

Miami-Dade County Public Schools

Village Green Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Village Green Elementary School

12265 SW 34TH ST, Miami, FL 33175

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

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Suarez, Susana	Principal	<p>Ms. Suarez, the school principal, actively engages with teachers, parents, and students to ensure that the School Improvement Plan is effectively implemented and aligned with the school's vision and mission. She ensures the SIP bring positive changes as well as fosters a culture of collaboration, innovation, and growth. As the person responsible for overseeing the budget and facilities, she plays a crucial role in ensuring that the necessary resources are allocated efficiently and effectively. Ms. Suarez's expertise and attention to detail enable her to carefully analyze the financial needs of the school, making informed decisions that align with the goals outlined in the improvement plan. Additionally, she diligently monitors the condition of the school's facilities, ensuring that they are well-maintained and conducive to providing an optimal learning environment for students and staff.</p>
Menendez, Lida	Curriculum Resource Teacher	<p>Ms. Menendez plays a crucial role in supporting the School Improvement plan as a Math Liaison. With her extensive knowledge and expertise in mathematics, she collaborates closely with teachers to ensure that the curriculum aligns with the plan's goals and objectives. Ms. Menendez conducts regular professional development sessions for math teachers, equipping them with the necessary tools and strategies to effectively implement the plan. She also analyzes student performance data to identify areas of improvement and provides targeted support to both teachers and students. By actively engaging with the School Improvement plan, Ms. Menendez contributes to the overall success of the school and helps to enhance math education for all students.</p>
Cid, Elizabeth	Other	<p>Ms. Cid supports the implementation of the School Improvement Process through her roles as Intermediate Grade Level Chair, EESAC Chair, ELA Liaison. In collaboration with other leadership members, she evaluates intervention and differentiation strategies for the diverse needs of students, by subject and grade. Department, faculty, and EESAC meetings will be held to distribute this information to other teachers and staff members.</p>
Gonzalez, Christopher	Assistant Principal	<p>Mr. Gonzalez, as the Assistant Principal, plays a crucial role in supporting the School Improvement plan. With his extensive experience and deep understanding of educational policies and practices, he effectively collaborates with the Principal, teachers, and staff to implement and monitor the plan's objectives. Mr. Gonzalez actively engages in data analysis to identify areas of improvement and develops strategic action plans to address them. He supports professional development initiatives for teachers, providing them with the necessary resources and guidance to enhance their instructional practices. Additionally, Mr. Gonzalez fosters a positive and inclusive school culture by promoting effective communication and collaboration among all stakeholders. His commitment to the School Improvement plan and dedication to student success make him an invaluable asset to the school community.</p>

Name	Position Title	Job Duties and Responsibilities
Toro, Lidys	Teacher, K-12	<p>Ms. Toro supports the School Improvement Plan in her various roles as a STEAM Liaison, PLST PD Leader, and SECME Coordinator. As the STEAM Liaison, Ms. Toro actively promotes the integration of science, technology, engineering, arts, and mathematics into the curriculum. By collaborating with teachers and providing resources, she ensures that students are engaged in hands-on learning experiences that foster critical thinking and problem-solving skills. Additionally, as the PLST PD Leader, Ms. Toro facilitates professional development sessions for staff, sharing best practices and innovative strategies to enhance instruction. Her expertise and guidance empower educators to implement effective teaching methods that align with the School Improvement Plan. Furthermore, as the SECME Coordinator, Ms. Toro organizes and oversees activities related to the SECME program, which focuses on promoting STEM education and career opportunities for underrepresented students.</p>

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

In the School Improvement Plan (SIP) development process, involving stakeholders, families, and business or community leaders is crucial for ensuring a collaborative and inclusive approach. The first step is to identify key stakeholders, including parents, teachers, students, and community members. Once identified, various communication channels such as meetings, surveys, and focus groups are used to actively engage these stakeholders in the planning process. Their input is gathered, analyzed, and carefully considered by the planning team. This valuable input helps inform the development of the School Improvement Plan, ensuring that it reflects the needs, priorities, and aspirations of all stakeholders involved. By involving stakeholders and utilizing their input, the School Improvement Plan becomes a shared vision and a roadmap for meaningful and sustainable change in the educational community.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan (SIP) will be regularly monitored to ensure effective implementation and measure its impact on increasing student achievement in meeting the State's academic standards, with a specific focus on addressing the achievement gap for students with the greatest disparities. Monitoring the SIP will involve a systematic approach that includes collecting and analyzing relevant data on student performance, reviewing instructional practices, and assessing the overall progress towards closing the achievement gap. The school will establish clear monitoring procedures and timelines, assigning responsibility to specific individuals or teams to oversee the implementation of the plan. Regular progress reports will be shared with stakeholders, including teachers, administrators, parents, and community members, to keep them informed about the plan's effectiveness. Based on the

monitoring findings, the school will identify areas of improvement and make necessary revisions to the SIP. This continuous improvement process will involve seeking feedback from stakeholders, conducting data-driven discussions, and engaging in reflective practices to ensure the plan remains responsive to the evolving needs of the students. By regularly monitoring and revising the SIP, the school aims to ensure that all students have equitable opportunities to succeed and meet the State's academic standards.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	94%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	1	0	1	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	6	10	10	0	0	0	26
Level 1 on statewide Math assessment	0	0	0	2	7	5	0	0	0	14
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	9	13	14	11	0	0	0	52

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	2	6	6	3	0	0	0	17

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	1	1	4	4	1	0	0	0	11
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	6	1	3	2	1	0	0	0	13
Course failure in Math	0	1	1	2	0	1	0	0	0	5
Level 1 on statewide ELA assessment	0	0	0	0	4	4	0	0	0	8
Level 1 on statewide Math assessment	0	0	0	1	0	6	0	0	0	7
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	6	1	8	6	5	0	0	26

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	6	1	2	3	4	0	0	0	16

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	1	1	4	4	1	0	0	0	11
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	6	1	3	2	1	0	0	0	13
Course failure in Math	0	1	1	2	0	1	0	0	0	5
Level 1 on statewide ELA assessment	0	0	0	0	4	4	0	0	0	8
Level 1 on statewide Math assessment	0	0	0	1	0	6	0	0	0	7
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	6	1	8	6	5	0	0	26

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	6	1	2	3	4	0	0	0	16

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	53	60	53	75	62	56	58		
ELA Learning Gains				77			54		
ELA Lowest 25th Percentile				50			45		
Math Achievement*	66	66	59	77	58	50	60		
Math Learning Gains				82			24		
Math Lowest 25th Percentile				73			18		
Science Achievement*	83	58	54	70	64	59	58		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	44	63	59	56			42		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	279
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	70

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	560
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	38	Yes	1	
ELL	56			
AMI				
ASN				
BLK				
HSP	56			
MUL				
PAC				
WHT				
FRL	50			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	52			
ELL	72			
AMI				
ASN				
BLK				
HSP	70			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT				
FRL	69			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	53			66			83					44
SWD	32			32							4	62
ELL	53			69			88				5	44
AMI												
ASN												
BLK												
HSP	54			66			82				5	44
MUL												
PAC												
WHT												
FRL	48			62			78				5	41

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	75	77	50	77	82	73	70					56
SWD	28	44		56	88	82	33					33
ELL	75	80	60	76	84	70	73					56
AMI												
ASN												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK												
HSP	76	78	50	77	82	73	70					56
MUL												
PAC												
WHT												
FRL	71	78	50	76	86	71	65					52

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	58	54	45	60	24	18	58					42
SWD	14	42		25	8							26
ELL	58	48		62	19		50					42
AMI												
ASN												
BLK												
HSP	58	53	45	60	24	18	57					42
MUL												
PAC												
WHT												
FRL	53	51		57	23	20	52					42

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	62%	56%	6%	54%	8%
04	2023 - Spring	49%	58%	-9%	58%	-9%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	29%	52%	-23%	50%	-21%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	48%	63%	-15%	59%	-11%
04	2023 - Spring	65%	64%	1%	61%	4%
05	2023 - Spring	76%	58%	18%	55%	21%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	83%	50%	33%	51%	32%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance is third-grade ELA with a score of 38% proficiency in 2022-2023. The contributing factors are the ESE and ELL students, demonstrating poor vocabulary and reading comprehension skills.

When looking at the trends, it is evident that the number of ELL students has recently increased. This highlights the need for continuous efforts in providing targeted support and resources to ensure their academic success. By implementing comprehensive language programs, fostering a culturally inclusive environment, and offering professional development opportunities for teachers, our school will bridge the gap and improve the performance of ESE & ELL students.

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

The data component showing the greatest decline from the prior year was ELA with 69% proficiency in 2022 and 59% in 2023. This is a 10% decline. Our overall ESE and ESOL population struggle with vocabulary and reading comprehension skills.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that showed the greatest gap when compared to the state average was 38% in third grade ELA in comparison with the state average of 45%. Our overall ESE and ESOL population struggles with vocabulary and reading comprehension skills.

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

The data components, based on progress monitoring and 2023 state assessments which demonstrated the most improvement is fifth-grade science with 65% in 2022. We showed learning gains of 13% making a score of 78% in 2023.

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

Reflecting on our EWS data from Part 1, our potential areas of concern are ELA and student attendance.

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

Our highest priorities for school improvement are ELA, differentiated instruction, and Tier 3 intervention.

Area of Focus

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

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 FAST PM3 data, 29% of 3rd grade students were proficient in Reading as compared to the state average of 50% and district average of 52%; 49% of 4th grade students were proficient in Reading as compared to the state average of 58% and district average of 58%. In addition, 62% of 5th grade students were proficient in Reading as compared to the state average of 54% and district average of 56%. Based on the data and the identified contributing factors of: high numbers Level 1 and 2 ESOL students and student readiness levels limit abilities to master grade level tasks, we will implement the Targeted Element of Differentiation.

Measurable Outcome:

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

If we successfully implement differentiation to our students identified in the lowest 25%, we will show growth from Progress Monitoring one to three by June 2024.

Monitoring:

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

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 differentiated instruction (DI) is being conducted with fidelity. Data analysis of our lowest 25% on the FAST PM1 will be monitored to determine which standards need to be targeted during D.I. This data will be analyzed during data chats to ensure students are demonstrating growth on remediated standards. Extended learning opportunities before and after school will be provided to those students who are not making adequate progress from FAST PM1 to PM2 such as tutoring and intervention.

Person responsible for monitoring outcome:

Susana Suarez (pr5641@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 proficiency of the lowest 25% as it is a systematic approach to instruction to meet the student's needs. Data-driven instruction will be monitored through the use of data trackers to drive instructional planning and data-driven conversations to include ongoing progress monitoring by the Leadership team.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will be able to identify resources to meet student needs after analyzing the PM 1 Assessment report. As a result, teachers will be able to improve instruction, identify next steps, and implement instructional decisions.

Person Responsible: Christopher Gonzalez (cglez@dadeschools.net)

By When: August 14 - September 29

Small group instruction will be provided daily by teachers in their classrooms focusing on specific skills. To make decisions for small group instruction and identify targeted skills that need remediation, data from Power BI will be used continuously as a tool for continuous progress monitoring. For additional support, the lowest 25% and 35% will be offered extended learning opportunities. Therefore, teachers and administrators will collaborate to ensure student samples/resources fit their needs.

Person Responsible: Christopher Gonzalez (cglez@dadeschools.net)

By When: August 14 - September 29

A data chat will be conducted between administration and teachers to analyze data in order to plan and deliver differentiated instruction and adjust as needed to group students according to their needs.

Person Responsible: Christopher Gonzalez (cglez@dadeschools.net)

By When: August 14 - September 29

To assess the fidelity of the implementation, documentation, and expectation of 100% compliance, administration will conduct walkthroughs.

Person Responsible: Susana Suarez (pr5641@dadeschools.net)

By When: August 14 - September 29

#2. Instructional Practice specifically relating to Intervention

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 FAST PM3 data, 29% of 3rd grade students were proficient in Reading as compared to the state average of 50% and district average of 52%; 49% of 4th grade students were proficient in Reading as compared to the state average of 58% and district average of 58%. In addition, 62% of 5th grade students were proficient in Reading as compared to the state average of 54% and district average of 56%. Based on the data and the identified contributing factors of: high numbers Level 1 and 2 ESOL students and student readiness levels limit abilities to master grade level tasks, we will implement the Targeted Element of Intervention.

Measurable Outcome:

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

As we implement differentiation to our lowest 25%, we should see growth by June 2024 from progress monitoring one to three of our lowest 25%.

Monitoring:

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

Leadership team members will assist in conducting quarterly data chats, adjusting groups as necessary based on current data, and conducting regular walk-throughs to ensure differentiated instruction is carried out accurately. In order to determine which standards should be targeted during D.I, we will analyze the lowest 25% on the FAST PM1 to determine which standards we need to target. Students' growth on remediated standards will be analyzed during data chats. Students who are not making adequate progress from FAST PM1 to PM2 will be provided with extended learning opportunities before and after school, such as tutoring and intervention.

Person responsible for monitoring outcome:

Susana Suarez (pr5641@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based strategy of data-driven instruction will be our school's focus within the targeted element of differentiation. Since data-driven instruction is a systematic approach to instruction that meets the needs of the lowest 25% of students, it can be used to accelerate proficiency. The Leadership team will monitor data-driven instruction through the use of data trackers to plan instruction and data-driven conversations, as well as continuous progress monitoring.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The goal of data-driven instruction is to ensure teachers plan lessons with research-based resources based on relevant, recent, and aligned data. As new data becomes available, teachers will constantly adjust their instruction, plans, and instructional delivery.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Through the analysis of state assessment scores, teachers will identify their SWD groups and use ongoing progress monitoring data to track student progress and proficiency and adapt instruction based on the student's needs. Therefore, teachers will be able to develop targeted focused lessons that will meet the needs of their students with disabilities.

Person Responsible: Susana Suarez (pr5641@dadeschools.net)

By When: August 14 - September 29

In order to determine the educational goals and curriculum resources to target remediation and provide enhancement for all SWD students, the School Leadership Team will examine aggregated data and overall student performance data. Thus, teachers can provide immediate feedback to students and determine their understanding.

Person Responsible: Christopher Gonzalez (cglez@dadeschools.net)

By When: August 14 - September 29

A data chat will be conducted between administration and teachers to analyze SWD data in order to plan and deliver differentiated instruction and adjust as needed to group students according to their needs.

Person Responsible: Christopher Gonzalez (cglez@dadeschools.net)

By When: August 14 - September 29

A data chat will be conducted between administration and teachers to analyze SWD data in order to plan and deliver differentiated instruction and adjust as needed to group students according to their needs.

Person Responsible: Susana Suarez (pr5641@dadeschools.net)

By When: August 14 - September 29

Students will be grouped for D.I. based on PM1 outcomes, giving precedence to students with disabilities and who initially lacked proficiency by putting them in the intensive group. As a result, these students will achieve proficiency.

Person Responsible: Christopher Gonzalez (cglez@dadeschools.net)

By When: August 14 - September 29

#3. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

If we successfully implement the evidence-based strategy of team building activities we hope to increase the feeling of shared leadership and morale. These monthly team-building activities will increase the feeling of school community and unity. This will be evidenced by a 5% increase in the 2023-2024 School Climate Survey.

Measurable Outcome:

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

If we successfully implement the targeted element of positive culture and environment in the area of team building by creating committees and involving teachers in the decision-making processes, we hope to increase the feeling of shared leadership and morale. This will be evidenced by a 5% increase in the 2023-2024 School Climate Survey.

Monitoring:

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

The leadership team will survey teachers to garner ideas on initiatives/ strategies/ systems they would like to have implemented in our school. Based on survey responses teachers will volunteer to lead different initiatives and showcase their leadership skills. A social committee will plan activities outside of school so that teachers can meet with one another and with administrators to build rapport. Every staff meeting will begin with an opportunity for connections and teachers will have designated speaking time during every meeting to ensure that all input is considered. These ongoing team-building and social activities for all staff will be monitored by meeting agendas, sign sheets, survey data, and a school climate survey.

Person responsible for monitoring outcome:

Susana Suarez (pr5641@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Area of Focus of teambuilding, we will focus on the evidence-based strategy of involving staff in important decisions, this will be implemented by the school's leadership team and social committee.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

If we successfully implement the targeted element of team building activities and focus on the evidence-based strategy of involving staff in important decisions, we hope to increase the feeling of shared leadership and morale. These monthly team-building activities will increase the feeling of school community and unity. This will be evidenced by a 5% increase in the 2023-2024 School Climate Survey.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Monthly recognition for faculty through the Superintendent Values Matter Program.

Person Responsible: Lidys Toro (ltoro@dadeschools.net)

By When: August 14 - September 29

Professional Developments and guest speakers focusing on team-building will be scheduled for faculty.

Person Responsible: Susana Suarez (pr5641@dadeschools.net)

By When: August 14 - September 29

A social committee will plan activities outside of school so that teachers can meet with one another and with administrators and as a result we will build rapport with one another and boost morale.

Person Responsible: Christopher Gonzalez (cglez@dadeschools.net)

By When: August 14 - September 29

#4. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 FAST PM3 data, 29% of 3rd grade students were proficient in Reading as compared to the state average of 50% and district average of 52%; 49% of 4th grade students were proficient in Reading as compared to the state average of 58% and district average of 58%. In addition, 62% of 5th grade students were proficient in Reading as compared to the state average of 54% and district average of 56%. Based on the data we will implement benchmark-aligned instruction.

Measurable Outcome:

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

If we implement benchmarks-aligned instruction, we can expect to have a 5% increase in demonstrating mastery of the B.E.S.T Standards by grade level on the ELA FAST Progress Monitoring Assessment by June 2024.

Monitoring:

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

This area of focus will be monitored for the desired outcome by conducting data chats with the school leadership team to ensure that benchmark-aligned instruction is being implemented and that teachers and students have adequate resources and support.

Person responsible for monitoring outcome:

Susana Suarez (pr5641@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of benchmark-aligned instruction, our school will focus on the evidence-based strategy of data-driven instruction. Data-driven instruction will assist in measuring data trends and mastery of standards on all progress monitoring assessments. Data-driven instruction will be monitored through the use of data trackers to drive instructional planning and data-driven conversations.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Data-driven instruction will ensure that students are making learning gains or adjustments are needed to be made to ELA instruction as evidenced by progress monitoring and district topic assessments on the B.E.S.T. standards. Teachers will continually adjust their instructional plans, and instructional delivery as new data becomes available.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will be able to identify resources to meet student needs after analyzing the PM 1 Assessment report. As a result, teachers will be able to improve instruction, identify next steps, and implement instructional decisions.

Person Responsible: Christopher Gonzalez (cglez@dadeschools.net)

By When: August 14 - September 29

Small group instruction will be provided daily by teachers in their classrooms focusing on specific skills. To make decisions for small group instruction and identify targeted skills that need remediation, data from Power BI will be used continuously as a tool for continuous progress monitoring. For additional support, the lowest 25% and 35% will be offered extended learning opportunities. Therefore, teachers and administrators will collaborate to ensure student samples/resources fit their needs.

Person Responsible: Susana Suarez (pr5641@dadeschools.net)

By When: August 14 - September 29

8/14- 08/29 SLT will assist teachers in the implementation of MDCPS Reading Wonders Assessments using the Performance Matters Platform.

Person Responsible: Christopher Gonzalez (cglez@dadeschools.net)

By When: August 14 - September 29

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

The ELA data component for the 2022-2023 Renaissance STAR Assessment showed the following breakdown per grade: 82% proficiency for students in Kindergarten, 67% proficiency for students in first grade, and 58% proficiency for students in second grade.

One effective practice is implementing small group instruction, where students with similar needs can receive targeted support and instruction at their instructional level. This allows teachers to provide explicit and systematic instruction, focusing on phonemic awareness, phonics, fluency, vocabulary, and comprehension skills. Additionally, incorporating multisensory activities, such as using manipulatives, interactive games, and hands-on materials, can engage and enhance learning for these students. Furthermore, providing ample opportunities for guided and independent practice, along with ongoing formative assessments, can help monitor progress and guide instruction. Teachers will also incorporate small-group guided reading sessions, where students are grouped based on their individual reading levels, allowing for targeted instruction and more personalized support. Furthermore, through tutoring, teachers will provide clear explanations, scaffold learning, and model thinking processes to enhance comprehension and critical thinking skills.

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

The ELA data component for the 2022-2023 FAST Assessment showed the following breakdown per grade: 29% proficiency for students in third grade, 49% proficiency for students in fourth grade, and 62% proficiency for students in fifth grade.

A combination of strategies such as differentiated instruction, explicit teaching of reading comprehension skills, and ongoing formative assessments will be implemented. Differentiated instruction involves tailoring instruction to meet each student's unique learning needs and preferences based on data-driven instruction. This will be achieved through small group instruction, one-on-one support, and the use of various instructional materials and resources. Another instructional practice is explicit teaching of reading comprehension skills such as how to understand and analyze text, providing students with strategies such as summarizing, making predictions, and asking questions. Ongoing formative assessments are crucial in monitoring students' progress and adjusting instruction accordingly. These assessments will take the form of regular reading assessments, informal observations, and check-ins with students to ensure they are making progress towards their reading goals. Furthermore, through tutoring, teachers will provide clear explanations, scaffold learning, and model thinking processes to enhance comprehension and critical thinking skills.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

The K-2 student population will achieve grade level or above in the area of ELA with the implementation of vocabulary strategies and best practices measured by the 2024 STAR Assessment.

Grades 3-5 Measurable Outcomes

The 3-5 student population will achieve grade level or above in the area of ELA with the implementation of vocabulary strategies and best practices measured by the 2024 FAST AP3 Assessment.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

To effectively monitor instructional practices related to differentiation in Reading, several strategies will be implemented. First, regular classroom observations will be conducted by administrators to observe teachers' implementation of differentiated reading strategies. Additionally, ongoing professional development will be offered to support teachers in implementing differentiated practices and to address any challenges they may encounter. This can include workshops, coaching sessions, and collaborative planning meetings. Another approach to monitoring instructional practices is through the quarterly data chats focusing on the analysis of student work and assessments. By reviewing student performance data, educators can gain an understanding of how well the differentiated instruction is meeting the needs of individual learners. This data can help identify areas of strength and areas where further differentiation may be necessary. Overall, the combination of differentiation and ongoing monitoring creates a dynamic and responsive learning environment that supports and empowers all students to achieve their academic goals in Reading.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Gonzalez, Christopher, cglez@dadeschools.net

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Reading Horizons Discovery (K-2) and Elevate (3-5) is an evidence-based reading program that has been implemented to achieve measurable outcomes in each grade. This program incorporates a variety of effective instructional practices and strategies to support students' reading development. It focuses on building foundational skills, fostering fluency, and promoting comprehension. In addition, Reading Horizons Discovery (K-2) and Elevate (3-5) includes ongoing progress monitoring to ensure that students are making consistent progress and to identify any areas where additional support is needed. This monitoring includes regular assessments, data analysis, and the use of targeted interventions to address individual student needs. By implementing Reading Horizons Discovery (K-2) and Elevate (3-5) and closely monitoring its effectiveness, educators can ensure that students are receiving the necessary instruction and support to improve their reading skills and achieve their academic goals.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

The Reading Horizons Discovery (K-2) and Elevate (3-5) reading program is designed to provide comprehensive support to low-performing students in order to enhance their reading skills. This program adopts a multi-faceted approach to address the specific needs of struggling readers. Firstly, it offers a structured and systematic curriculum that focuses on phonics, vocabulary, comprehension, and fluency. Through explicit instruction and targeted practice, students are equipped with the necessary foundational skills to decode words accurately and comprehend text effectively. Additionally, the program incorporates engaging and authentic reading materials to foster a love for reading among students. By exposing them to a wide range of genres and topics, it aims to cultivate their interest and motivation in reading. Moreover, the Reading Horizons Discovery (K-2) and Elevate (3-5) reading program provides differentiated instruction, allowing educators to tailor their teaching to meet the individual needs of each student. This personalized approach ensures that students receive the appropriate level of support and challenge to promote their reading growth. Furthermore, the program incorporates ongoing assessment and progress monitoring to track students' development and identify areas for further intervention. By regularly monitoring their progress, educators can make informed instructional decisions and provide timely interventions to address any gaps in learning. Overall, the Reading Horizons Discovery (K-2) and Elevate (3-5) reading program offers a comprehensive and research-based approach to support low-performing students in increasing their reading skills, ultimately empowering them to become proficient readers.

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
It has been decided by administration that literacy leadership team members will attend monthly ICAD meetings and have the opportunity to share information with grade level or faculty meetings. These teachers will meet monthly to discuss best practices and use data to drive instruction.	Suarez, Susana , ssuarez1@dadeschools.net
Using visual aids and anchor charts will engage students and help them make associations. As a result, students will be able to contribute academic vocabulary to discussions.	Suarez, Susana, pr5641@dadeschools.net
Ongoing formative assessments are crucial in monitoring students' progress and adjusting instruction accordingly. These assessments will take the form of regular reading assessments, informal observations, and check-ins with students to ensure they are making progress towards their reading goals.	Suarez, Susana , ssuarez1@dadeschools.net
Ongoing professional development will be offered to support teachers in implementing differentiated practices and to address any challenges they may encounter. This can include workshops, coaching sessions, and collaborative planning meetings.	Gonzalez, Christopher, cglez@dadeschools.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
 This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
 List the school’s webpage* where the SIP is made publicly available.

The School Improvement Plan will be shared and disseminated to parents through various channels to ensure effective communication and engagement. Firstly, Parent-teacher conferences and community meetings will also serve as platforms for discussing the School Improvement Plan, giving parents an opportunity to ask questions, provide feedback, and collaborate with school staff. Additionally, the plan will be posted on the school's website, <https://villagegreenelem.net/>, allowing parents to access it at their convenience. Regular newsletters and email updates will be sent to parents, highlighting the progress made and any changes or updates to the plan. By utilizing these multiple channels, the school aims to ensure that parents are well-informed and actively involved in the implementation and monitoring of the School Improvement Plan.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school’s mission, support the needs of students and keep parents informed of their child’s progress.
 List the school’s webpage* where the school’s Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school recognizes the importance of building positive relationships with parents, families, and other community stakeholders in order to fulfill its mission, support the needs of students, and keep parents informed of their child's progress. To achieve this, the school has implemented a comprehensive approach that includes regular communication channels, active engagement opportunities, and collaborative decision-making processes. Through school website, <https://villagegreenelem.net/>, newsletters, emails, and parent-teacher conferences, the school ensures that parents are regularly updated about their child's academic performance, behavioral development, and extracurricular involvement. Additionally, the school organizes events such as open houses, parent workshops, and volunteering opportunities, which encourage parents and families to actively participate in the school community. By fostering these relationships, the school not only enhances the overall educational experience for students, but also creates a supportive and inclusive environment where parents feel valued and involved in their child's education.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

To strengthen the academic program at our school, we have implemented several measures to increase the amount and quality of learning time for our students. Firstly, we have revised our curriculum to ensure that it is aligned with the latest educational standards and best practices. This includes incorporating more project-based learning and hands-on activities to engage students and enhance their understanding of the subjects. Additionally, we have introduced extended learning opportunities, such as after-school tutoring, to provide additional support to students who need it. Furthermore, we have established partnerships to offer enrichment programs and workshops that expose students to advanced topics and skills beyond the regular curriculum. These initiatives are aimed at providing an enriched and accelerated curriculum to our students, ensuring that they are well-prepared for higher education and future career opportunities.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

A school counselor at Village Green and a Mental Health Coordinator provide school counseling services. In addition to academic, career, and social emotional activities and resources, school counselors promote achievement through an annual comprehensive school counseling program. For students to use in all aspects of their lives, the program provides prevention, intervention, and education. Through the program, students acquire the skills, attitudes, and knowledge necessary for academic, career, and social/emotional success. In collaboration with teachers, parents, and administrators, school counselors identify students who need counseling services. Counselors work with students to determine their needs and plan interventions. Students who require long-term services are referred to the Mental Health Coordinator. Classroom guidance lessons are delivered throughout the year by a counselor who coordinates with teacher schedules.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Village Green Elementary engages in many activities which prepare students for postsecondary academic success and facilitation of students' transition into postsecondary education and training the following ways:

- A School-Wide Career Day is conducted exposing student to presentations on various careers for their consideration.
- Students receive a classroom guidance lesson which presents various career pathways available to them. After exploring different career options students are asked to select one career of interest to them and write a short paragraph explaining why they chose that career.
- The School Resource Officer and School Counselor sponsor the D.A.R.E. Program with students in fifth grade.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The schoolwide tiered model to prevent and address problem behavior, and early intervening services is implemented the following way:

- Village Green Elementary School uses the early warning system to identify at risk students, target interventions and evaluate long term causes and patterns. Prior to the beginning of the year, the School's Leadership Team (SLT) reviews student data with the faculty and staff. Data including test scores, ESE information and parent/ teacher information are used to place students appropriate homerooms and intervention classes.
- Students who did not meet high standards on the state-wide assessments are placed in Tier 2 or Tier 3 interventions and are monitored by the MTSS/RtI Leadership Team to ensure adequate progress is made throughout the year. In addition, these students are provided additional support by the teacher during the core subjects through small group or individualized instruction. After school tutoring is also offered to these students to help them narrow their achievement gap.
- The Attendance Review Committee (ARC) comprised of the Assistant Principal, Counselor, Community Involvement Specialist, in the beginning of each school year also reviews reports to identify and target students who had attendance below 90 percent. Parents are contacted and a meeting is convened during the first nine weeks of school to develop a plan to assist with attendance.
- Village Green Elementary has a school wide positive behavior plan that is systemic and encourages students to achieve social and learning outcomes while preventing problem behaviors. Teachers and administrators collaborated together to define behavioral expectations for all students and decided on which proactive, educational, reinforcement-based strategies to use school wide that would assist the school to achieve positive behavior from all students.
- To optimize student engagement during instructional time, throughout the day, teachers acknowledge and reward students whom exhibit positive behaviors.
- For students whom do not meet the appropriate expectation, referrals to the MTSS/RtI Leadership Team are submitted. The MTSS/RtI Leadership Team collaborates with teachers to identify students whom are having challenges meeting positive behavioral expectations and assist teachers in the development and monitoring of behavior interventions including: Functional Behavior Assessment (FBA) , Behavior intervention Plan (BIP) and implementation of Positive Behavior Support Program. In addition, teachers use the differentiation of instruction approach to meet the needs of all students.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

To improve instruction and use of data from academic assessments, the following takes place:

- Teachers and other school personnel are encouraged to register to participate in professional learning opportunities provided by the district's Office of Professional Learning & Career Development throughout the school year. The district's Office of Professional Learning & Career Development provides research-based learning experiences, programs, and resources for teachers, school administrators, and support personnel to promote the implementation of proven instructional and leadership practices that support student learning gains.
- During the months of August and October, when MDCPS offers district-wide professional learning days, our school also delivers relevant courses at our school site. These Professional learning opportunities always include best practices to improve instruction and use of data from academic assessment.
- Throughout the year, school administrators send out information and links to professional learning opportunities available at the district level.
- School administrators use the learning management system to form "Groups". Schoology's "Groups" feature allows teachers to join communities that discuss a variety of topics and share best practices. Teachers can participate in discussions, post updates, share media albums, and share resources with the rest of the group.
- Each year the leadership team invites teachers to become school liaisons. School liaisons communicate on a regular basis with the school administration and the District's Science, Reading, and Math offices. These teachers attend professional learning and carry lessons learned back to the school site to share with colleagues and school site administrators.
- During the summer, our teacher leaders participate in MDCPS' "Synergy", a three-day period, in which participants are exposed to interactive professional learning surrounding three areas of focus: strategic planning; maximizing professional learning; and content-specific instructional strategies.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Our school uses the following strategies to assist preschool children in the transition from early childhood education programs to local elementary school programs:

- MDCPS Title I administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through two full time highly qualified teachers, a full-time and a part-time paraprofessional. School implements the transition to Kindergarten Initiative to support pre-kindergarten's transition to kindergarten.
- Transition to Kindergarten (TTK) Ambassadors provide technical assistance and support to all stakeholders involved in the transition of children from privately-owned Pre-kindergarten programs to kindergarten classes at participating M-DCPS schools to help promote kindergarten readiness.
- Our school's TTK schedules On-site Visits with early learning centers to develop relationships and support increased readiness between our and the private sector.
- Parent Workshops to provide guidance and support for families/guardians to ensure a smooth and positive experience during the transition process.
- Ours school's administrators schedule Teacher Articulation Meetings between Pre-K/Kindergarten to share best practices and developmentally appropriate expectations for students transitioning to kindergarten.
- Prior to the end of the school year, our school provides all parents with children transitioning to Kindergarten, a "A Transition to Kindergarten LET'S GET READY! For Families Tool Kit". The kit, available in English, Spanish, and Creole, was developed by MDCPS Department of Early Childhood Programs to support families with rising kindergarteners during the summer. This toolkit is used by Pre-K teachers as part of their end of year communication with families.
- Upon entering Kindergarten, in order to assess student readiness, our teachers use the Star

Assessment to determine student personal and social development, language and literacy, mathematical thinking, scientific thinking and physical development/health and safety.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Differentiation	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Intervention	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
4	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No