
Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	9
Planning for Improvement	16
Positive Culture & Environment	25
Budget to Support Goals	25

Village Green Elementary School

12265 SW 34TH ST, Miami, FL 33175

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

Demographics

Principal: Susana Suarez

Start Date for this Principal: 7/15/2010

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	94%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: A (71%) 2017-18: B (58%) 2016-17: A (67%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	9
Planning for Improvement	16
Title I Requirements	0
Budget to Support Goals	25

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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	72%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	B

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Village Green Elementary School in collaboration with parents and community is to prepare our students academically, socially, and emotionally in a positive and safe learning environment. We thrive to provide students with knowledge and necessary skills to think critically and make the decisions in a multicultural world. Our aim is to empower students to meet the challenges of citizenship in the twenty first century.

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 57 years, and we are dedicated to continuing this service into the new millennium, guiding our students on their mission to academic excellence.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Suarez, Susana	Principal	Oversee the entire school; operations, personnel, budget, and facilities.
Christmas, Velda	Assistant Principal	Assist the principal in day to day school operations, curriculum, teacher development, interventions, tutoring, address stakeholder concerns, testing coordinator, master schedule, Title I, discipline, MTSS Process, textbook inventory, and analyze school wide data.
Del Canal, Gisselle	Teacher, PreK	Pre K liaison
Menendez, Lida	Teacher, K-12	Math Liaison
Cid, Elizabeth	Teacher, K-12	Intermediate Grade Level Chair, EESAC Chair
Penedo, Amanda	Teacher, K-12	Primary Grade Level Chair, EESAC Secretary, Gifted Chair,
Irons, Carmen	Teacher, ESE	ESE Chair, oversees IEP, Reevaluation, FABS, BIPS,

Demographic Information

Principal start date

Thursday 7/15/2010, Susana Suarez

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

19

Total number of students enrolled at the school

194

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

Identify the number of instructional staff who joined the school during the 2021-22 school year.

2

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	25	33	34	28	36	38	0	0	0	0	0	0	0	194
Attendance below 90 percent	0	0	3	1	2	1	0	0	0	0	0	0	0	7
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	3	4	2	3	0	0	0	0	0	0	0	12
Course failure in Math	0	0	0	3	3	3	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	8	16	11	7	11	0	0	0	0	0	0	0	53

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	4	3	1	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Monday 7/19/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

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	
Number of students enrolled	25	33	34	28	26	38	0	0	0	0	0	0	0	184
Attendance below 90 percent	0	0	3	1	2	1	0	0	0	0	0	0	0	7
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	3	4	2	3	0	0	0	0	0	0	0	12
Course failure in Math	0	0	0	3	3	3	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	4	3	1	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				66%	62%	57%	61%	62%	56%
ELA Learning Gains				57%	62%	58%	63%	62%	55%
ELA Lowest 25th Percentile				48%	58%	53%	65%	59%	48%
Math Achievement				83%	69%	63%	64%	69%	62%
Math Learning Gains				80%	66%	62%	59%	64%	59%
Math Lowest 25th Percentile				85%	55%	51%	54%	55%	47%
Science Achievement				81%	55%	53%	43%	58%	55%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	57%	60%	-3%	58%	-1%
Cohort Comparison						
04	2021					
	2019	69%	64%	5%	58%	11%
Cohort Comparison		-57%				
05	2021					
	2019	70%	60%	10%	56%	14%
Cohort Comparison		-69%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	82%	67%	15%	62%	20%
Cohort Comparison						
04	2021					
	2019	74%	69%	5%	64%	10%
Cohort Comparison		-82%				
05	2021					
	2019	91%	65%	26%	60%	31%
Cohort Comparison		-74%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	81%	53%	28%	53%	28%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

In grades K - 5th i-Ready AP1, AP2, AP3 and Performance Matters was used to compile the data below.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	21.4	35.7	55.2
	Economically Disadvantaged	17.4	26.1	50
	Students With Disabilities	12.5	12.5	12.5
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	35.7	35.7	58.6
	Economically Disadvantaged	30.4	26.1	54.2
	Students With Disabilities	28.6	25.0	37.5
	English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41.4	41.4	51.7
	Economically Disadvantaged	38.5	34.6	46.2
	Students With Disabilities	11.1	11.1	11.1
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31	34.5	51.7
	Economically Disadvantaged	26.9	26.9	46.2
	Students With Disabilities	11.1	22.2	22.2
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	47.5	50	79.5
	Economically Disadvantaged	44.1	50	81.8
	Students With Disabilities	40	40	100
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10	26.3	56.4
	Economically Disadvantaged	8.8	21.9	54.5
	Students With Disabilities	20	20	40
	English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28.8	35.1	48.7
	Economically Disadvantaged	16.1	24.1	45.2
	Students With Disabilities			20
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25.6	37.8	69.2
	Economically Disadvantaged	19.4	27.6	61.3
	Students With Disabilities	6.7	14.3	33.3
	English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31.1	45.5	66.7
	Economically Disadvantaged	31.4	44.1	62.9
	Students With Disabilities			25
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	38.6	44.4	64.4
	Economically Disadvantaged	41.2	40	65.7
	Students With Disabilities	0	12.5	25
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		26	
	Economically Disadvantaged		24	
	Students With Disabilities		0	
	English Language Learners		0	

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	14	42		25	8						
ELL	58	48		62	19		50				
HSP	58	53	45	60	24	18	57				
FRL	53	51		57	23	20	52				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	16	44	40	64	88	90					
ELL	66	53	43	83	80	86	73				
HSP	66	58	48	83	81	85	80				
FRL	65	54	57	85	81	86	80				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	26	67		35	58						
ELL	58	61	68	63	73	59	33				
HSP	61	63	65	64	59	54	42				
FRL	60	64	67	64	61	52	43				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	359
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	47
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

2019 Data Findings:

The school district comparison show that we are below all tier 1 schools in all content areas but above tier 1 watch schools and Tier 2 and 3 schools in math.

2021 Data Findings: The trends that emerged across grade levels was that there was a decrease in data across all tested subjects.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

2019 Data Findings: The majority of our ELA demographic subgroup performance on the 2019 state assessment was 20% less proficient than math.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

2019 Data Findings:

For the past three years we have been working on implementing effective DI in all classrooms. We will continue to support this strategy while also incorporating data driven instructions to help meet the needs of our ED, ELL and ESE students. We will also be proving PD opportunities to teachers that focus on DI and intervention for our subgroups, ED, ELL and ESE.

2021 Data Findings: The contributing factor for this need for improvement is COVID and ESE students who remained on MSO were not able to receive the necessary support and accommodations. The actions needed to be taken are increasing the support ESE students are receiving in the classroom and improve our DI and Data Driven instruction.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

2019 Data Findings: ELA and Math learning gains were 65% or more in both 4th and 5th grade. ELA showed a growth of 49% from AP2 to AP3 and Math showed a 38% increase from AP2 to AP3.

What were the contributing factors to this improvement? What new actions did your school take in this area?

2019 Data Findings:

We created an intervention and tutoring schedule that was done with fidelity on a daily basis and was monitored by administration. The new action we took was tutoring was started early and offered to more students. The actions that will be taken to continue this success are continuing daily interventions, common planning and increase the use and monitoring of Reflex Math with fidelity.

What strategies will need to be implemented in order to accelerate learning?

Standards based collaborative planning, data driven instruction to guide intervention, DI, and tutoring.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The PLST will provide PD opportunities to address using effective data driven instruction, DI, and intervention.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Collaborative planning will be scheduled weekly and an administrator will attend to ensure fidelity to the strategies being implemented school wide that are aligned to the goals.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Based on the data review, our school will implement the targeted element of differentiation. We selected the overarching area of differentiation based on our finding that demonstrate learning gain for all three subgroups, ED, ELL, ESE were decreasing. We are not meeting the unique needs of all subgroups therefore it is evident that we must improve our ability to differentiate instruction based on the levels of the students we serve. We will provide the scaffolding necessary for all subgroups, ED, ELL, ESE to access grade level content in order to make learning gains and move towards proficiency.

Measurable Outcome: If we successfully implement differentiation, then all our subgroups, ED, ELL, and ESE will increase by a minimum of 10 percentage points as evidence by the 2022 state assessments.

Monitoring: The Leadership team will assist in conducting quarterly data chats, adjust groups based on current data in real time, and follow up with regular walk throughs to ensure quality DI is taking place. Administrators will review bi-weekly lesson plans for indication of differentiation for all subgroups. Data analysis of formative assessments of all subgroups will be reviewed monthly to observe progress. This data will be analyzed during Leadership team meeting to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on OPMs such as tutoring and intervention.

Person responsible for monitoring outcome: Velda Christmas (vchristmas@dadeschools.net)

Evidence-based Strategy: Within the targeted element of differentiation, our school will focus on the evidence-based strategy of data driven instruction. Data driven instruction will assist in accelerating the learning gains of all subgroups as it is a systematic approach of instruction to meet the students needs. Data driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include OPMs by the Leadership team.

Rationale for Evidence-based Strategy: Data driven instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are designed to meet student needs. Teachers will continually adjust their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

Sharing DI best practice materials for ELA and Math to all teachers on a monthly basis to assist in DI delivery.

Person Responsible Velda Christmas (vchristmas@dadeschools.net)

Conduct walk throughs/classroom visits on a weekly basis to ensure effective DI practices are in place using DI materials provided by district and in best practice meetings.

Person Responsible Velda Christmas (vchristmas@dadeschools.net)

Create a computer lab schedule for i-Ready Math and Reading to be implemented to insure students are completing the required weekly minutes.

Person Responsible Velda Christmas (vchristmas@dadeschools.net)

Provide Performance Matters and i-Ready data training to all teachers to guide DI lessons and groups.

Person Responsible Velda Christmas (vchristmas@dadeschools.net)

Begin and monitor I-Ready minutes and lesson pass rates of tier 2 and 3 students to ensure they are making progress beginning November 1. This will ensure that students show growth in the first Growth Monitoring window on November 15-19, 2021.

Person Responsible Velda Christmas (vchristmas@dadeschools.net)

Students who are not passing specific lessons on I-Ready are pulled for DI with the interventionist to review and reteach skill using the I-Ready tool box lessons and ensure they are understood the skill. Once they have showed understanding of skill they are sent back to work on I-Ready lesson to show mastery 75% or higher. This action step is on going.

Person Responsible Velda Christmas (vchristmas@dadeschools.net)

During whole group instruction the teacher will use scaffolding materials from the i-Ready Toolbox to model with students.

Person Responsible Velda Christmas (vchristmas@dadeschools.net)

Students will be assigned a scaffolding lesson to complete independently from the i-Ready Toolbox.

Person Responsible Velda Christmas (vchristmas@dadeschools.net)

During whole group instruction the teacher will use scaffolding materials from the i-Ready Toolbox to model with students.

Person Responsible Velda Christmas (vchristmas@dadeschools.net)

Students will be assigned a scaffolding lesson to complete independently from the i-Ready Toolbox.

Person Responsible Velda Christmas (vchristmas@dadeschools.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Based on the data review, our school will implement the targeted element of ELA. We selected the overreaching area of ELA based on our findings that demonstrate ELA learning gains for all three subgroups, ED, ELL, ESE were below our math learning gains. We are not meeting the necessary learning gains in ELA therefore it is evident that we must improve our ELA instruction to achieve proficiency on the 2022 state assessments.

Measurable Outcome: If we improve our school wide ELA instruction, then we will make a minimum of a 10 percent increase on all our ELA state assessments as evidence by the 2022 state assessments results.

Monitoring: The Leadership Team and PLST will assist in providing opportunities for ELA instructional development. Administrators will provide opportunities for teachers to share ELA best practices on a monthly basis. Administration will also conduct walk throughs and provide opportunity for peer observation to make continuous improvements to our ELA instruction.

Person responsible for monitoring outcome: Velda Christmas (vchristmas@dadeschools.net)

Evidence-based Strategy: Within the targeted element of ELA instruction, our school will focus on the evidence-based strategy of data driven instruction. Data driven instruction will assist in measuring learning gains on all ELA weekly assessments as it is a systematic approach of instruction to assess individual learning gains. Data driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations.

Rationale for Evidence-based Strategy: Data driven instruction will ensure that students are making learning gains on individual ELA standards. Teachers will continually adjust their ELA instructional plans, and instructional delivery as new data becomes available.

Action Steps to Implement

Ensure all K-5th grade teachers have taken the WONDERS 2020 Professional Development and are familiar with the new pace and components.

Person Responsible Elizabeth Cid (ecid@dadeschools.net)

Ensure that all K-5th grade teachers attend the Horizons Intervention training and are familiar with how to implement intervention for tier 3 students with fidelity.

Person Responsible Velda Christmas (vchristmas@dadeschools.net)

Teachers will be provided the opportunity to attend an I-Ready training on using the Teacher Toolbox to enhance ELA instruction for all students.

Person Responsible Velda Christmas (vchristmas@dadeschools.net)

Provide refreshers/update on I-Ready data reports to create ELA DI groups and determine students needing tier 2 and 3 intervention.

Person Responsible Velda Christmas (vchristmas@dadeschools.net)

Teachers will be provided coverage so that they can attend grade level ICADS to receive pertinent information and resources to ensure all ELA standards are being taught with fidelity.

Person Responsible Velda Christmas (vchristmas@dadeschools.net)

Provide teachers the opportunity to watch and attend webinars and professional developments on the new Horizons tier 3 intervention resources at least once a month.

Person Responsible Velda Christmas (vchristmas@dadeschools.net)

Additional one hour Intervention will be given to all students who did not make learning gains on AP2.

Person Responsible Velda Christmas (vchristmas@dadeschools.net)

Teacher in grades 3 - 5th will model and use close reading lesson from the i-Ready toolbox to assist students with comprehension.

Person Responsible Velda Christmas (vchristmas@dadeschools.net)

Additional one hour Intervention will be given to all students who did not make learning gains on AP2.

Person Responsible Velda Christmas (vchristmas@dadeschools.net)

Teacher in grades 3 - 5th will model and use close reading lesson from the i-Ready toolbox to assist students with comprehension.

Person Responsible Velda Christmas (vchristmas@dadeschools.net)

#3. Culture & Environment specifically relating to Early Warning Systems

Area of Focus Description and Rationale: Based on the data review our school will implement the target element of early warning systems. Through our data review we noticed the students who fell within the three subgroups ED, ELL, and ESE are also the students who are not meeting expectations for learning gains and proficiency. In addition, 52% of our L25 students are not making learning gains on the ELA state assessments. We recognize the need to identify students with early warning system indicators and ensure they are making learning gains.

Measurable Outcome: If we successfully implement the targeted element of early warning systems, our students will receive quality instruction that will contribute to the improved student outcomes. With consistent student incentives our learning gains in all subgroups will increase by a minimum of 5 percentage points.

Monitoring: The leadership team will work to identify the cause for early warning system indicators and create a plan of action to ensure students are able to make learning gains. The leadership team will identify individual students who have early warning system indicators. Teachers will monitor their academic progress and submit the data to the leadership team on a quarterly basis with emphasis on early warning indicators. The leadership team will identify opportunities for students who are not making significant learning gains to have extended learning opportunities to ensure we are on track to meet the about mentioned outcome. This data will be continuously discussed at quarterly data chats.

Person responsible for monitoring outcome: Velda Christmas (vchristmas@dadeschools.net)

Evidence-based Strategy: Within the targeted element of early warning systems, our school will focus on the evidence based strategy of celebrate success will assist in narrowing the learning gap amongst our students. Student academic achievement will be monitored on a monthly basis to prevent learning gaps.

Rationale for Evidence-based Strategy: The celebrate success initiatives will assist in decreasing the number of students with early warning system indicators. The initiatives will provide the leadership team with a systematic approach to identify learning deficits, remediation, and rewards

Action Steps to Implement

Ensure that all students needing tier 2 and 3 intervention are identified by October so they may begin receiving intervention.

Person Responsible Velda Christmas (vchristmas@dadeschools.net)

Ensure students who are demonstrating an attendance concern are identified as soon as possible in order to inform parents/guardians of the importance of being in school everyday.

Person Responsible Velda Christmas (vchristmas@dadeschools.net)

Provide more support to ESE students during ELA and Math instruction on a daily basis.

Person Responsible Carmen Irons (carmenirons@dadeschools.net)

Identify ESOL students level 1-4 and provide Title III before and/or afterschool tutoring.

Person Responsible Velda Christmas (vchristmas@dadeschools.net)

Applied and waiting on approval from the Title III Department for Tutoring Academy funds for EL students to be able to provide tutoring to these students beginning November through April 2022. This will help these students meet their academic needs.

Person Responsible Velda Christmas (vchristmas@dadeschools.net)

Recognize classes with 100% attendance on a daily basis on the morning announcements, classes who have 100% attendance for the week will have a certificate placed on their door so students can see which classes have had 100% attendance. Classes with 100% attendance for the month will receive a trophy to keep in their class till the following month. This action step will motivate students to attend school everyday and lower our excessive attendance concerns.

Person Responsible Velda Christmas (vchristmas@dadeschools.net)

Students making learning gains on AP2 will be given a special incentive.

Person Responsible Velda Christmas (vchristmas@dadeschools.net)

Students who have 100% attendance for the day will be entered into a drawing and receive an incentive.

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Person Responsible Velda Christmas (vchristmas@dadeschools.net)

#4. Leadership specifically relating to Walkthroughs

Area of Focus Description and Rationale: Based on the qualitative data from the School Climate survey and the SIP survey and review of the Core Leadership Competencies, we want to use the Targeted Element of walkthroughs. Teachers in the building feel that students are deficient in basic academic skills, therefore we want to support teachers by providing collaborative planning ensuring they feel supportive in meeting student's basic academic needs.

Measurable Outcome: If we successfully implement the Targeted Element of walkthroughs, our teachers will be providing the opportunity to demonstrate best practices. This will be realized through teachers participating in peer observations, grade level meetings, faculty meetings, and professional development. The percentage of teachers who feel students lack basic academic skills will decrease by 5 percentage points.

Monitoring: The Leadership Team will identify specific staff members that are experts in areas that will serve as liaisons with new best practices and effective instruction. This initiative will be evident by teacher leaders providing support and development by collaboration and shared ideas to develop students' basic academic skills. To ensure we are on the right track, teachers who receive support will share the knowledge they have gained during faculty meetings.

Person responsible for monitoring outcome: Velda Christmas (vchristmas@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Instructional Leadership Team, we will focus on evidence-based strategy of: Involving Staff in Important Decisions. By selecting a representative for each academic area this will ensure teachers will have input in the decision-making process, we hope to build teachers capacity to ensure students have mastered basic academic skills. Liaisons in the building will provide a summary of support to the Leadership Team monthly to ensure we are on target to meeting the outcome above.

Rationale for Evidence-based Strategy: Involving staff in walkthroughs and collaborations will provide more opportunities to integrate and improve teacher's capacity. It will also create opportunities to develop best practices that are more effective in meeting students' basic academic needs. During this process, the leadership team will provide motivation and creativity to promote proficiency. Additionally, the leadership team will foster a climate that contributes to celebrating success of staff and students.

Action Steps to Implement

Conduct data chats with teachers quarterly so that students who are not making adequate progress can be put into interventions and/or begin MTSS Process.

Person Responsible Velda Christmas (vchristmas@dadeschools.net)

Provide common planning time for teachers to collaboratively plan vertically and horizontally with grade level chairs and administration to share best practices are being implemented and prepare to deliver future lessons.

Person Responsible Velda Christmas (vchristmas@dadeschools.net)

Recognize teachers during walk throughs for implementing best practices during instruction.

Person Responsible Velda Christmas (vchristmas@dadeschools.net)

Provide opportunities for teachers to walkthrough and observe other teachers implementation of effective DI and Data Driven instruction.

Person Responsible Velda Christmas (vchristmas@dadeschools.net)

During walkthroughs, the leadership team will focus on DI practices for both reading and math to ensure the needs of all students are being met.

Person Responsible Velda Christmas (vchristmas@dadeschools.net)

During walkthroughs the leadership team will observe and be able to identify which achievement level descriptors are being implemented in the current lesson. This will ensure that students are being challenged at an appropriate level in both ELA and Math.

Person Responsible Velda Christmas (vchristmas@dadeschools.net)

Continue to provide opportunities to share best practices during faculty meetings.

Person Responsible Velda Christmas (vchristmas@dadeschools.net)

Provided opportunities for teachers to observe their peers during the Reading/Language Arts block.

Person Responsible Velda Christmas (vchristmas@dadeschools.net)

Continue to provide opportunities to share best practices during faculty meetings.

Person Responsible Velda Christmas (vchristmas@dadeschools.net)

Provided opportunities for teachers to observe their peers during the Reading/Language Arts block.

Person Responsible Velda Christmas (vchristmas@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Village Green will use the Student Code of Conduct for consequences and rewards.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Our strengths within school culture are in celebrating success, to encourage teamwork, and creating welcoming spaces. Our school creates experiences throughout the year to motivate staff, parents, and students to ensure unity that will build teamwork. Students and staff are supported through grade level meetings, faculty meetings, collaborations, and celebrations. Staff are provided opportunities to take part in team building activities where we come together to celebrate success. We offer opportunities to both staff and students to give ongoing feedback and recommendations to school leaders and schedule informal conferences to acknowledge growth in their educational/ professional experience. We also ensure information is provided to all stakeholders through our monthly calendar, school websites, emails, schools messenger and social media accounts. We continue to build our skill-set in ensuring classrooms are highly engaging and foster the highest level of engagement and learning.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders involved in building a positive school culture and environment are the principal, assistant principal, instructional liaisons, teacher leaders, and counselor. The principal’s role is to monitor and oversee all the school’s initiatives and respond to concerns with morale by planning team building and morale boosting activities. The assistant principal will monitor the collaborative planning and the leadership team will assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and instructional liaisons assist in providing and responding to feedback from stakeholders. The leadership team and staff are responsible for making specific efforts to connect and build relationships with all stakeholders.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems	\$0.00
4	III.A.	Areas of Focus: Leadership: Walkthroughs	\$0.00

	Total: \$0.00
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