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Village Elementary School

2100 NW 70TH AVE, Sunrise, FL 33313

[no web address on file]

Demographics

Principal: Wanda Haynes

Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Economically Disadvantaged Students*
School Grades History	2018-19: D (36%) 2017-18: C (43%) 2016-17: C (42%) 2015-16: D (36%) 2014-15: F (31%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	97%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	D	C	C	D

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Village Elementary Community encourages high expectations of academic excellence and lifelong learning by motivating scholars to become responsible citizens.

Provide the school's vision statement.

To inspire achievement through collaboration, innovation, and high expectations.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Haynes, Wanda	Principal	<p>The School Principal effectively performs her responsibilities using the following knowledge, skills and abilities to: provide instructional leadership for all educational programs at the school; prepare and manage the school's budget and manage and inventory the school's assets; to read, interpret, follow and enforce the State Board Rules, Code of Ethics, School Board policies, and other state and federal laws; use effective interview techniques, coaching procedures, and evaluation procedures; enforce collective bargaining agreements; use effective public speaking skills, group dynamics, and interaction and problem solving skills; maintain a sensitivity to multicultural issues; perceive the impact of a decision on other components of the organization; communicate effectively, both orally and in writing, and through use of technology; and analyze and use data. The School Principal will need knowledge of current educational trends and research. Knowledge and understanding of the unique needs and characteristics of school system.</p>
Larose, Marc	Assistant Principal	<p>To assist the principal in providing vision and leadership to develop, administer and monitor educational programs that optimize the human and material resources, including time and space, available for a successful and safe school program for students, staff and community.</p> <p>The Assistant Principal effectively performs his responsibilities using the following knowledge, skills and responsibilities through his ability to demonstrate the knowledge and practice of current educational trends, research and technology; understand the unique needs, growth problems and characteristics of school students; read, interpret and implement the State Board Rules, Code of Ethics, School Board Policies and appropriate state and federal statutes; and coach, supervise and evaluate personnel in accordance with collective bargaining agreements.</p> <p>The Assistant Principal demonstrates effective communication and interaction skills with all stakeholders, has the ability to use group dynamics within the context of cultural diversity and be knowledgeable of Florida educational reform, accountability and effective school concepts.</p>
Coutain , Nicole	Instructional Coach	<p>The Literacy Coach provides personalized support based on identified needs of individual teachers and differentiated supports that foster the growth and development of teachers. In addition to strategic literacy-focused mentoring, the instructional coach supports teachers to develop skills in analyzing student work, differentiating instruction, supporting English Language learners and students with special needs. Also, the instructional coach works collaboratively with the support team to build skills, analyze data, examine needs related to professional practice and engage in peer coaching with teachers.</p> <p>The Literacy Coach works with the instructional staff to improve and sustain student achievement by promoting a culture for literacy learning to include all stakeholders, by enhancing and refining literacy instruction and intervention, providing targeted instructional coaching and building capacity for literacy across the curriculum.</p>

Name	Title	Job Duties and Responsibilities
Jordan , Sheldon	Instructional Coach	<p>The Math Coach provides personalized support based on identified needs of individual teachers and differentiated supports that foster the growth and development of teachers. In addition to strategic content-focused mentoring and conceptual understanding of mathematical practices, the Math coach supports teachers to develop skills in analyzing student work, differentiating instruction, supporting English Language learners and students with special needs. Also, the instructional coach works collaboratively with the support team to build skills, analyze data, examine needs related to professional practice and engage in peer coaching with teachers.</p> <p>The Math Coach works with the instructional staff to improve and sustain student achievement by promoting a culture for real world applications of Math learning to include all stakeholders, by enhancing and refining math instruction and intervention, providing targeted instructional coaching and building capacity for math proficiency across the curriculum.</p>
Mcnair , Shena	Teacher, ESE	<p>The ESE Specialist serves as the principal's designee for all exceptional student education (ESE) staff in accordance with the annual Local Education Agency (LEA) Memo. The ESE Specialist coordinates required ESE meetings, provides information to school-based personnel on a variety of topics to include updating staff on policy changes, assists regular education teachers of students with disabilities to implement the Individual Education Plan (IEP) and monitors progress of IEP goals.</p> <p>The ESE Specialist assists staffing committee members in developing appropriate IEPs and ensure parents receive draft IEPs for all annual reviews, meets with ESE curriculum supervisors monthly with regard to curricula, related services and program delivery systems for students with disabilities, provides explanations to parent(s) of the Procedural Safeguards as well as the availability of resources within the District to meet the unique needs of the student.</p> <p>The ESE Specialist utilizes facilitative behaviors consistent with the Facilitated IEP training provided by the District in order to conduct efficient and productive IEP meetings, in which all participants feel valued and heard. The ESE Specialist assists in identifying, reporting and correcting IDEA compliance concerns identified internally, reports all compliance concerns directly to the school-based leadership, corrects compliance errors identified internally (within the school) and externally, in accordance with federal, state and local laws, rules, policies and procedures, communicates effectively with parents, colleagues and other stakeholders to ensure that IEPs for students with disabilities are implemented with fidelity.</p> <p>The ESE Specialist ensures adherence to safety rules and procedures and follows federal and state, as well as School Board policies.</p>
Prospere , Herlande	School Counselor	<p>The Guidance counselor provides services to help students grow and succeed in the areas of Academics, College and Career Readiness, and Social & Emotional Learning. The guidance counselor implements a program based on the National Standards for School Counseling programs and the American</p>

Name	Title	Job Duties and Responsibilities
		<p>School Counselor Association (ASCA) National Model.</p> <p>The Guidance Counselor also provides resources to staff, students, families and others to ensure that a family friendly environment is established and ensure that students have access to a safe school climate necessary for academic and social/emotional growth. The counselor promotes and enhances achievement with an annual comprehensive guidance plan that ensures that every student receives guidance services and provides comprehensive counseling programs that incorporate prevention and that intervention with continuous academic, career and personal/development activities that will prepare them for meaningful participation in a diverse, changing world. These activities include classroom guidance, small groups for skill mastery, individual counseling for students with specific needs and a variety of other proactive and innovative ways to support student performance.</p>

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	121	108	108	124	135	117	0	0	0	0	0	0	0	713
Attendance below 90 percent	28	14	14	19	17	14	0	0	0	0	0	0	0	106
One or more suspensions	1	2	3	12	13	5	0	0	0	0	0	0	0	36
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	60	60	61	0	0	0	0	0	0	0	181

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	4	0	20	17	11	0	0	0	0	0	0	0	52

The number of students identified as retainees:

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

FTE units allocated to school (total number of teacher units)

643

Date this data was collected or last updated

Wednesday 7/17/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

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

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

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	36%	59%	57%	36%	55%	55%
ELA Learning Gains	45%	60%	58%	46%	58%	57%
ELA Lowest 25th Percentile	49%	54%	53%	53%	53%	52%
Math Achievement	34%	65%	63%	45%	61%	61%
Math Learning Gains	37%	66%	62%	52%	63%	61%
Math Lowest 25th Percentile	29%	53%	51%	49%	52%	51%
Science Achievement	20%	46%	53%	16%	45%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	121 (0)	108 (0)	108 (0)	124 (0)	135 (0)	117 (0)	713 (0)
Attendance below 90 percent	28 ()	14 ()	14 ()	19 ()	17 ()	14 ()	106 (0)
One or more suspensions	1 ()	2 (0)	3 (0)	12 (0)	13 (0)	5 (0)	36 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	60 (0)	60 (0)	61 (0)	181 (0)

Grade Level Data

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

NOTE: 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
03	2019	29%	60%	-31%	58%	-29%
	2018	39%	59%	-20%	57%	-18%
Same Grade Comparison		-10%				
Cohort Comparison						
04	2019	39%	62%	-23%	58%	-19%
	2018	38%	58%	-20%	56%	-18%
Same Grade Comparison		1%				
Cohort Comparison		0%				
05	2019	38%	59%	-21%	56%	-18%
	2018	34%	56%	-22%	55%	-21%
Same Grade Comparison		4%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	33%	65%	-32%	62%	-29%
	2018	48%	63%	-15%	62%	-14%
Same Grade Comparison		-15%				
Cohort Comparison						
04	2019	42%	67%	-25%	64%	-22%
	2018	41%	63%	-22%	62%	-21%
Same Grade Comparison		1%				
Cohort Comparison		-6%				
05	2019	22%	64%	-42%	60%	-38%
	2018	42%	62%	-20%	61%	-19%
Same Grade Comparison		-20%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-19%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	20%	49%	-29%	53%	-33%
	2018	40%	51%	-11%	55%	-15%
Same Grade Comparison		-20%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	24	43	54	26	35	31	9				
ELL	33	51	53	40	46	29	20				
BLK	33	45	50	32	37	29	23				
HSP	53	50		21	29						
FRL	35	44	50	33	37	29	20				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	25	70	73	35	41	27					
ELL	22	71		33	41						
BLK	37	54	53	44	41	29	39				
HSP	38	43		31	29						
WHT	60			80							
FRL	39	53	55	45	40	30	40				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	12	41	40	20	36	33					
ELL	38	48	44	52	50	44	23				
BLK	36	45	53	45	53	49	17				
HSP	28	54		50	50						
MUL	45			50							
FRL	37	47	55	45	53	51	16				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	45
Total Points Earned for the Federal Index	295
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	36

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant 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 our ELA Learning Gains, it dropped 8% from 2018 FSA to 2019 FSA. The following factors contributed to the 11% drop in ELA Learning Gains: teachers knowledge of standards, lack of progress monitoring, tracking student progress, the need for more training on data driven instruction.

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

The data component that showed the greatest decline is our Math proficiency, it dropped 11% from 2018 FSA to 2019 FSA. The following factors contributed to the 11% drop in math proficiency: teachers knowledge of standards, lack of progress monitoring, tracking student progress, the need for more training on data driven instruction.

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.

Math achievement had the greatest gap when compared to the state average. The following factors contributed to the 32% gap in math achievement: teachers knowledge of standards, lack of progress monitoring, tracking student progress, the need for more training on data driven instruction.

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

The ELL subgroup increased from 22% to 33% proficiency in ELA and from 33% to 40% in Math. Teachers were trained on ELL strategies and how to support ELL students. Our school's ELL coordinator and our ELL teacher aid provided push-in support for our ELL population, with a focus on our LY population.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance and the total number of students with one or more EWS indicators are our two potential areas of concern.

All students identified in EWS will participate in Village's attendance initiative and they will receive tiered interventions through the Multi-Tiered System of Supports and Response to Intervention.

Our School Counselor will monitor their academic progress and monthly SAC/PTA meetings will be held to inform parents of the ELA and MATH resources available to support learning at home.

Monthly incentives will be given to students for perfect attendance on a monthly basis.

Teachers will receive ongoing professional development per grade level on multi-tiered strategies and support, problem identification, and data-based problem solving to identify appropriate Tier 2 and Tier 3 interventions, progress monitor, and assess student progress.

Monthly Parent and Teacher meetings to support the home/school connection and provide updated progress reports to parents.

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

1. Professional development on standards-based instruction and progress monitoring.
-Coaches will provide PD on standards and what they mean. Going beyond unwrapping the standards, the coaches will work with teachers to understand what the kids need to know for each standard, the vocabulary for each standard, and what the teachers can do to ensure that their kids have mastered the standards. After the assessments are given, teachers will check for mastery and make decisions on how to proceed with instruction.
2. Collaborative lesson planning to review student data, share best practices and content resources.
-A collaborative hour has been added to the schedule to ensure that planning is taking place. The planning is held in conjunction with the coaches to ensure that lessons are standards based and that teachers are making decisions using data. There is also a partnership with Uncommon Schools to ensure that tasks are rigorous and designed to meet the rigor of students.
3. Push-in in targeted classrooms using small groups based on overall performance data.
-Using data from Common Formative Assessments, teachers will be Tiered. Push in support will be provided to support those teacher with the lowest data. New Assessments will be given after the support to determine if growth was made.

4. Remediation and Enrichment sessions monitored by our Instructional Coaches.

-Instructional Coaches will help teachers to provide remediation and enrichment. During the collaborative hour, coaches will work with teachers to design tasks to meet the needs of the scholars who need remediation and enrichment.

5. Formative Assessment data to monitor students' progress with fidelity.

-Common Formative Assessments (using School City) will be used to monitor student progress. A part of the collaborative hour is analyzing student data and student work to make instructional decisions for our students. Coaches will work with teachers to ensure that the data is used to drive instruction in the classrooms.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	High Quality Instruction Overall mathematics proficiency dropped 11% from 2018 FSA to 2019 FSA; math learning gains dropped 3%; and math lowest 25% learning gains dropped 1%.
Rationale	Overall ELA proficiency dropped 3% from 2018 FSA to 2019 FSA; ELA learning gains dropped 8%; and ELA lowest 25% learning gains dropped 6%. Overall SCIENCE proficiency dropped 21% from 2018 FSA to 2019 FSA. The percentage of students scoring proficient or higher in mathematics will realize a 26% increase; learning gains will increase by 28%, and lowest 25% students will increase by 51% by the end of June 2020 as measured by the Florida Standards Assessment.
State the measurable outcome the school plans to achieve	The percentage of third, fourth and fifth grade students scoring proficient or higher in ELA will realize a 14% increase; learning gains will increase by 20%, and lowest 25% students will increase by 21% by the end of June 2020 as measured by Florida Standards Assessment. The percentage of third, fourth and fifth grade students receiving office discipline referrals will decline by 80% by the end of June 2020 as demonstrated by the data collected in our Discipline Management System and BASIS.
Person responsible for monitoring outcome	Wanda Haynes (wanda.haynes@browardschools.com)
Evidence-based Strategy	Our teachers will focus on implementing explicit and systematic standards-based instruction to increase student achievement in ELA, MATH and SCIENCE. Our Administrators and Instructional Coaches will conduct walkthroughs and data chats to provide feedback to our teachers using data from the following progress monitoring tools: School City (CFA) and I-Ready. Teachers need professional development and resource materials on standards based instruction to ensure that their instructional practices are aligned to the MATH and ELA Shifts linked to the FSA Standards.
Rationale for Evidence-based Strategy	Teachers will be able to determine their students' specific weaknesses and strengths per standard covered, and they will use the evidence-based strategy in order to inform their daily instruction. The students will be grouped based on performance levels (deficient, struggling, proficient) and remediation and enrichment activities will be assigned based on each student's performance. Teachers will analyze the data to determine their students' level of mastery of the standards, use the the evident-based strategy to to adjust instruction and to create rigorous performance tasks that are student-centered.
Action Step	
Description	Action Step 1: Deliver reading and math interventions to at risk students utilizing scientifically based reading research and math practices. Action Step 2: Implement the MTSS-RTI model with tiered intervention for all students in Reading and Math.

Action Step 3:

Monitor our Subgroups in reading and math to ensure progress via common formative assessments.

Action Step 4:

Work in conjunction with the district content specialists to provide specific targeted skills and interventions that have been proven effective for improving student achievement.

Action Step 5:

Meet weekly in a Leadership meeting (Administration, Instructional coaches, School Counselor and ESE Specialist) to analyze current data and plan on remediation, reteaching and enrichment based on school wide data. We will use the following tools to monitor or

Action Step 6:

Maintain the focus on data (ELA and MATH) by conducting a SMART goal check-in every quarter for progress monitoring.

In addition, our Instructional Coaches will monitor the following:

1. Professional development on standards-based instruction and progress monitoring.
2. Collaborative lesson planning to review student data, share best practices and content resources.
3. Push-in in targeted classrooms based on overall performance data.
4. Remediation and Enrichment sessions monitored by our Instructional Coaches.
5. Formative Assessment data to monitor students' progress with fidelity.

**Person
Responsible**

Marc Larose (marc.larose@browardschools.com)

#2	
Title	Students With Disabilities (SWD)
Rationale	The Federal Index for our Students With Disabilities was 32% FPPI for the 2018-2019 school year.
State the measurable outcome the school plans to achieve	By June of 2020, Students With Disabilities will score at or above 41% FPPI.
Person responsible for monitoring outcome	Marc Larose (marc.larose@browardschools.com)
Evidence-based Strategy	<p>Our teachers will focus on implementing explicit and systematic standards-based instruction to increase student achievement in ELA, MATH and SCIENCE. Our Administrators, Instructional Coaches and our ESE Specialist will conduct walkthroughs and data chats to ensure the proper accommodations are being implemented according to students' IEPs and that the appropriate multi-tiered support is present and on-going in the learning environment. Administration and Coaches will provide feedback to our teachers using data from the following progress monitoring tools: School City (CFA) and I-Ready.</p> <p>Teachers need professional development on Tier-1 Strategies and Standards-based instruction to ensure that their instructional practices are aligned to the MATH and ELA Shifts linked to the FSA Standards.</p>
Rationale for Evidence-based Strategy	<p>Teachers will be able to determine their students' specific weaknesses and strengths per standard covered, and they will use the evidence-based strategy in order to inform their daily instruction. The students will be grouped based on performance levels (deficient, struggling, proficient) and remediation and enrichment activities will be assigned based on each student's performance.</p> <p>Teachers will analyze the data to determine their students' level of mastery of the standards, use the the evident-based strategy to to adjust instruction and to create rigorous performance tasks that are student-centered.</p>
Action Step	
	<p>Action Step 1: Deliver reading and math interventions to at risk students utilizing scientifically based reading research and math practices.</p> <p>Action Step 2: Implement the MTSS-RTI model with tiered intervention for all students in Reading and Math.</p>
Description	<p>Action Step 3: Monitor our Students With Disabilities' progress in reading and math to ensure implementation of IEP Accommodations and goals with fidelity.</p> <p>Action Step 4: Work in conjunction with the district content specialists to provide specific targeted skills and interventions that have been proven effective for improving student achievement.</p>

Action Step 5:

Meet weekly in a Leadership meeting (Administration, Instructional coaches, School Counselor and ESE Specialist) to analyze current data and plan on remediation, reteaching and enrichment based on school wide data. We will use the following tools to monitor or

Action Step 6:

Maintain the focus on data (ELA and MATH) by conducting a SMART goal check-in every quarter for progress monitoring.

In addition, our Instructional Coaches will monitor the following:

1. Professional development on standards-based instruction and progress monitoring.
2. Collaborative lesson planning to review student data, share best practices and content resources.
3. Push-in in targeted classrooms based on overall performance data.
4. Remediation and Enrichment sessions monitored by our Instructional Coaches.
5. Formative Assessment data to monitor students' progress with fidelity.

**Person
Responsible**

Shena McNair (shena.armsteadmcnair@browardschools.com)

#3	
Title	English Language Learners
Rationale	The Federal Index for our English Language Learners was 40% FPPI for the 2018-2019 school year.

State the measurable outcome the school plans to achieve	By June of 2020, English Language Learners will score at or above 41% FPPI.
Person responsible for monitoring outcome	Marc Larose (marc.larose@browardschools.com)
Evidence-based Strategy	<p>Our teachers will focus on implementing explicit and systematic standards-based instruction and ELL strategies to increase student achievement in ELA, MATH and SCIENCE. Our Administrators and our Instructional Coaches will conduct walkthroughs to ensure the proper ELL accommodations are being implemented in the learning environment. Administration and Coaches will provide feedback to our teachers using data from the following progress monitoring tools: School City (Common Formative Assessments), Imagine Language and Literacy and I-Ready.</p> <p>Teachers need professional development on Tier-1 Strategies, ELL Strategies and Standards-based instruction to ensure that their instructional practices are aligned to the MATH and ELA Shifts linked to the FSA Standards.</p>
Rationale for Evidence-based Strategy	<p>Teachers will be able to determine their students' specific weaknesses and strengths per standard covered, and they will use the evidence-based strategy in order to inform their daily instruction. The students will be grouped based on performance levels (deficient, struggling, proficient) and remediation and enrichment activities will be assigned based on each student's performance.</p> <p>Teachers will analyze the data to determine their students' level of mastery of the standards, use the the evident-based strategy to to adjust instruction and to create rigorous performance tasks that are student-centered.</p>

Action Step

Description	<p>Action Step 1: Deliver reading and math interventions to at risk students utilizing scientifically based reading research and math practices.</p> <p>Action Step 2: Implement the MTSS-RTI model with tiered intervention for all students in Reading and Math.</p> <p>Action Step 3: Monitor our English Language Learners' progress in reading and math to ensure implementation of ELL Strategies with fidelity.</p> <p>Action Step 4: Work in conjunction with the district content specialists to provide specific targeted skills and interventions that have been proven effective for improving student achievement.</p>
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Action Step 5:

Meet weekly in a Leadership meeting (Administration, Instructional coaches, School Counselor and ESE Specialist) to analyze current data and plan on remediation, reteaching and enrichment based on school wide data. We will use the following tools to monitor or

Action Step 6:

Maintain the focus on data (ELA and MATH) by conducting a SMART goal check-in every quarter for progress monitoring.

In addition, our Instructional Coaches will monitor the following:

1. Professional development on standards-based instruction and progress monitoring.
2. Collaborative lesson planning to review student data, share best practices and content resources.
3. Push-in in targeted classrooms based on overall performance data.
4. Remediation and Enrichment sessions monitored by our Instructional Coaches.
5. Formative Assessment data to monitor students' progress with fidelity.

Person

Responsible

Herlande Prospere (herlande.prospere@browardschools.com)

#4	
Title	Black/African American Students
Rationale	The Federal Index for our Black/African American Students was 36% FPPI for the 2018-2019 school year.
State the measurable outcome the school plans to achieve	By June of 2020, Black/African American Students will score at or above 41% FPPI.
Person responsible for monitoring outcome	Marc Larose (marc.larose@browardschools.com)
Evidence-based Strategy	<p>Our teachers will focus on implementing explicit and systematic standards-based instruction to increase student achievement in ELA, MATH and SCIENCE. Our Administrators and Instructional Coaches will conduct walkthroughs and instructional rounds to ensure that the appropriate multi-tiered support is present and on-going in the learning environment. Administration and Coaches will provide feedback to our teachers using data from the following progress monitoring tools: School City (CFA) and I-Ready.</p> <p>Teachers need professional development on Tier-1 Strategies and Standards-based instruction to ensure that their instructional practices are aligned to the MATH and ELA Shifts linked to the FSA Standards.</p>
Rationale for Evidence-based Strategy	<p>Teachers will be able to determine their students' specific weaknesses and strengths per standard covered, and they will use the evidence-based strategy in order to inform their daily instruction. The students will be grouped based on performance levels (deficient, struggling, proficient) and remediation and enrichment activities will be assigned based on each student's performance.</p> <p>Teachers will analyze the data to determine their students' level of mastery of the standards, use the the evident-based strategy to to adjust instruction and to create rigorous performance tasks that are student-centered.</p>
Action Step	
	<p>Action Step 1: Deliver reading and math interventions to at risk students utilizing scientifically based reading research and math practices.</p> <p>Action Step 2: Implement the MTSS-RTI model with tiered intervention for all students in Reading and Math.</p>
Description	<p>Action Step 3: Monitor our Black/African American Students' progress in reading and math to ensure implementation of Tier-1 Strategies with fidelity.</p> <p>Action Step 4: Work in conjunction with the district content specialists to provide specific targeted skills and interventions that have been proven effective for improving student achievement.</p>

Action Step 5:

Meet weekly in a Leadership meeting (Administration, Instructional coaches, School Counselor and ESE Specialist) to analyze current data and plan on remediation, reteaching and enrichment based on school wide data. We will use the following tools to monitor or

Action Step 6:

Maintain the focus on data (ELA and MATH) by conducting a SMART goal check-in every quarter for progress monitoring.

In addition, our Instructional Coaches will monitor the following:

1. Professional development on standards-based instruction and progress monitoring.
2. Collaborative lesson planning to review student data, share best practices and content resources.
3. Push-in in targeted classrooms based on overall performance data.
4. Remediation and Enrichment sessions monitored by our Instructional Coaches.
5. Formative Assessment data to monitor students' progress with fidelity.

**Person
Responsible**

Nicole Coutain (nicole.coutain@browardschools.com)

#5	
Title	Hispanic Students
Rationale	The Federal Index for our Hispanic Students was 32% FPPI for the 2018-2019 school year.
State the measurable outcome the school plans to achieve	By June of 2020, Hispanic Students will score at or above 41% FPPI.
Person responsible for monitoring outcome	Marc Larose (marc.larose@browardschools.com)
Evidence-based Strategy	<p>Our teachers will focus on implementing explicit and systematic standards-based instruction to increase student achievement in ELA, MATH and SCIENCE. Our Administrators and Instructional Coaches will conduct walkthroughs and data chats to ensure that the appropriate multi-tiered support is present and on-going in the learning environment. Administration and Coaches will provide feedback to our teachers using data from the following progress monitoring tools: School City (CFA) and I-Ready.</p> <p>Teachers need professional development on Tier-1 Strategies and Standards-based instruction to ensure that their instructional practices are aligned to the MATH and ELA Shifts linked to the FSA Standards.</p>
Rationale for Evidence-based Strategy	<p>Teachers will be able to determine their students' specific weaknesses and strengths per standard covered, and they will use the evidence-based strategy in order to inform their daily instruction. The students will be grouped based on performance levels (deficient, struggling, proficient) and remediation and enrichment activities will be assigned based on each student's performance.</p> <p>Teachers will analyze the data to determine their students' level of mastery of the standards, use the the evident-based strategy to to adjust instruction and to create rigorous performance tasks that are student-centered.</p>
Action Step	
Description	<p>Action Step 1: Deliver reading and math interventions to at risk students utilizing scientifically based reading research and math practices.</p> <p>Action Step 2: Implement the MTSS-RTI model with tiered intervention for all students in Reading and Math.</p> <p>Action Step 3: Monitor our Hispanic Students' progress in reading and math to ensure implementation of Tier-1 Strategies with fidelity.</p> <p>Action Step 4: Work in conjunction with the district content specialists to provide specific targeted skills and interventions that have been proven effective for improving student achievement.</p> <p>Action Step 5:</p>

Meet weekly in a Leadership meeting (Administration, Instructional coaches, School Counselor and ESE Specialist) to analyze current data and plan on remediation, reteaching and enrichment based on school wide data. We will use the following tools to monitor or

Action Step 6:

Maintain the focus on data (ELA and MATH) by conducting a SMART goal check-in every quarter for progress monitoring.

In addition, our Instructional Coaches will monitor the following:

1. Professional development on standards-based instruction and progress monitoring.
2. Collaborative lesson planning to review student data, share best practices and content resources.
3. Push-in in targeted classrooms based on overall performance data.
4. Remediation and Enrichment sessions monitored by our Instructional Coaches.
5. Formative Assessment data to monitor students' progress with fidelity. .

**Person
Responsible**

Nicole Coutain (nicole.coutain@browardschools.com)

#6	
Title	Economically Disadvantaged Students
Rationale	The Federal Index for our Hispanic Students was 37% FPPI for the 2018-2019 school year.

State the measurable outcome the school plans to achieve	By June of 2020, Economically Disadvantaged Students will score at or above 41% FPPI.
Person responsible for monitoring outcome	Marc Larose (marc.larose@browardschools.com)
Evidence-based Strategy	<p>Our teachers will focus on implementing explicit and systematic standards-based instruction to increase student achievement in ELA, MATH and SCIENCE. Our Administrators and Instructional Coaches will conduct walkthroughs and instructional rounds to ensure that the appropriate multi-tiered support is present and on-going in the learning environment. Administration and Coaches will provide feedback to our teachers using data from the following progress monitoring tools: School City (CFA) and I-Ready.</p> <p>Teachers need professional development on Tier-1 Strategies and Standards-based instruction to ensure that their instructional practices are aligned to the MATH and ELA Shifts linked to the FSA Standards.</p>
Rationale for Evidence-based Strategy	<p>Teachers will be able to determine their students' specific weaknesses and strengths per standard covered, and they will use the evidence-based strategy in order to inform their daily instruction. The students will be grouped based on performance levels (deficient, struggling, proficient) and remediation and enrichment activities will be assigned based on each student's performance.</p> <p>Teachers will analyze the data to determine their students' level of mastery of the standards, use the the evident-based strategy to to adjust instruction and to create rigorous performance tasks that are student-centered.</p>

Action Step

Description	<p>Action Step 1: Deliver reading and math interventions to at risk students utilizing scientifically based reading research and math practices.</p> <p>Action Step 2: Implement the MTSS-RTI model with tiered intervention for all students in Reading and Math.</p> <p>Action Step 3: Monitor our Economically Disadvantaged Students' progress in reading and math to ensure implementation of Tier-1 Strategies with fidelity.</p> <p>Action Step 4: Work in conjunction with the district content specialists to provide specific targeted skills and interventions that have been proven effective for improving student achievement.</p> <p>Action Step 5:</p>
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Meet weekly in a Leadership meeting (Administration, Instructional coaches, School Counselor and ESE Specialist) to analyze current data and plan on remediation, reteaching and enrichment based on school wide data. We will use the following tools to monitor or

Action Step 6:

Maintain the focus on data (ELA and MATH) by conducting a SMART goal check-in every quarter for progress monitoring.

In addition, our Instructional Coaches will monitor the following:

1. Professional development on standards-based instruction and progress monitoring.
2. Collaborative lesson planning to review student data, share best practices and content resources.
3. Push-in in targeted classrooms based on overall performance data.
4. Remediation and Enrichment sessions monitored by our Instructional Coaches.
5. Formative Assessment data to monitor students' progress with fidelity.

Person Responsible Nicole Coutain (nicole.coutain@browardschools.com)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

We aim to provide a safe and supportive school environment to all our students. In collaboration with our stakeholders, we will address the needs of students, teachers and staff through the implementation of the Social and Emotional Learning (SEL) standards , our School Wide Positive Behavior Plan and the implementation of our safety drills as established by the District.

Our teachers will receive ongoing training in the MTSS-Rtl process and also receive ongoing support in implementing Tier-1 strategies to meet the needs of their students.

We will work with our partners in education to provide incentives to our students, our instructional and non-instructional staff members on a monthly basis.

We will promote supportive relationships that make learning challenging, engaging, and meaningful through our "Houses" system.

Our (K-5) students will be taught through LEAPS behavior lessons how to be respectful, responsible and kind.

Our teachers will receive incentives for perfect attendance on a quarterly basis.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

The Title I Funds will be used to provide parent workshops and trainings. We will conduct Family Curriculum Nights (Literacy, Math, and Science) throughout the year to engage and partner with our families to better meet the needs of our students. We will also partner with our District Support (Elementary Learning, Guidance, ESOL, and Science) and CLI to train parents on new initiatives.

PFEP Link

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

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.

Our School Counselor is teaching a special titled SEL to help our kids with their social-emotional needs. She also shares with teachers materials provided by the district to help our teachers gain the skills to meet the needs of our students. We have a School Based Mentoring Program (Adopt-A-Scholar) to help support out scholars throughout the day. We are also implementing a School Wide Positive Behavior System to ensure support for our scholars. A part of this initiative is teaching kids how to self regulate, deal with problems, and to build positive relationships.

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

We have our Kindergarten Roundup to orient new students and parents to our school. They have the opportunity to visit classrooms and meet the teachers/staff before they step on campus. We have partnered with Bair and the magnet school program to inform our students and parents of their options beyond Village Elementary. We also schedule a visit to Bair Middle School so that students get to experience what it is like to be on a middle school campus. Lastly, we have departmentalized our intermediate classes so that students understand what it is like to switch classes in middle school.

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

The leadership team meets weekly to review progress monitoring data. Progress monitoring data is used to Tier teachers. Teachers are then paired with a mentor to support them in making data driven decisions and to improve their instructional strategies. Instructional Coaches meet with teachers (having at least one touch point weekly) to provide instructional strategies, standards-based PD, and resources to ensure that teachers have what they need to support student learning. Our CPST team meets weekly to discuss the effectiveness of the interventions in math and reading. The meetings and followups are used to make data based decisions for our scholars. Additional interventions and support are added as needed. This is done in collaboration with our school social worker and school psychologist.

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

The school has partnered with several businesses and community organizations to bring awareness to our students. They come out monthly to support our teachers, students, and staff. They also provide donations to us to carry out the work of the school. Students are directly impacted by these partners and understand the role that they play in the community. Students in 5th grade go to JA Biztown to learn about different careers. Teachers also provide students with research projects that get them thinking about careers that they could possibly have one day. We will be hosting a career day for our students this year. We also have a robotics club and a math club where students gain valuable insight on careers in STEM.

Part V: Budget

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

1	III.A.	Areas of Focus: High Quality Instruction				\$345,477.00
Function	Object	Budget Focus	Funding Source	FTE	2019-20	
5100	643-Capitalized Hardware and Technology-Related Infrastructure	1621 - Village Elementary School	UniSIG		\$10,700.00	
		<i>Notes: Purchase 2 Recordex Devices (\$4175, including document camera \$250 each, floor stands \$575 each, and installation at \$325 each) to be used for instructional presentations and professional development for teachers. Students and teachers will utilize the devices to enhance high quality instruction, improving teaching and learning.</i>				
5100	644-Computer Hardware Non-Capitalized	1621 - Village Elementary School	UniSIG		\$20,900.00	
		<i>Notes: Purchase 100 Lenovo 100E laptops + deployment charge at \$209 each, to provide for students to use at school increasing availability of technology for project based learning</i>				
6400	510-Supplies	1621 - Village Elementary School	UniSIG		\$1,500.00	
		<i>Notes: Purchase 60 laptop dongles for teacher laptops (Yoga 12) to be used with projectors and document cameras</i>				
5100	510-Supplies	1621 - Village Elementary School	UniSIG		\$34,000.00	
		<i>Notes: Rally Education Math and Reading: Reaching for the Math and Reading Standards will be utilized in grade 3-5 to support student learning and assist in closing the academic achievement gap in the are of math and ELA. Each set is \$499.</i>				
5100	510-Supplies	1621 - Village Elementary School	UniSIG		\$5,800.00	
		<i>Notes: Carson Dellosa Education Common Core Math 4 Today Workbooks for Grades 3-5 to be utilized for daily spiral math review during the mathematics instructional block. Price per unit is \$9.99.</i>				
5100	510-Supplies	1621 - Village Elementary School	UniSIG		\$7,005.00	
		<i>Notes: Materials for small group and center based activities in mathematics and ELA. Materials include math manipulatives and project based learning activities.</i>				
5100	510-Supplies	1621 - Village Elementary School	UniSIG		\$7,100.00	
		<i>Notes: Calendar Math kits for Grades K-2 to support early math fluency. 19 kits @\$342.80 per kit.</i>				
5100	369-Technology-Related Rentals	1621 - Village Elementary School	UniSIG		\$16,160.00	
		<i>Notes: Curriculum Associates; iReady Site License & Toolbox to support students in Grades K-5 math and ELA through the implementation of high quality instructional materials and progress monitoring. This will include the use of technology for intervention opportunities through the iReady Platform.</i>				
6400	310-Professional and Technical Services	1621 - Village Elementary School	UniSIG		\$3,000.00	
		<i>Notes: Curriculum Associates iReady professional development: an iReady consultant will provide on-site professional development for teachers designed to meet the individual learning needs of educators at each phase of implementation. This will ensure that direct instruction is provided to students as well.</i>				

5100	510-Supplies	1621 - Village Elementary School	UniSIG		\$3,500.00
		Notes: Purchase 6 Fountas and Pinnell Phonics Word Study Kits, 2 for each grade level K-1; 3 Kits for Gr. 2 to build and increase student phonics skills during ELA instruction.			
5100	369-Technology-Related Rentals	1621 - Village Elementary School	UniSIG		\$11,840.00
		Notes: Renaissance, myON: Purchase site license for MyON Readers and AR to be utilized by students to read high interest text on the students' individual lexile levels. MyON is a digital library of enhanced reading content for students in grade K-12. MyON measures reading with quizzes and provides data about student reading engagement. These data points offer important insights into whether students are on the path to proficiency and growth. Embedded assessments also provide information on student growth that can be used for progress monitoring.			
5100	510-Supplies	1621 - Village Elementary School	UniSIG		\$4,635.00
		Notes: Purchase Scholastic News booklets for all students in grade Kindergarten through 5th grade (including Science Spin for grades 4-5). Students will read and answer questions related to current science and social studies non-fiction articles that are standards based. This will improve students' reading comprehension as well as provide opportunities for students to build background knowledge in these content areas.			
5100	510-Supplies	1621 - Village Elementary School	UniSIG		\$8,200.00
		Notes: Purchase instructional materials from Zaner Bloser (Word Wisdom) to support vocabulary in ELA for students to utilize for classroom instruction and reinforce concepts.			
5100	510-Supplies	1621 - Village Elementary School	UniSIG		\$4,725.00
		Notes: J & J Educational Science Boot Camp: 4th and 5th grade student workbooks used to provide students with additional support in the science content. 4th and 5th grade: 5 sets of 25 @ \$650; 3 teacher editions @ \$54.95; 5th grade: 125 individual speed bag booklets @\$20; 2 teacher editions @\$54.95			
5100	369-Technology-Related Rentals	1621 - Village Elementary School	UniSIG		\$2,200.00
		Notes: Purchase app licensing for the Ron Clark House System tracking app to support our Positive Behavior Intervention System program providing student incentives for achievement in ELA, math, and science. This tracking system aligns with our progress monitoring system for the academic areas by assigning points for academic success. These points translate into overall points for the "house" that the student belongs to where each house is vying to become the "House Champion". As a result, students will work harder to achieve their individual target goals that are designed to increase student achievement in ELA, math, and science. Additionally, the app provides an opportunity for parents to be aware of their student's progress and support the overall school goals.			
6150	310-Professional and Technical Services	1621 - Village Elementary School	UniSIG		\$325.00
		Notes: Museum of Discovery and Science: Science Night; a parent engagement night of hands on science activities facilitated by MODS.			
6400	310-Professional and Technical Services	1621 - Village Elementary School	UniSIG		\$8,000.00
		Notes: Core Connections: ELA Reading and Writing resource; Grades 4-5 classroom modeling, teacher debriefing scoring and progress monitoring. 6 days at \$1,200.			
6400	140-Substitute Teachers	1621 - Village Elementary School	UniSIG		\$5,950.00
		Notes: Substitutes: to provide coverage for teachers for quarterly planning to adjust lesson plans, data chats, analyze data and create quality instructional materials. Additional substitutes are needed for professional development			

	6400	220-Social Security	1621 - Village Elementary School	UniSIG		\$456.00
			<i>Notes: Substitute coverage for teachers for PD and instructional planning: Fringe Social Security: \$456</i>			
	5100	120-Classroom Teachers	1621 - Village Elementary School	UniSIG		\$21,015.00
			<i>Notes: ELO Stipends: Extended Learning Opportunities before and after school to provide instruction support in the areas of ELA and Math for an hour a day, two hours a week for 16 weeks; after school tutoring (6 teachers, twice a week for an hour, \$30/hr for 16 weeks); before school tutoring (3 teachers, three days a week for 30 minutes a day, \$15/day); Saturday School tutoring (12 teachers, 3 hours each Saturday, approx. 11 weeks)</i>			
	5100	220-Social Security	1621 - Village Elementary School	UniSIG		\$1,608.00
			<i>Notes: Allocate money for teachers to provide Extended Learning Opportunities before, after, and on Saturdays in the areas of science, mathematics, and reading: FICA Social Security: \$1608</i>			
	5100	240-Workers Compensation	1621 - Village Elementary School	UniSIG		\$384.00
			<i>Notes: Allocate money for teachers to provide Extended Learning Opportunities before, after, and on Saturdays in the areas of science, mathematics, and reading: Fringe Workers Compensation: \$383</i>			
	5100	250-Unemployment Compensation	1621 - Village Elementary School	UniSIG		\$11.00
			<i>Notes: Allocate money for teachers to provide Extended Learning Opportunities before, after, and on Saturdays in the areas of science, mathematics, and reading: Fringe Unemployment: \$11</i>			
	6400	120-Classroom Teachers	1621 - Village Elementary School	UniSIG		\$14,400.00
			<i>Notes: Provide stipends to (40) K-5 teacher stipends to engage in professional development. There will be an intense focus on literacy, mathematics, science, data usage, and classroom climate/environment. The PD will take place Summer 2020 and consist of 4 additional pre-planning days at \$30/hr stipend for a total of 12 hours per teacher.</i>			
	6400	220-Social Security	1621 - Village Elementary School	UniSIG		\$1,102.00
			<i>Notes: Allocate money for 40 teachers to work four additional preplanning days for the purpose of professional development and planning in the areas of science, mathematics, and reading: Fringe FICA Social Security: \$1102</i>			
	6400	240-Workers Compensation	1621 - Village Elementary School	UniSIG		\$263.00
			<i>Notes: Allocate money for 40 teachers to work four additional preplanning days for the purpose of professional development and planning in the areas of science, mathematics, and reading: Fringe Workers Compensation: \$263</i>			
	6400	250-Unemployment Compensation	1621 - Village Elementary School	UniSIG		\$8.00
			<i>Notes: Allocate money for 40 teachers to work four additional preplanning days for the purpose of professional development and planning in the areas of science, mathematics, and reading: Fringe Unemployment: \$8</i>			
	5100	510-Supplies	1621 - Village Elementary School	UniSIG		\$32,000.00
			<i>Notes: Educational Development Associates, In. ACALETICS: Purchase instructional materials and resources from ACALETICS to support mathematics and science, and supplementary math and science resources for students to utilize for classroom instructional and to reinforce Florida Math Standards by providing a supplement to the core instructional materials.</i>			

	5100	510-Supplies	1621 - Village Elementary School	UniSIG		\$8,400.00
			Notes: Purchase Support Coach resource materials to target Lowest 30 students in mathematics and ELA. These materials will support the pull out groups to target foundational skills and close gaps. Each 25-book classroom set is \$225. Will purchase to cover all Lowest 30 students and account for misplaced/lost books.			
	6400	240-Workers Compensation	1621 - Village Elementary School	UniSIG		\$109.00
			Notes: Substitute coverage for teachers for PD and instructional planning: Fringe Workers Compensation: \$109			
	6400	250-Unemployment Compensation	1621 - Village Elementary School	UniSIG		\$3.00
			Notes: Substitute coverage for teachers for PD and instructional planning: Fringe Unemployment: \$3			
	6400	120-Classroom Teachers	1621 - Village Elementary School	UniSIG		\$24,000.00
			Notes: Provide stipends to teachers to engage in ongoing professional development centered around standards in math, ELA, and science. Additional professional development in data usage and progress monitoring as well as classroom culture/environment will also be provided. The PD will take place either after school and/or on Saturdays. Allocating 20 hours of PD per teacher at \$30/hour for 40 teachers			
	6400	220-Social Security	1621 - Village Elementary School	UniSIG		\$1,836.00
			Notes: Allocate money for stipends for 40 teachers for the purpose of professional development and planning in the areas of science, mathematics, and reading; as well as data usage, progress monitoring, and classroom culture/environment: Fringe FICA Social Security: \$1836			
	6400	240-Workers Compensation	1621 - Village Elementary School	UniSIG		\$437.00
			Notes: Allocate money for stipends for 40 teachers for the purpose of professional development and planning in the areas of science, mathematics, and reading; as well as data usage, progress monitoring, and classroom culture/environment: Fringe Workers Compensation: \$437			
	6400	250-Unemployment Compensation	1621 - Village Elementary School	UniSIG		\$12.00
			Notes: Allocate money for stipends for 40 teachers for the purpose of professional development and planning in the areas of science, mathematics, and reading; as well as data usage, progress monitoring, and classroom culture/environment: Fringe Unemployment: \$12			
	6400	120-Classroom Teachers	1621 - Village Elementary School	UniSIG		\$20,000.00
			Notes: Incentive Pay: Teachers who are present in school at least 98% of the time based on the bargaining unit's calendar will receive incentive pay on a tiered system. The amount will be paid to teachers that meet the goal of being present at least 98% of time. This incentive pay based on teacher attendance will help to reduce the barrier of chronic absenteeism that is contributing to academic gaps in students' academic success. (\$500 - 0 days absent, \$400 - 1 day, \$300 - 2 days, \$200 - 3 days, \$100 - 4 days)			
	6400	220-Social Security	1621 - Village Elementary School	UniSIG		\$1,530.00
			Notes: Fringe FICA Social Security: Incentive Pay			
	6400	240-Workers Compensation	1621 - Village Elementary School	UniSIG		\$364.00
			Notes: Fringe Workers Compensation: Incentive Pay			

	6400	250-Unemployment Compensation	1621 - Village Elementary School	UniSIG		\$10.00
			<i>Notes: Fringe Unemployment: Incentive Pay</i>			
	5100	310-Professional and Technical Services	1621 - Village Elementary School	UniSIG		\$11,000.00
			<i>Notes: Provide for in-house science related field trips for K-5 students by High Touch, High Tech. They will provide for 2 field trips for K-3 (50 minutes each) and 4 field trips for Grades 4-5 (50 minutes each) spaced out at various times during the school year.</i>			
	5100	510-Supplies	1621 - Village Elementary School	UniSIG		\$5,995.00
			<i>Notes: Allocate funds to supplement current school book room to enhance classroom libraries by increasing number of book copies, adding novel studies/novel ties for teacher resources.</i>			
	5100	510-Supplies	1621 - Village Elementary School	UniSIG		\$6,235.00
			<i>Notes: Hands on Equations and Fractions Kits: Hands on manipulatives to aid in the teaching of algebraic equations and fractions. Grade 3-5: Developing Equations Sense \$245/set (30 students per set) \$3185; Grade 4: Developing Fractions Sense \$190/set (30 students per set) \$950; Grade 5: Developing Fractions Sense \$205/set (30 students per set) \$1025; Teacher Demonstration Kits \$25/kit (18 kits) \$450; Additional replacement pieces: Equation pieces \$4.25/each (50) \$212.50; Fraction pieces \$30/set (10 per set) \$150</i>			
	6400	310-Professional and Technical Services	1621 - Village Elementary School	UniSIG		\$1,250.00
			<i>Notes: Hands on Equations Kits PD: professional development for teachers on the usage of Hands on Equations and Fractions system</i>			
	5100	510-Supplies	1621 - Village Elementary School	UniSIG		\$10,000.00
			<i>Notes: Purchase from Epiphany Education English Language Arts (K-5), Mathematics (K-5), and Science (K-5) Interpretation and Resource Guides for all standards for all grade levels, which includes links to online resources and graphic organizers to be used for professional development and lesson planning for teachers in Grades K-5.</i>			
	6400	310-Professional and Technical Services	1621 - Village Elementary School	UniSIG		\$3,000.00
			<i>Notes: Professional development session from Epiphany Education for coaches which includes online and Skype support from Dr. Donyall Dickey, consultant for Scholastic Literacy</i>			
	5100	510-Supplies	1621 - Village Elementary School	UniSIG		\$10,670.00
			<i>Notes: Office Depot Supplies: classroom supplies to support reading, mathematics, science, and social studies instruction: copy paper, glue sticks, composition books, dry erase markers, pocket folders, 3-prong folders, colored pencils, dividers, legal pads, etc.</i>			
	5100	510-Supplies	1621 - Village Elementary School	UniSIG		\$3,503.00
			<i>Notes: Lakeshore/Really Good Stuff: pocket charts, chart stands, classroom mailboxes, laminating paper, etc. to support classroom instruction and organization for ELA, mathematics, and science.</i>			
	5100	510-Supplies	1621 - Village Elementary School	UniSIG		\$600.00
			<i>Notes: Poster maker paper for the production of anchor charts to support classroom instruction in ELA, mathematics, science, and social studies</i>			
	5100	519-Technology-Related Supplies	1621 - Village Elementary School	UniSIG		\$781.00

			<i>Notes: Purchase materials for classroom Promethean boards to allow for classroom instruction to be enhanced by usage of Promethean software that will provide for increased student engagement during academic lessons</i>			
	6400	330-Travel	1621 - Village Elementary School	UniSIG		\$8,955.00
			<i>Notes: Allocate funds for teacher registration fee to attend the Ron Clark Academy Educator Training in Atlanta, Georgia. This professional development consists of classroom observations and workshops designed to equip educators with skills to change school culture in order to impact student achievement in the academic areas (ELA, math, science, and social studies). A total of 9 teachers will attend the two day training at a cost of \$995 per person for a total of \$8955</i>			
2	III.A.	Areas of Focus: Students With Disabilities (SWD)				\$0.00
3	III.A.	Areas of Focus: English Language Learners				\$0.00
4	III.A.	Areas of Focus: Black/African American Students				\$0.00
5	III.A.	Areas of Focus: Hispanic Students				\$0.00
6	III.A.	Areas of Focus: Economically Disadvantaged Students				\$0.00
					Total:	\$345,477.00