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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

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (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*
<b>School Grades History</b>	2018-19: D (36%) 2017-18: C (43%) 2016-17: C (42%) 2015-16: D (36%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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# Village Elementary School

2100 NW 70TH AVE, Sunrise, FL 33313

[ no web address on file ]

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Elementary School PK-5</p>	<p><b>2019-20 Title I School</b></p> <p>Yes</p>	<p><b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>86%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>97%</p>

## School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	D	D	C	C

## 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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

The 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, position title, and job duties/responsibilities 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>

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.

Mcnair ,  
Shena

Teacher,  
ESE

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.

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.

The ESE Specialist ensures adherence to safety rules and procedures and follows federal and state, as well as School Board policies.

**Demographic Information**

**Principal start date**

Saturday 7/1/2017, Wanda Haynes

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

2

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

2

**Total number of teacher positions allocated to the school**

31

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (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*
<b>School Grades History</b>	2018-19: D (36%) 2017-18: C (43%) 2016-17: C (42%) 2015-16: D (36%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

<b>ESSA Status</b>	<b>CS&amp;I</b>
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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	106	101	93	109	121	126	0	0	0	0	0	0	0	656
Attendance below 90 percent	21	19	10	19	12	10	0	0	0	0	0	0	0	91
One or more suspensions	1	0	1	12	10	7	0	0	0	0	0	0	0	31
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	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	2	3	2	0	0	0	0	0	0	0	7

The number of students identified as retainees:

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

Date this data was collected or last updated

Tuesday 8/25/2020

### Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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	7
Students retained two or more times		0	0	0	2	2	1	0	0	0	0	0	0	5

**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	
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	7
Students retained two or more times		0	0	0	2	2	1	0	0	0	0	0	0	5

## 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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.**

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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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%				
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%	0

**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%	0

**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%	0

<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
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%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	36
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
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%	0
<b>White Students</b>	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
<b>Economically Disadvantaged Students</b>	
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%	0

## 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?**

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.

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. Instructional Practice specifically relating to Standards-aligned Instruction**

**Area of Focus:** Area of Focus: High Quality Instruction  
**Description and Rationale:** Rationale  
 Overall mathematics proficiency dropped 11% from 2018 FSA to 2019 FSA; math learning gains dropped 3%; and math lowest 25% learning gains dropped 1%.

**Measurable Outcome:**  
 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 2021 as measured by the Florida Standards Assessment.  
 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 2021 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 2021 as demonstrated by the data collected in our Discipline Management System and BASIS.

**Person responsible for monitoring outcome:**  
 Marc Larose (marc.larose@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 coaches will conduct walkthroughs and instructional rounds to provide feedback to our teachers using data from the following progress monitoring tools: School City (CFA) and I-Ready.

**Rationale for Evidence-based Strategy:**  
 Teachers need professional development and resource materials on standards based instruction to ensure that their instructions are aligned to the MATH and ELA Shifts linked to the FSA Standards. 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 Steps to Implement**

- Action Step 1:  
Deliver reading and math interventions to at risk students utilizing research-based strategies.
- 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.
- 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.
- Action Step 6:  
Maintain the focus on data (ELA and MATH) by conducting a SMART goal check-in every quarter for

progress monitoring.

1. Push-in in targeted classrooms based on overall performance data.
2. Remediation and Enrichment sessions monitored by our Instructional Coaches.
5. Formative Assessment data to monitor students' progress with fidelity.

**Person Responsible** Sheldon Jordan (sheldon.jordan@browardschools.com)

**#2. ESSA Subgroup specifically relating to Students with Disabilities**

**Area of Focus** Area of Focus: High Quality Instruction  
**Description and Rationale:** Rationale  
 Overall mathematics proficiency dropped 11% from 2018 FSA to 2019 FSA; math learning gains dropped 3%; and math lowest 25% learning gains dropped 1%.

**Measurable Outcome:** By June of 2021, Students With Disabilities will score at or above 41% FPPI.

**Person responsible for monitoring outcome:** Shena Mcnair (shena.armsteadmcnair@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 coaches will conduct walkthroughs and instructional rounds to provide feedback to our teachers using data from the following progress monitoring tools: School City (CFA) and I-Ready.

**Rationale for Evidence-based Strategy:** Teachers need professional development and resource materials on standards based instruction to ensure that their instructions are aligned to the MATH and ELA Shifts linked to the FSA Standards. 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 Steps to Implement**

- Action Step 1:  
Deliver reading and math interventions to at risk students utilizing research-based strategies.
- 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.
- 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.
- Action Step 6:  
Maintain the focus on data (ELA and MATH) by conducting a SMART goal check-in every quarter for progress monitoring.
  1. Push-in in targeted classrooms based on overall performance data.
  2. 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)

**#3. ESSA Subgroup specifically relating to English Language Learners**

**Area of Focus** Area of Focus: High Quality Instruction  
**Description and Rationale:** Rationale  
 Overall mathematics proficiency dropped 11% from 2018 FSA to 2019 FSA; math learning gains dropped 3%; and math lowest 25% learning gains dropped 1%.

**Measurable Outcome:** By June of 2021, English Language Learners will score at or above 41% FPPI.

**Person responsible for monitoring outcome:** Letibel Stewart (letibel.stewart@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 coaches will conduct walkthroughs and instructional rounds to provide feedback to our teachers using data from the following progress monitoring tools: School City (CFA) and I-Ready.

**Rationale for Evidence-based Strategy:** Teachers need professional development and resource materials on standards based instruction to ensure that their instructions are aligned to the MATH and ELA Shifts linked to the FSA Standards. 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 Steps to Implement**

- Action Step 1:  
Deliver reading and math interventions to at risk students utilizing research-based strategies.
- 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.
- 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.
- Action Step 6:  
Maintain the focus on data (ELA and MATH) by conducting a SMART goal check-in every quarter for progress monitoring.
  1. Push-in in targeted classrooms based on overall performance data.
  2. 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)

**#4. ESSA Subgroup specifically relating to African-American**

**Area of Focus** Area of Focus: High Quality Instruction  
**Description and Rationale:** Rationale  
 Overall mathematics proficiency dropped 11% from 2018 FSA to 2019 FSA; math learning gains dropped 3%; and math lowest 25% learning gains dropped 1%.

**Measurable Outcome:** By June of 2021, African-American students will score at or above 41% FPPI.

**Person responsible for monitoring outcome:** Marc Larose (marc.larose@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 coaches will conduct walkthroughs and instructional rounds to provide feedback to our teachers using data from the following progress monitoring tools: School City (CFA) and I-Ready.

**Rationale for Evidence-based Strategy:** Teachers need professional development and resource materials on standards based instruction to ensure that their instructions are aligned to the MATH and ELA Shifts linked to the FSA Standards. 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 Steps to Implement**

Action Step 1:  
 Deliver reading and math interventions to at risk students utilizing research-based strategies.

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.

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.

Action Step 6:  
 Maintain the focus on data (ELA and MATH) by conducting a SMART goal check-in every quarter for progress monitoring.

1. Push-in in targeted classrooms based on overall performance data.
2. Remediation and Enrichment sessions monitored by our Instructional Coaches.
5. Formative Assessment data to monitor students' progress with fidelity.

**Person Responsible** Sheldon Jordan (sheldon.jordan@browardschools.com)



**#5. ESSA Subgroup specifically relating to Hispanic**

**Area of Focus** Area of Focus: High Quality Instruction  
**Description and Rationale:** Rationale  
 Overall mathematics proficiency dropped 11% from 2018 FSA to 2019 FSA; math learning gains dropped 3%; and math lowest 25% learning gains dropped 1%.

**Measurable Outcome:** By June of 2021, Hispanic students will score at or above 41% FPPI.

**Person responsible for monitoring outcome:** Marc Larose (marc.larose@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 coaches will conduct walkthroughs and instructional rounds to provide feedback to our teachers using data from the following progress monitoring tools: School City (CFA) and I-Ready.

**Rationale for Evidence-based Strategy:** Teachers need professional development and resource materials on standards based instruction to ensure that their instructions are aligned to the MATH and ELA Shifts linked to the FSA Standards. 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 Steps to Implement**

- Action Step 1:  
Deliver reading and math interventions to at risk students utilizing research-based strategies.
- 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.
- 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.
- Action Step 6:  
Maintain the focus on data (ELA and MATH) by conducting a SMART goal check-in every quarter for progress monitoring.
  1. Push-in in targeted classrooms based on overall performance data.
  2. Remediation and Enrichment sessions monitored by our Instructional Coaches.
  5. Formative Assessment data to monitor students' progress with fidelity.

**Person Responsible** Sheldon Jordan (sheldon.jordan@browardschools.com)



**#6. ESSA Subgroup specifically relating to Economically Disadvantaged**

**Area of Focus** Area of Focus: High Quality Instruction  
**Description and Rationale:** Rationale  
 Overall mathematics proficiency dropped 11% from 2018 FSA to 2019 FSA; math learning gains dropped 3%; and math lowest 25% learning gains dropped 1%.

**Measurable Outcome:** 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:** Our teachers will focus on implementing explicit and systematic standards-based instruction to increase student achievement in ELA, MATH and SCIENCE. Our Administrators and coaches will conduct walkthroughs and instructional rounds to provide feedback to our teachers using data from the following progress monitoring tools: School City (CFA) and I-Ready.

**Rationale for Evidence-based Strategy:** Teachers need professional development and resource materials on standards based instruction to ensure that their instructions are aligned to the MATH and ELA Shifts linked to the FSA Standards. 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 Steps to Implement**

- Action Step 1:  
Deliver reading and math interventions to at risk students utilizing research-based strategies.
- 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.
- 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.
- Action Step 6:  
Maintain the focus on data (ELA and MATH) by conducting a SMART goal check-in every quarter for progress monitoring.
  1. Push-in in targeted classrooms based on overall performance data.
  2. Remediation and Enrichment sessions monitored by our Instructional Coaches.
  5. Formative Assessment data to monitor students' progress with fidelity.

**Person Responsible** Letibel Stewart (letibel.stewart@browardschools.com)

## Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**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 follow-ups 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.**

**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 on a monthly basis .**

## Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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.

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 several Middle schools through their magnet school program to inform our students and parents of their options beyond Village Elementary.

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 celebrate our staff, our scholars and our parents. 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.

**Parent Family and Engagement Plan (PFEP) Link**

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

**Part V: Budget**

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$291,056.25
Function	Object	Budget Focus	Funding Source	FTE	2020-21	
5100	643-Capitalized Hardware and Technology-Related Infrastructure	1621 - Village Elementary School	UniSIG		\$15,635.00	
		<i>Notes: Purchase seven Promethean Devices to be used for instructional presentations with students. Students and teachers will utilize the devices to enhance high quality instruction, improving teaching and learning. - (7) Promethean ActivPanel Nickel 65' @ \$1,800 - (7) Promethean Stand @ \$425</i>				
5100	644-Computer Hardware Non-Capitalized	1621 - Village Elementary School	UniSIG		\$7,366.00	
		<i>Notes: Purchase twenty(20) Epson W39 classroom projectors @ \$368.25 for teachers in grades 2-5 to enhance high quality instruction, improving teaching and learning.</i>				
5100	644-Computer Hardware Non-Capitalized	1621 - Village Elementary School	UniSIG		\$3,580.00	
		<i>Notes: Purchase twenty (20) Elmo TT12id document cameras @ \$179 for teachers in grades 2-5 to enhance high quality instruction, improving teaching and learning.</i>				
5100	369-Technology-Related Rentals	1621 - Village Elementary School	UniSIG		\$10,010.00	
		<i>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 PK-5. 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</i>				

			<i>growth. Embedded assessments also provide information on student growth that can be used for progress monitoring. License term date cannot extend pass August 31, 2021.</i>		
5100	510-Supplies	1621 - Village Elementary School	UniSIG		\$30,075.00
			<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 in grades 3-5 to utilize for classroom instructional and to reinforce Florida Math Standards by providing a supplement to the core instructional materials. - Grade 3 - CRS Pre/Post Assessment, Quik-Pik (Bks 1-4), Comp. Domain Review (Bk 1-2), Common Core Modeling (Bk 1-2) - Grade 4 - CRS Pre/Post Assessment, Quik-Pik (Bks 1-4), Comp. Domain Review (Bk 1-2), Common Core Modeling (Bk 1-2) - Grade 5 - CRS Pre/Post Assessment, Quik-Pik (Bks 1-4), Comp. Domain Review (Bk 1-2), Common Core Modeling (Bk 1-2), Science Scrimmage, Science Quik-Pik</i>		
5100	510-Supplies	1621 - Village Elementary School	UniSIG		\$2,065.00
			<i>Notes: J &amp; J Educational Science Boot Camp: Purchase 125 5th grade student workbooks used to provide students with additional support in the science content.</i>		
5100	510-Supplies	1621 - Village Elementary School	UniSIG		\$15,335.00
			<i>Notes: Purchase materials for small group and center based activities in ELA for grades K-5 from Lakeshore Learning. Materials include foundational skills work, writing, and project based learning activities.</i>		
5100	510-Supplies	1621 - Village Elementary School	UniSIG		\$900.00
			<i>Notes: Mountain Math for Grades 3-5 to provide daily, spiral practice for students on a variety of math concepts.</i>		
5100	510-Supplies	1621 - Village Elementary School	UniSIG		\$52,600.00
			<i>Notes: Fountas and Pinnell materials designed to provide remediation and intervention support for students in grades K-5 in ELA as well as support small group instruction. - Guided Reading kits (Grade K @ \$6,500, Grade 2 @ \$6,500, Grade 3 @ \$6,500, Grade 4 @ \$5,850, Grade 5 @ \$5,535) - Interactive Read Aloud kits (grades 3-5) - \$4,140 - Leveled Literacy Intervention kits (grades 3-4) - \$9,900 - Mini Lessons (grades K-5) - \$2,673 - Word Study boxes (grades 3-4) - \$878</i>		
5100	369-Technology-Related Rentals	1621 - Village Elementary School	UniSIG		\$3,295.00
			<i>Notes: Purchase school site license for Reflex Math to support increasing students' math fluency through online practice for grades K-5. License term date cannot extend pass August 31, 2021.</i>		
5100	369-Technology-Related Rentals	1621 - Village Elementary School	UniSIG		\$2,480.00
			<i>Notes: Purchase software license for Illuminate Education (School City) program to support creation of assessments and assist in analyzing student data in grades 2-5. License term date cannot extend pass August 31, 2021.</i>		
5100	510-Supplies	1621 - Village Elementary School	UniSIG		\$5,255.00
			<i>Notes: Purchase Success Coach/Performance 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. Will purchase to cover all Lowest 30 students in grades 3-5 and account for misplaced/lost books. - Grade 3: Math Success Coach, Performance Coach, Practice Tests - Grade 4: Math Success Coach, Performance Coach, Practice Tests - Grade 5: Math Success Coach, Performance Coach, Practice Tests</i>		
5100	510-Supplies	1621 - Village Elementary School	UniSIG		\$3,000.00
			<i>Notes: Hands on Equations and Fractions Kits: Hands on manipulatives to aid in the teaching of algebraic equations and fractions.</i>		

	6400	120-Classroom Teachers	1621 - Village Elementary School	UniSIG		\$37,200.00
			<i>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 during 2020-2021 school year, either after school and/or on Saturdays. Allocating 31 hours of PD per teacher at \$30/hour for 40 teachers - After school/ Saturday PD: 40 teachers x 31 hours x \$30 stipend = \$37,200</i>			
	6400	220-Social Security	1621 - Village Elementary School	UniSIG		\$2,885.00
			<i>Notes: Fringe FICA Social Security: 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.</i>			
	6400	240-Workers Compensation	1621 - Village Elementary School	UniSIG		\$815.00
			<i>Notes: Fringe Workers Compensation: 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.</i>			
	6400	250-Unemployment Compensation	1621 - Village Elementary School	UniSIG		\$20.00
			<i>Notes: Fringe Unemployment: 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.</i>			
	5100	120-Classroom Teachers	1621 - Village Elementary School	UniSIG		\$9,720.00
			<i>Notes: ELO Stipends: Extended Learning Opportunities to provide instructional support in the areas of ELA and Math for Saturday School tutoring for students in grades 2-5. (12 teachers, 3 hours, for 9 Saturdays) - ELO Student Camp Time: 3 hours/Saturday x 9 Saturdays = 27 hours - ELO Student Camp Stipends: 12 teachers x 27 hours x \$30 stipend = \$9,720</i>			
	5100	220-Social Security	1621 - Village Elementary School	UniSIG		\$1,553.00
			<i>Notes: ELO Stipends</i>			
	5100	240-Workers Compensation	1621 - Village Elementary School	UniSIG		\$440.00
			<i>Notes: ELO Stipends</i>			
	5100	250-Unemployment Compensation	1621 - Village Elementary School	UniSIG		\$16.25
			<i>Notes: ELO Stipends</i>			
	5100	369-Technology-Related Rentals	1621 - Village Elementary School	UniSIG		\$2,400.00
			<i>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 in all grades (K-5) 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. License term date cannot extend past August 31, 2021.</i>			
	5100	510-Supplies	1621 - Village Elementary School	UniSIG		\$10,350.00

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			<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		\$6,200.00
			<i>Notes: Allocate funds to purchase additional math manipulatives and small group activities from Lakeshore to support small group instruction and differentiated instruction for grades K-5.</i>		
5100	510-Supplies	1621 - Village Elementary School	UniSIG		\$2,915.00
			<i>Notes: Allocate funds to purchase Thinking Maps materials to support increasing student critical thinking skills in all content areas. - Thinking Maps®: A Language for Learning, 2nd Ed., 22 @ \$125</i>		
5100	120-Classroom Teachers	1621 - Village Elementary School	UniSIG		\$5,760.00
			<i>Notes: ELO Stipends: Extended Learning Opportunities to provide instructional support in the areas of ELA and Math for after school tutoring for students in grades 2-5. (6 teachers, 2 hours per week, 16 weeks) - ELO Student Camp Time: 2 hours/week x 16 weeks = 32 hours - ELO Student Camp Stipends: 6 teachers x 32 hours x \$30 stipend = \$5,760</i>		
5100	120-Classroom Teachers	1621 - Village Elementary School	UniSIG		\$4,320.00
			<i>Notes: ELO Stipends: Extended Learning Opportunities to provide instructional support in the areas of ELA and Math for before school tutoring for students in grades 2-5. (3 teachers, 3 hours per week, 16 weeks) - ELO Student Camp Time: 3 hours/week x 16 weeks = 48 hours - ELO Student Camp Stipends: 3 teachers x 48 hours x \$30 stipend = \$4,320</i>		
5100	369-Technology-Related Rentals	1621 - Village Elementary School	UniSIG		\$3,825.00
			<i>Notes: Scholastic Literacy Pro site license (401-700 Students) will empower teachers with a blended learning solution that curates a personalized bookshelf for every child from grades K-5 and ensures purposeful and effective independent reading everyday. License term date cannot extend pass August 31, 2021.</i>		
5100	530-Periodicals	1621 - Village Elementary School	UniSIG		\$7,900.00
			<i>Notes: Allocate funds to support ELA through current event reading and understanding using Scholastic News materials for teacher resources in grades 1-5.</i>		
6400	310-Professional and Technical Services	1621 - Village Elementary School	UniSIG		\$1,500.00
			<i>Notes: Renaissance Annual Coaching for Accelerated Reader program. PD session shall not exceed \$3,000/day.</i>		
5100	369-Technology-Related Rentals	1621 - Village Elementary School	UniSIG		\$6,000.00
			<i>Notes: Learning A-Z site licenses - Raz-Plus.com and VocabularyA-Z.com site licenses will provide a supplemental online program for students that focuses on increasing reading comprehension/fluency skills and increasing writing and grammar skills. License term date cannot extend pass August 31, 2021.</i>		
6400	369-Technology-Related Rentals	1621 - Village Elementary School	UniSIG		\$6,460.00
			<i>Notes: Curriculum Associates - Teacher Tool Box Purchase of iReady Teacher Math/ Reading/Writing Toolbox for teachers to enhance their virtual teaching strategies and for continuous improvement of student proficiency with standards based instruction. License term date cannot extend pass August 31, 2021.</i>		
5100	510-Supplies	1621 - Village Elementary School	UniSIG		\$5,435.00

			<p>Notes: Purchase Success Coach resource materials to target Lowest 30 students in ELA. These materials will support the pull out groups to target foundational skills and close gaps. Will purchase to cover all Lowest 30 students in grades 3-5 and account for misplaced/lost books. - Grade 3: Success Coach ELA Class Set - Grade 4: Success Coach ELA Class Set - Grade 5: Success Coach ELA Class Set</p>		
5100	510-Supplies	1621 - Village Elementary School	UniSIG		\$12,590.00
			<p>Notes: Purchase book bundles (set of 5 or 10 books) from Scholastic Education for students in Grades 3-5 to support the development of balanced literacy libraries and create a home to school connection during e-learning. My Books Bundles includes Journals and Think Sheets that invite kids to express ideas, think about and rate the books they've read, and share books with peers and family members. The teacher can elect to distribute the books in a variety of ways—in packs or via student self-selection. These bundles will be used to ensure that intermediate - developing readers in Grades 3-5 have access to books and support to guide their reading development in the home. Each Book Bundle pack - fiction, informational, and/or specialty titles (including STEM and others) - includes: - For each book: a corresponding two-sided Think Sheet of book-specific writing activities, comprehension questions, and other text-based response activities - For each student: a Reading Journal for recording text-based responses and for tracking and rating books read - For each student: colored pencils to inspire creativity and imagination in the student journal Book bundles will be distributed from school campus during designated period in the Fall and Spring semesters. - Grade 3: 102 bundles @ \$23.95 (set of 5 books) - Grade 4: 115 bundles @ \$39.95 (set of 10 books) - Grade 5: 124 bundles @ \$39.95 (set of 10 books)</p>		
5100	369-Technology-Related Rentals	1621 - Village Elementary School	UniSIG		\$3,876.00
			<p>Notes: Wordly Wise i3000 provides direct academic vocabulary instruction to develop the critical link between vocabulary and reading comprehension. Will be used by students in grades K-5 and will allow students to improve their vocabulary development virtually. Program will be used in small group and/or whole group during the instructional day. Also can used after school as a tutorial. License term date cannot extend pass August 31, 2021.</p>		
5100	369-Technology-Related Rentals	1621 - Village Elementary School	UniSIG		\$2,500.00
			<p>Notes: Florida Coach Digital ELA Site License will allow teachers and students digital access to the standards based printed materials purchased along with access to many of the other digital programs offered by the company. For grades 3-5, this will give teachers the option to present students with the materials in multiple ways. Student achievement will be positively impacted because the teachers will be able to closely and accurately monitor student performance and implement immediate action by differentiating instruction to meet individual students' needs. License term date cannot extend pass August 31, 2021.</p>		
5100	369-Technology-Related Rentals	1621 - Village Elementary School	UniSIG		\$3,700.00
			<p>Notes: Educational Galaxy's FSA preparation program provides online assessment and practice for students in Grades K- 5 to help build standards mastery. Students will use this online resource in small groups to practice important science concepts. License term date cannot extend pass August 31, 2021.</p>		
6400	510-Supplies	1621 - Village Elementary School	UniSIG		\$1,080.00
			<p>Notes: Purchase 45 copies of the Distance Learning Playbook for teachers and administrators. The Distant Learning Playbook is an essential hands-on guide to preparing and delivering distance learning experiences that are truly effective and meaningful. Spanning topics from teacher-student relationships, teacher credibility and clarity, instructional design, assessments, grading, this comprehensive playbook details research-based strategies teachers will need to deliver high-impact learning online and virtual.</p>		
2	III.A.	<b>Areas of Focus: ESSA Subgroup: Students with Disabilities</b>			<b>\$0.00</b>
3	III.A.	<b>Areas of Focus: ESSA Subgroup: English Language Learners</b>			<b>\$0.00</b>
4	III.A.	<b>Areas of Focus: ESSA Subgroup: African-American</b>			<b>\$0.00</b>
5	III.A.	<b>Areas of Focus: ESSA Subgroup: Hispanic</b>			<b>\$0.00</b>

6	III.A.	Areas of Focus: ESSA Subgroup: Economically Disadvantaged	\$0.00
<b>Total:</b>			<b>\$291,056.25</b>