

Broward County Public Schools

Village Elementary School



2016-17 Schoolwide Improvement Plan

Village Elementary School

2100 NW 70TH AVE, Sunrise, FL 33313

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	95%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	F*	D	

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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

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

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Village Elementary School

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our mission at Village Elementary School is to maximize student achievement by affording an opportunity for all students to be able to compete globally by providing all students an exemplary and innovative education in the areas of Science, Technology, Art and Mathematics.

b. Provide the school's vision statement.

Educating Today's Child for Tomorrow's World.

2. School Environment

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

Village consistently engages its teachers and students in building relationships to affect the success of our culturally diverse student population.

The school's atmosphere and overall attitudes toward diversity, involvement of the community, and culturally responsive curriculum are a few just a few strategies Village uses to learn about students' cultures. Teacher behavior and instructional strategies are combined to ensure a favorable learning climate.

* Teachers use a variety of instructional strategies and learning activities, offering variety provides the students with opportunities to learn in ways that are responsive to their own communication styles, cognitive styles, and aptitudes. In addition, the variety helps them develop and strengthen other approaches to learning.

* Teachers incorporate objectives for affective and personal development - provide increased opportunities for high and low achievers to boost their self-esteem, develop positive self-attributes, and enhance their strengths and talents.

* Teachers communicate expectations - For example, it may be necessary to encourage students who expect to achieve mastery but are struggling to do so. They may need to know that they have the ability to achieve mastery, but must work through the difficulty.

These strategies assist in building strong teacher/student relationships.

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

Providing a safe learning environment for students at Village Elementary School means all forms of safety.

Before school breakfast is provided daily beginning at 7:15 a.m. until 7:50 a.m. All students are welcome to join the Panther Family for a hot breakfast prior to reporting to their classrooms. Teachers and staff are out and about the hallways to monitor students as they proceed to the classrooms.

During school students social, emotional, basic and educational needs are met. Food if hungry, clean clothes if needed, medical attention when necessary, counseling and other family services as required, and most of all caring adults who create an atmosphere of sincere support for the students' well-being and academic success.

After school students are dismissed in a safe manner with multiple exit points on campus. Teachers and staff assist in ensuring that all students are guided home based on their dismissal option. Parents

and guardians are asked to use the two convenient car pick-up loops to receive their child(ren) during our dismissal process. They may also pick-up their child(ren) who are walkers from a secure location.

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

Village Elementary school utilizes the School wide Positive Behavioral Plan to diminish negative behaviors. Teachers are all trained on the common behaviors that should be given consequences in the classroom and those that should be issued a discipline referral for consequences by administration. Training ensures that school personnel utilizes a fair and consistent behavior plan throughout our campus.

Clear expectations are discussed in every classroom for being respectful, following school and classroom rules as well as directives instituted by faculty and staff and the display of self-control. Consequences for minor and moderate behaviors are elaborated upon in the classroom as well as at behavior assemblies.

Students are rewarded for the display of positive behaviors through our cafeteria plan, caught being good tickets and by their classroom teachers.

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

Village Elementary ensures that the social-emotional needs of all students are being met through a variety of different student/family resources. The school counselor, and psychologist offer independent and group counseling to students in need. Other resources include mentoring programs such as the Listeners Program, Piper High School Family Counseling Program, and several other outside resources. In addition to counseling services the school works to implement school-wide activities and programs that assist students with social-emotional growth.

3. Early Warning Systems

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

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

The early warning system used is consistent with Broward School District. The following indicators are used

1. students with attendance below 90%
2. students with 1 or more suspensions
3. student with course failure in ELA or Math
4. of students level 1 in ELA or Math
5. students exhibiting 2 or more Early Warning Indicators

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

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

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

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

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

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

Village Elementary School utilizes the following intervention strategies based on a school created RTI Flowchart for the areas of Mathematics, Comprehension, Vocabulary, Fluency, Phonemic Awareness, Phonics and Behavior. Data is collected weekly or bi-weekly based on the tier to gain input and inform teacher practices based on the student need/s.

Some of the interventions are as follows:

- small group interventions
- Direct instruction
- One on one strategies
- iReady
- Achieve 3000
- USA Test Prep
- Super QAR
- Quick Reads
- monitoring and assessing (Tier 2 bi-weekly, Tier 3 weekly)
- Journey's Intervention
- Write-In Reader
- Literacy Tool Kit
- Wilson's Foundations phonics program
- Push In Support Program
- Go Math - Strategic Intervention (K-5)

B. Family and Community Engagement

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

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

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

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

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/308159>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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

At Village it is essential to enlist the support of our stakeholders to aid in the development of our vision and mission statements, as our community is so close-knit, and their contributions are integral to the positive and productive successes of our school. Therefore, we invited families and community-based organizations to attend our regularly scheduled School Advisory Council (SAC) and School Advisory Forum (SAF) meetings to communicate the salient objectives, which are inherent in our current mission statement. Each year, we review the tenets of the previous year's objectives and its goals to ensure Village remains on target in meeting the standards of educational reform and the changing dynamics of our community and the clients we serve. Village consistently engages its stakeholders with parents and community members in both the development and fulfillment of its mission statement by honing relationships with each entity. The school accomplishes this task by communicating the ongoing educational, recreational and social initiatives/engagements, which are scheduled to take place at Village. These contacts are accomplished via hand-delivered newsletters, flyers, our school's website, Parent-Link and by word-of-mouth. Through these mediums, we are capable of ensuring the vast majority of our stakeholders; parents and community are apprised in a timely manner.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Peeples, Deborah	Principal
Balroop, Amrita	SAC Member

b. Duties

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

Deborah Peeples - Principal
Tina Walls - Assistant Principal
Carol Camirand - Literacy Coach
Lauren Brown - Math Coach
Amrita Sookhansingh - Science Facilitator
Jamarra Henderson - ESE Specialist
Jhanel Davis - Guidance Counselor
Tamar Spence-Thomas - Support Faciliator

All members of the leadership team are actively involved in decision making in the areas of curricular decisions including master schedule, safety and security as well as establishing routines, learning

environment - assisting teachers in creating a student friendly atmosphere that promotes student engagement.

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

Village Elementary School's Leadership team works continuously to create a calendared curriculum, via an instructional focus calendar, which aligns to the Florida Standards for both English Language Arts and Mathematics (LAFS and MAFS). Science and Social Studies curriculum remains aligned to the Next Generation Sunshine State Standards (NGSSS). Through the Florida Standards teachers are able to deliver complex content area learning, while embedding a technology component via standards-based software including iReady and Achieve 3000.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Deborah Peeples	Principal
Janet Burnett	Parent
Lauren Brown	Teacher
Sharon Robbins	Education Support Employee
City of Sunrise	Business/Community
	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

Village Elementary School's SAC created last's year's school improvement plan following the process below.

The SIP plan is continuously reviewed by the SAC Committee to make adjustments as needed for maximum student achievement.

b. Development of this school improvement plan

Village Elementary School's SAC created last's year's school improvement plan following the process below.

- Assessed the need for improvement at our school by using district, state and federal goals as a guide and by reviewing student performance data.
- Put the school's needs in priority order.
- Identified problems and barriers that underlie the needed improvements and their causes.
- Identified and evaluated possible solutions and develop strategies---specific "how to" steps---to accomplish the needed improvement.
- Specified what will be done, when it will be done, by whom, and what resources are

needed.

- Specified precisely what results (outcomes) you expect to achieve and how they will be measured.
- Specified which indicators of success will serve as “adequate progress” for strategies in the plan.
- Decided how we were going to measure success.

Once the plan was developed, an opportunity to allow the public and the school community to review the plan and offer input was conducted. Once the plan was voted upon it was submitted to Broward County School Board for approval.

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

The annual budget for School Improvement for the 2016-2017 is \$3,966.00. The use for this funding allocation will be voted on during the September (September 14, 2016) School Advisory Committee Meeting. Parents will provide input, and vote to determine how to spend the allocation to best meet the needs of the student body.

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

The annual budget for School Improvement was \$4,076.00. The funding allocated was utilized for student incentives and award recognition. The students were awarded for achievement in the areas of reading, math, science and writing. The total amount allocated, which was \$4,076.00 was used toward this initiative.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Peeples, Deborah	Principal

b. Duties

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

Village Elementary School's Leadership Literacy Team works together to accomplish the following goals:

- Establish a literacy vision for the school.
- Develop professional development opportunities that match the school's literacy vision and needs.
- Support the administration by providing multiple voices that represent the staff.
- Create structures to assess and develop plans for cohesive curriculum across grades.
- Build a system for handling change, such as a new principal or new state mandates.

D. Public and Collaborative Teaching

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

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

Village Elementary School utilizes school level PLCs to encourage positive working relationships between teachers. Collaborative planning and instruction is attained through professional development on our campus among teachers. Teachers participate in PLC's, make recommendations for students to be reviewed and assisted by the school's Administrative Leadership Team.

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

Strategies to recruit effective teachers to the school include participation in District Job Fair(s) and Recruitment Activities. Administration will monitor the AppliTrac database, in which qualified applicants apply, on an as needed basis.

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

In order to retain teachers our New Educator Support System (N.E.S.S.)/ Teacher Induction for Effectiveness and Retention (T.I.E.R.) serves as platform to provide necessary assistance to acclimatize teachers new to Village and those who are new to the profession. Teachers are paired with a mentor to ensure that new teachers transition to the learning environment, teacher resources available, teaching practices and professional development. The mentoring group is an ongoing learning community that meets monthly.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Beginning at Kindergarten, each student receives, research based curriculum and instructional strategies, which prepares them for the rigor of the intermediate grades, middle school and high school. The curriculum is centered upon literacy, science, math, and art, while embedding technology into project-based learning curricula.

Students continue to develop their knowledge and revise learning goals while engaging in a calendared curriculum, via an instructional focus calendar, which aligns to the Florida Standards for both English Language Arts and Mathematics (LAFS and MAFS). Science and Social Studies curriculum remains aligned to the Next Generation Sunshine State Standards (NGSSS). Through the Florida Standards teachers are able to deliver complex content area learning, while embedding a technology component via standards-based software including iReady and Achieve 3000. Students are expected to know, comprehend, apply, analyze, synthesize and evaluate information, as well as, present various insights and ideas.

Furthermore, students conduct original research in order to analyze situations, answer questions, solve problems, and create standards-based projects. The motivation behind this interdisciplinary approach of learning, is reflective in the extensive research establishing the need for students to be independently proficient in content complex text, resulting in them being college and career ready.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented

to assist students having difficulty attaining the proficient or advanced level on state assessments.

Village Elementary School's teachers review formative and summative assessment data. This allows for the adjustment of instruction. Teachers alongside academic coaches create targeted instruction lessons during collaborative planning.

Instructional reviews combined with administrative walkthroughs provide leadership with data to identify areas in which additional follow up coaching is needed.

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

Strategy: Extended School Day

Minutes added to school year: 10,600

All students will be provided an additional hour of instruction in the area of reading. Students will focus on reading and responding to text.

Strategy Rationale

Students need more exposure in being able to read then then write a response. Students will be trained in the writing process in an effort to respond appropriately to specific questions, ideas or dialogue presented.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Peeples, Deborah, deborah.peeples@browardschools.com

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

Reading and writing data will be collected through the responses submitted by students. Responses will then be read, critiqued and carefully analyzed for proficiency. The data collected will reflect if students understood what was read; understood what they were being asked to respond to and understood how to properly respond to text.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Village Elementary School encourages local Pre-K and Headstart programs in the community to visit the school. The community is also invited to school sponsored events. In order to lower the level of stress on incoming families, Kindergarten teachers host an orientation before the first day of school. Parents and students are able to meet their teacher, classmates, and see the classroom environment. Parents also receive all the information needed for a successful transition into Kindergarten. On the first day and week of school, the counselor and various staff members are available in the Kindergarten classrooms to assist teachers in welcoming and comforting students. Students in fifth grade begin to get ready for the transition into middle school throughout the school

year. Magnet programs from neighboring middle schools visit the school to present to the students and send information home to parents. At Open House parents are encouraged to explore middle school options for their child. Towards the end of the year, teachers participate in articulation meetings at feeder pattern middle schools and assist in creating the students middle school schedule.

b. College and Career Readiness

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

Village Elementary School annually hosts a Career Day. Professionals from within our community and local universities meet with our students K-5 to share their career experience and education needed to achieve particular careers.

Students of the Innovative Science, Technology, Arts, Mathematics and Preparatory (S.T.A.M.P.) Program participates in college campus visits to peak their interests in various college and career paths.

Fifth grade students participate in the Kids and the Power of Work(KAPOW) Program. Professionals from various career paths visit classes to share skills needed for the workplace. Students also attend field trips to get hands on experiences.

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

NA

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

Village Elementary School boasts an Innovative Program, Science, Technology, Arts, Mathematics Preparatory (S.T.A.M.P.) Program. The S.T.A.M.P. Program was initiated in Fall of 2012 to attract our boundary students that we lost due to the opening of various neighboring charter schools. The Science, Technology, Arts, Mathematics, Preparatory Program (S.T.A.M.P.) focuses on the unique values of honor, leadership, commitment, self-discipline and respect exemplified by the military. A structured environment is the key to empowering elementary school-aged students to excel and succeed in a rigorous program of academics, character development and leadership. The innovative S.T.A.M.P. Program at Village Elementary School incorporates a Military-type education with a focus on specific and identified content learning, which is the best option for elementary school-aged students to become productive citizens in our global society. The S.T.A.M.P. Program realized that the earlier a child learns, the better they will be prepared to participate in a strong academic preparatory program.

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

N/A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

See Data Sheet maintained at school site.

B. Problem Analysis Summary

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

See Data Sheet maintained at school site.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Currently FSA data indicates that students in grades 3-5 achieved 35% for Math, 43% learning gains and 41% in the lowest 25%. By June 2017 students in grades 4 and 5 at Village Elementary School will demonstrate an increase in the area Math by 5% in each category as evidenced by the Florida Standards Assessment.
- G2.** Currently FSA data indicates that students in grades 3-5 achieved 30% for ELA, 41% learning gains and 41% in the lowest 25%. By June 2017 students in grades 4 and 5 at Village Elementary School will demonstrate an increase in the area ELA by 5% as evidenced by the Florida Standards Assessment.

Strategic Goals Detail

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

G1. Currently FSA data indicates that students in grades 3-5 achieved 35% for Math, 43% learning gains and 41% in the lowest 25%. By June 2017 students in grades 4 and 5 at Village Elementary School will demonstrate an increase in the area Math by 5% in each category as evidenced by the Florida Standards Assessment. 1a

G084568

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	40.0

Targeted Barriers to Achieving the Goal 3

- Students have learning gaps in learning from previous grade level. Student will need intensive remediation in basic math skills.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teachers and students will use data records to track individual student progress as it relates to the math standards. Data will be collected and tracked on a three week cycle.

Plan to Monitor Progress Toward G1. 8

Students will be administered checkpoint assessments on a three week cycle to determine progress toward the end goal.

Person Responsible

Deborah Peeples

Schedule

Every 3 Weeks, from 8/22/2016 to 6/9/2017

Evidence of Completion

Student data will be collected and discussed during data chats to determine whether progress is being made toward student achievement in math basic skills and math facts.

G2. Currently FSA data indicates that students in grades 3-5 achieved 30% for ELA, 41% learning gains and 41% in the lowest 25%. By June 2017 students in grades 4 and 5 at Village Elementary School will demonstrate an increase in the area ELA by 5% as evidenced by the Florida Standards Assessment. 1a

G084569

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	35.0

Targeted Barriers to Achieving the Goal 3

- Student computer time is limited to school hours which are reduced due to other core subjects requirements.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Increase computer usage and on-line instruction/practice during school hours.

Plan to Monitor Progress Toward G2. 8

Students will be administered checkpoints every three weeks. Check points will consist of an ELA assessment, data will be collected to determine progress toward learning goal.

Person Responsible

Deborah Peeples

Schedule

Every 3 Weeks, from 8/22/2016 to 6/9/2017

Evidence of Completion

Student data for ELA will be collected every three weeks to review student performance and achievement.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Currently FSA data indicates that students in grades 3-5 achieved 35% for Math, 43% learning gains and 41% in the lowest 25%. By June 2017 students in grades 4 and 5 at Village Elementary School will demonstrate an increase in the area Math by 5% in each category as evidenced by the Florida Standards Assessment. **1**

 G084568

G1.B1 Students have learning gaps in learning from previous grade level. Student will need intensive remediation in basic math skills. **2**

 B224719

G1.B1.S1 Students did not master basic skills prior to learning an expected skill from previous grade as evidenced by the FSA score of 35% in Math **4**

 S237124

Strategy Rationale

Math fluency skills will be increased. A focus on differentiated instruction in math will be implemented immediately, in an effort to target deficient math skills.

Action Step 1 **5**

Students will be administered checkpoint assessments on a three week cycle. Math data will be reviewed for growth in student achievement.

Person Responsible

Deborah Peeples

Schedule

Every 3 Weeks, from 8/22/2016 to 6/9/2017

Evidence of Completion

Student data will be collected

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Classroom observations will be conducted to monitor the use of instructional strategies to improve math instruction.

Person Responsible

Deborah Peeples

Schedule

Every 3 Weeks, from 8/22/2016 to 6/9/2017

Evidence of Completion

Individual teacher conversations will take place with administration to ensure teacher effectiveness in the delivery of targeted instructional strategies and practices.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Classroom observations will be conducted to monitor the use of instructional strategies.

Person Responsible

Deborah Peeples

Schedule

Every 3 Weeks, from 8/22/2016 to 6/9/2017

Evidence of Completion

Student math data will be collected and analyzed for achievement. This data will be used to identify targeted Math Professional Development.

G2. Currently FSA data indicates that students in grades 3-5 achieved 30% for ELA, 41% learning gains and 41% in the lowest 25%. By June 2017 students in grades 4 and 5 at Village Elementary School will demonstrate an increase in the area ELA by 5% as evidenced by the Florida Standards Assessment. 1

G084569

G2.B1 Student computer time is limited to school hours which are reduced due to other core subjects requirements. 2

B224720

G2.B1.S1 Create a computer lab schedule, implement and monitor for compliance. 4

S237125

Strategy Rationale

Increasing computer lab time for students in grades 4 and 5 will assist in students working with ILS programs to provide additional tutorial services for reading.

Action Step 1 5

A computer lab schedule will be implemented to ensure students are provided additional time using ILS.

Person Responsible

Deborah Peeples

Schedule

Every 3 Weeks, from 8/22/2016 to 6/9/2017

Evidence of Completion

Data reports will be used to collect data for ILS and will be used to demonstrate student achievement rate.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Computer lab usage will be monitored through observation.

Person Responsible

Deborah Peeples

Schedule

Every 3 Weeks, from 8/22/2016 to 6/9/2017

Evidence of Completion

Specific ILS reports (computer usage and academic results) will be collected to determine growth in student achievement for ELA targets.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Administration will monitor the use of computer labs through lab visits.

Person Responsible

Deborah Peebles

Schedule

Every 3 Weeks, from 8/22/2016 to 6/9/2017

Evidence of Completion

Data reports for ILS will be collected to monitor student achievement and the effectiveness of the use of the computer assisted program.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.MA1 M312439	Students will be administered checkpoint assessments on a three week cycle to determine progress...	Peeples, Deborah	8/22/2016	Student data will be collected and discussed during data chats to determine whether progress is being made toward student achievement in math basic skills and math facts.	6/9/2017 every-3-weeks
G2.MA1 M312442	Students will be administered checkpoints every three weeks. Check points will consist of an ELA...	Peeples, Deborah	8/22/2016	Student data for ELA will be collected every three weeks to review student performance and achievement.	6/9/2017 every-3-weeks
G1.B1.S1.MA1 M312437	Classroom observations will be conducted to monitor the use of instructional strategies.	Peeples, Deborah	8/22/2016	Student math data will be collected and analyzed for achievement. This data will be used to identify targeted Math Professional Development.	6/9/2017 every-3-weeks
G1.B1.S1.MA1 M312438	Classroom observations will be conducted to monitor the use of instructional strategies to improve...	Peeples, Deborah	8/22/2016	Individual teacher conversations will take place with administration to ensure teacher effectiveness in the delivery of targeted instructional strategies and practices.	6/9/2017 every-3-weeks
G1.B1.S1.A1 A306318	Students will be administered checkpoint assessments on a three week cycle. Math data will be...	Peeples, Deborah	8/22/2016	Student data will be collected	6/9/2017 every-3-weeks
G2.B1.S1.MA1 M312440	Administration will monitor the use of computer labs through lab visits.	Peeples, Deborah	8/22/2016	Data reports for ILS will be collected to monitor student achievement and the effectiveness of the use of the computer assisted program.	6/9/2017 every-3-weeks
G2.B1.S1.MA1 M312441	Computer lab usage will be monitored through observation.	Peeples, Deborah	8/22/2016	Specific ILS reports (computer usage and academic results) will be collected to determine growth in student achievement for ELA targets.	6/9/2017 every-3-weeks
G2.B1.S1.A1 A306319	A computer lab schedule will be implemented to ensure students are provided additional time using...	Peeples, Deborah	8/22/2016	Data reports will be used to collect data for ILS and will be used to demonstrate student achievement rate.	6/9/2017 every-3-weeks

V. Professional Development Opportunities

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

G1. Currently FSA data indicates that students in grades 3-5 achieved 35% for Math, 43% learning gains and 41% in the lowest 25%. By June 2017 students in grades 4 and 5 at Village Elementary School will demonstrate an increase in the area Math by 5% in each category as evidenced by the Florida Standards Assessment.

G1.B1 Students have learning gaps in learning from previous grade level. Student will need intensive remediation in basic math skills.

G1.B1.S1 Students did not master basic skills prior to learning an expected skill from previous grade as evidenced by the FSA score of 35% in Math

PD Opportunity 1

Students will be administered checkpoint assessments on a three week cycle. Math data will be reviewed for growth in student achievement.

Facilitator

Lauren Brown

Participants

Teacher

Schedule

Every 3 Weeks, from 8/22/2016 to 6/9/2017

G2. Currently FSA data indicates that students in grades 3-5 achieved 30% for ELA, 41% learning gains and 41% in the lowest 25%. By June 2017 students in grades 4 and 5 at Village Elementary School will demonstrate an increase in the area ELA by 5% as evidenced by the Florida Standards Assessment.

G2.B1 Student computer time is limited to school hours which are reduced due to other core subjects requirements.

G2.B1.S1 Create a computer lab schedule, implement and monitor for compliance.

PD Opportunity 1

A computer lab schedule will be implemented to ensure students are provided additional time using ILS.

Facilitator

Carol Camirand

Participants

Teachers

Schedule

Every 3 Weeks, from 8/22/2016 to 6/9/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Students will be administered checkpoint assessments on a three week cycle. Math data will be reviewed for growth in student achievement.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1621 - Village Elementary School			\$0.00
2	G2.B1.S1.A1	A computer lab schedule will be implemented to ensure students are provided additional time using ILS.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1621 - Village Elementary School			\$0.00
Total:						\$0.00