid Year Assessments, and Topic Assessments), Gateway 2 Data(Mathematics), and Students' grades.

Action Step 3 5

Conduct Data chats with teachers by grade levels to determine students' weaknesses and strengths - instructional needs and instructional groups for Differentiated Instruction(using Power BI)

Person Responsible

Emily Falcon

Schedule

Every 6 Weeks, from 9/8/2017 to 6/5/2018

Evidence of Completion

Agendas, sign in sheets, and data binders

Action Step 4 5

Provide meaningful professional development during faculty meetings.

Person Responsible

Emily Falcon

Schedule

Monthly, from 8/22/2017 to 6/5/2018

Evidence of Completion

Agenda, Sign-in sheets, Professional Development presentation

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

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

Person Responsible

Susana Suarez

Schedule

Weekly, from 8/21/2017 to 6/5/2018

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 8/21/2017 to 6/5/2018

Evidence of Completion

Power Bi, i-Ready data, Gateway 2 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

Susana Suarez

Schedule

Weekly, from 8/21/2017 to 6/5/2018

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 8/21/2017 to 6/5/2018

Evidence of Completion

Power BI, i-Ready data, Gateway 2 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
2018					
G1.MA1  M398417	.Administration will monitor with fidelity through lesson plans, classroom walkthroughs.	Suarez, Susana	8/21/2017	Formal/informal classroom observation notes.	6/5/2018 weekly
G1.MA2  M398418	Administration will monitor data reports and students' grades.	Falcon, Emily	8/21/2017	Power Bi, i-Ready data, Gateway 2 Data, AR reports, and students' academic grades.	6/5/2018 quarterly
G1.B2.S1.MA1  M398413	Administration will monitor with fidelity through lesson plans, classroom walkthroughs.	Suarez, Susana	8/21/2017	Formal/informal classroom observation notes.	6/5/2018 weekly
G1.B2.S1.MA4  M398414	Administration will monitor data reports and students' grades.	Falcon, Emily	8/21/2017	Power BI, i-Ready data, Gateway 2 Data, AR reports, and students' academic grades.	6/5/2018 quarterly
G1.B2.S1.MA1  M398415	Administration will monitor with fidelity through lesson plans, classroom walkthroughs.	Suarez, Susana	8/21/2017	Formal/informal classroom observation notes .	6/5/2018 weekly
G1.B2.S1.MA3  M398416	Administration will monitor data reports and students' grades.	Falcon, Emily	8/21/2017	Power Bi, i-Ready data, Gateway 2 Data, Accelerated Reader usage and proficiency reading and achievement scores, as well as students' academic grades.	6/5/2018 quarterly
G1.B2.S1.A1  A369988	Administrator meets with Reading, Mathematics, and Science Liaisons to review district initiatives,...	Suarez, Susana	8/22/2017	Sign in sheets, agenda, and power point presentations	6/5/2018 biweekly
G1.B2.S1.A2  A369989	Utilize student data from i-Ready, Gateway 2 Data, and academic grades to identify strengths and...	Falcon, Emily	8/22/2017	Data reports from i-Ready(Reading/ Mathematics), Science-(Baselines, Mid Year Assessments, and Topic Assessments), Gateway 2 Data(Mathematics), and Students' grades.	6/5/2018 monthly
G1.B2.S1.A3  A369990	Conduct Data chats with teachers by grade levels to determine students' weaknesses and strengths -...	Falcon, Emily	9/8/2017	Agendas, sign in sheets, and data binders	6/5/2018 every-6-weeks
G1.B2.S1.A4  A369991	Provide meaningful professional development during faculty meetings.	Falcon, Emily	8/22/2017	Agenda, Sign-in sheets, Professional Development presentation	6/5/2018 monthly

V. Professional Development Opportunities

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

G1. If core instruction is improved in all content areas, then student achievement will increase.

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

Utilize student data from i-Ready, Gateway 2 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, Maira Maguire -Math Reflex , Reading, Mathematics, and Science Liaisons.

Participants

Teachers K-5, and counselor

Schedule

Monthly, from 8/22/2017 to 6/5/2018

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	2017-18
		239-Other	5641 - Village Green Elementary Schl	School Improvement Funds		\$1,555.00
			<i>Notes: iReady workbooks(Reading/Language Arts) Teacher Planning Journals J & J Bootcamp (Science)</i>			
2	G1.B2.S1.A2	Utilize student data from i-Ready, Gateway 2 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	Conduct Data chats with teachers by grade levels to determine students' weaknesses and strengths - instructional needs and instructional groups for Differentiated Instruction(using Power BI)				\$0.00
4	G1.B2.S1.A4	Provide meaningful professional development during faculty meetings.				\$0.00
					Total:	\$1,555.00