

Broward County Public Schools

Village Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	11
Planning for Improvement	19
Positive Culture & Environment	30
Budget to Support Goals	31

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Economically Disadvantaged Students*
School Grades History	2018-19: D (36%) 2017-18: C (43%) 2016-17: C (42%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	11
Planning for Improvement	19
Title I Requirements	0
Budget to Support Goals	31

Village Elementary School

2100 NW 70TH AVE, Sunrise, FL 33313

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	86%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	C

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SIP Authority

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<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	Position 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>
Jordan , Sheldon	Math 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</p>

Name	Position Title	Job Duties and Responsibilities
		intervention, providing targeted instructional coaching and building capacity for math proficiency across the curriculum.
McNair , Shena	Other	<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. The ESE Specialist ensures adherence to safety rules and procedures and follows federal and state, as well as School Board policies.</p>
Sands, Philippa	School Counselor	<p>Our School Counselor promotes and enhances achievement with an annual comprehensive school counseling plan that ensures that every student receives school counseling services. The school counselor collaborates with the other school leadership team members and the instructional staff to provide comprehensive counseling programs that incorporate prevention and 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>
Coutain , Nicole	Reading 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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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>

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

27

Total number of students enrolled at the school

562

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

2

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

1

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	98	95	97	90	95	121	0	0	0	0	0	0	0	596
Attendance below 90 percent	41	32	34	35	31	51	0	0	0	0	0	0	0	224
One or more suspensions	0	0	0	1	1	1	0	0	0	0	0	0	0	3
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 FSA ELA assessment	0	0	0	0	1	36	0	0	0	0	0	0	0	37
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	39	0	0	0	0	0	0	0	39
Number of students with a substantial reading deficiency	0	0	8	19	4	6	0	0	0	0	0	0	0	37

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	4	8	3	36	0	0	0	0	0	0	0	51

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	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 6/4/2021

2020-21 - 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	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

2020-21 - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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

Part II: Needs Assessment/Analysis**School Data Review**

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				36%	59%	57%	39%	56%	56%
ELA Learning Gains				45%	60%	58%	53%	57%	55%
ELA Lowest 25th Percentile				49%	54%	53%	55%	51%	48%
Math Achievement				34%	65%	63%	45%	62%	62%
Math Learning Gains				37%	66%	62%	40%	60%	59%
Math Lowest 25th Percentile				29%	53%	51%	30%	47%	47%
Science Achievement				20%	46%	53%	41%	49%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	29%	60%	-31%	58%	-29%
Cohort Comparison						
04	2021					
	2019	39%	62%	-23%	58%	-19%
Cohort Comparison		-29%				
05	2021					
	2019	38%	59%	-21%	56%	-18%
Cohort Comparison		-39%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	33%	65%	-32%	62%	-29%
Cohort Comparison						
04	2021					
	2019	42%	67%	-25%	64%	-22%
Cohort Comparison		-33%				
05	2021					
	2019	22%	64%	-42%	60%	-38%
Cohort Comparison		-42%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	20%	49%	-29%	53%	-33%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

The iReady Diagnostic Assessment was used to compile this data for ELA and Math. School City data was used to compile this data for Science.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27	33	57
	Economically Disadvantaged	27	33	57
	Students With Disabilities	33	17	50
	English Language Learners	26	32	63
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27	29	37
	Economically Disadvantaged	27	29	37
	Students With Disabilities	17	33	33
	English Language Learners	22	20	30
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30	32	51
	Economically Disadvantaged	30	32	51
	Students With Disabilities	0	17	25
	English Language Learners	13	14	29
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14	18	28
	Economically Disadvantaged	14	18	28
	Students With Disabilities	9	9	27
	English Language Learners	0	14	14

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33	39	50
	Economically Disadvantaged	33	39	50
	Students With Disabilities	36	30	30
	English Language Learners	10	15	20
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13	24	43
	Economically Disadvantaged	13	24	43
	Students With Disabilities	18	20	20
	English Language Learners	0	0	20
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27	29	31
	Economically Disadvantaged	27	29	31
	Students With Disabilities	10	0	29
	English Language Learners	9	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13	22	43
	Economically Disadvantaged	13	22	43
	Students With Disabilities	10	14	14
	English Language Learners	8	10	20

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15	24	29
	Economically Disadvantaged	15	24	29
	Students With Disabilities	13	14	14
	English Language Learners	11	11	11
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14	25	38
	Economically Disadvantaged	14	25	38
	Students With Disabilities	14	27	36
	English Language Learners	0	7	20
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	18	25	35
	Economically Disadvantaged	18	25	35
	Students With Disabilities	15	18	22
	English Language Learners	7	14	25

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	7	20		4	10		8				
ELL	20	22	30	25	14		4				
BLK	26	25	24	25	23	26	19				
HSP	46			23							
FRL	27	27	25	26	23	33	20				
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				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	25
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	26
Total Points Earned for the Federal Index	198
Total Components for the Federal Index	8
Percent Tested	94%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	10
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	20
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	25
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	35
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	26
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

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.

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

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.

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

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.

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

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.

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

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.

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

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 focus on ensuring partnership with Uncommon Schools to ensure that tasks are rigorous and designed to meet the rigor of students.

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

Formative Assessment data to monitor students' progress with fidelity.

a) 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.

b) Coaches will work with teachers to ensure that the data is used to drive instruction in the classrooms.

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

Push-in in targeted classrooms using small groups based on overall performance data.

a) 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. Remediation and Enrichment sessions monitored by our Instructional Coaches.

b) 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.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	<p>Area of Focus: Standards-Aligned Instruction</p> <p>Rationale</p> <p>Overall mathematics proficiency dropped 11% from 2018 FSA to 2019 FSA; math learning gains dropped 3%, and math lowest 25% learning gains dropped 1%.</p> <p>Overall ELA proficiency dropped 3% from 2018 FSA to 2019 FSA; ELA learning gains dropped 8%, and ELA lowest 25% learning gains dropped 6%.</p> <p>Overall SCIENCE proficiency dropped 21% from 2018 FSA to 2019 FSA.</p>
Measurable Outcome:	<p>The percentage of students scoring proficient or higher in mathematics will realize a 35% increase; learning gains will increase by 43%, and lowest 25% students will increase by 44% by the end of June 2022 as measured by the Florida Standards Assessment.</p> <p>The percentage of third, fourth and fifth grade students scoring proficient or higher in ELA will realize a 24% increase; learning gains will increase by 39%, and lowest 25% students will increase by 44% by the end of June 2022 as measured by Florida Standards Assessment.</p> <p>The percentage of fifth grade students scoring proficient or higher in Science will realize a 25% increase.</p> <p>The percentage of third, fourth, and fifth grade students receiving office discipline referrals will decline by 80% by the end of June 2022 as demonstrated by the data collected in our Discipline Management System and BASIS.</p>
Monitoring: Person responsible for monitoring outcome:	<p>School Administrators and Instructional 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.</p> <p>Sheldon Jordan (sheldon.jordan@browardschools.com)</p>
Evidence-based Strategy: Rationale for 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.</p> <p>Teachers need professional development and resource materials on standards-based instruction to ensure that their teachings align with the ELA and MATH Shifts linked to the FSA Standards and the NGSSS Standards for Science. Teachers will determine their students' specific weaknesses and strengths per the standard covered, and they will use the evidence-based strategy to inform their daily instruction. The students will be grouped based on performance levels (deficient, struggling, proficient), and teachers will assign remediation and enrichment activities based on each student's performance. Teachers will analyze the data to determine their students' level of mastery of the standards, use the evident-based strategy to adjust instruction, and create rigorous, student-centered performance tasks.</p>

Action Steps to Implement**Action Step 1:**

Provide teachers with professional development on unwrapping standards, standards-based instruction,

and standards-based tasks.

Action Step 2:

Leverage collaborative hours (professional learning communities) to model research-based instructional strategies and to plan & analyze math tasks.

Action Step 3:

Conduct leadership learning walks (with both administration and coaches) to monitor the implementation of the standards-based instruction.

Action Step 4:

Use both qualitative data (through observations) and quantitative data (using Formative data) to make adjustments to the collaborative hours to better meet the teachers' needs.

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

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	Area of Focus: Standards-Aligned Instruction
	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%.
	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.

Measurable Outcome: By June of 2022, Students With Disabilities will score at or above 41% FPPI.

Monitoring: Our Administrators and Instructional 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.

Person responsible for monitoring outcome: Shena McNair (shena.armsteadmcnair@browardschools.com)

Evidence-based Strategy: Our teachers will focus on presenting lessons in multiple ways to better meet the needs of our ESE population.

Rationale for Evidence-based Strategy: Teachers need professional development and resource materials on how to meet the needs of the ESE population better. Teachers will be able to determine their students' specific weaknesses and strengths per the standard covered. Teachers will use the evidence-based strategy to inform their daily instruction. The students will be grouped based on performance levels and specific needs. Remediation activities will be assigned based on each student's performance. Teachers will analyze the data to determine their students' mastery of the standards, use the evident-based strategy to adjust instruction, and create rigorous, student-centered performance tasks.

Action Steps to Implement

Action Step 1:
ESE specialist will meet with all teachers to go over IEP goals for all students with disabilities.

Action Step 2:
ESE Specialist will provide PD on strategies that work for this specific population and support teachers in implementation.

Action Step 3:
ESE Specialist, Coaches, and administration will conduct learning walks to check on these specific students and monitor the use of instructional strategies inside the classroom.

Action Step 4:
ESE Support Person, ESE Specialist, Coaches, and teachers will all collaborate to ensure that the needs of this population of students are met.

Action Step 5:
The data for these scholars and strategies will be analyzed quarterly, and adjustments will occur as needed.

Person Responsible: Shena McNair (shena.armsteadmcnair@browardschools.com)

#3. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:	<p>Area of Focus: Standards-Aligned Instruction</p> <p>Rationale</p> <p>Overall mathematics proficiency dropped 11% from 2018 FSA to 2019 FSA; math learning gains dropped 3%, and math lowest 25% learning gains dropped 1%.</p> <p>Overall ELA proficiency dropped 3% from 2018 FSA to 2019 FSA; ELA learning gains dropped 8%, and ELA lowest 25% learning gains dropped 6%.</p>
	<p>Overall SCIENCE proficiency dropped 21% from 2018 FSA to 2019 FSA.</p>
Measurable Outcome:	By June of 2022, English Language Learners will score at or above 41% FPPI.
Monitoring:	Our Administrators and Instructional 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.
Person responsible for monitoring outcome:	Philippa Sands (philippa.sands@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. They will also work to implement ELL strategies in a classroom setting.
Rationale for Evidence-based Strategy:	<p>Teachers need professional development and resource materials on supporting our English Language Learner population. Teachers will be able to understand students' ACCESS levels and needs as English Language Learners. They will understand how to leverage the Can Do descriptors to support our learners in acquiring the language and growing as learners. Teachers will analyze the data to determine their students' level of mastery of the standards, use the evident-based strategy to adjust instruction, and create rigorous, student-centered performance tasks.</p>

Action Steps to Implement

Action Step 1:

Utilize our district ELL Instructional Facilitator to provide professional development for teachers on strategies for ELLs and the Can Do Descriptors.

Action Step 2:

The school Counselor will ensure that all ELL students are assessed and that an appropriate level is assigned to each scholar.

Action Step 3:

School Counselor and Instructional Facilitator will work with teachers to understand what the levels mean and how they can meet the needs of students at each level.

Action Step 4:

School Counselor, Coaches, and Administration will conduct learning walks to monitor the use of ELL strategies in the classroom and provide teachers with feedback on how to continue to meet the needs of this population of scholars.

Action Step 5:

Adjustments will be made to ensure that the needs of this population are being met.

Action Step 6:

Be intentional about the use of heritage dictionaries/glossaries in the classroom.

Person Responsible Philippa Sands (philippa.sands@browardschools.com)

#4. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:	<p>Area of Focus: Standards-Aligned Instruction</p> <p>Rationale</p> <p>Overall mathematics proficiency dropped 11% from 2018 FSA to 2019 FSA; math learning gains dropped 3%, and math lowest 25% learning gains dropped 1%.</p> <p>Overall ELA proficiency dropped 3% from 2018 FSA to 2019 FSA; ELA learning gains dropped 8%, and ELA lowest 25% learning gains dropped 6%.</p> <p>Overall SCIENCE proficiency dropped 21% from 2018 FSA to 2019 FSA.</p>
Measurable Outcome:	By June of 2022, African-American students will score at or above 41% FPPI.
Monitoring:	Our Administrators and Instructional 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.
Person responsible for monitoring outcome:	Nicole Coutain (nicole.coutain@browardschools.com)
Evidence-based Strategy:	Teachers will be educated in culturally responsive teaching and participate in a school-based mentoring program.
Rationale for Evidence-based Strategy:	<p>Teachers need professional development and resource materials on culturally responsive teaching and how to meet the needs of all students. Teachers will understand how to use student interests and cultures in their classrooms to engage them in learning better.</p> <p>Teachers will determine their students' specific weaknesses and strengths per standard, and they will use the evidence-based strategy to inform their daily instruction. The students will be grouped based on performance levels (deficient, struggling, proficient), and teachers and coaches will assign remediation and enrichment activities based on each student's performance. Teachers will analyze the data to determine their students' level of mastery of the standards, use the evident-based strategy to adjust instruction, and create rigorous, student-centered performance tasks. Teachers will work together to act as mentors for the scholars in this subgroup.</p>

Action Steps to Implement

Action Step 1:

Teachers will receive professional development and ongoing support for culturally responsive teaching.

Action Step 2:

Teachers will conduct student interest surveys to better learn about their students and their cultures to begin to incorporate these things into their lesson plans.

Action Step 3:

Village elementary will leverage its School-Based Mentoring program to support specific scholars in this population with becoming motivated and engaged in school.

Action Step 4:

The leadership team will conduct learning walks to ensure that student interests are incorporated into learning.

Person Responsible

Nicole Coutain (nicole.coutain@browardschools.com)

#5. ESSA Subgroup specifically relating to Hispanic

Area of Focus Description and Rationale:	<p>Area of Focus: Hispanic Population</p> <p>Rationale</p> <p>Overall mathematics proficiency dropped 11% from 2018 FSA to 2019 FSA; math learning gains dropped 3%, and math lowest 25% learning gains dropped 1%.</p> <p>Overall ELA proficiency dropped 3% from 2018 FSA to 2019 FSA; ELA learning gains dropped 8%, and ELA lowest 25% learning gains dropped 6%.</p> <p>Overall SCIENCE proficiency dropped 21% from 2018 FSA to 2019 FSA.</p>
Measurable Outcome:	By June of 2022, Hispanic students will score at or above 41% FPPI.
Monitoring:	Our Administrators and Instructional 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.
Person responsible for monitoring outcome:	Marc Larose (marc.larose@browardschools.com)
Evidence-based Strategy:	Our teachers will focus on implementing culturally responsive teaching in an effort to better meet the needs of our Hispanic Population.
Rationale for Evidence-based Strategy:	Teachers need professional development and resource materials on teachers need professional development and resource materials on culturally responsive teaching and how to meet the needs of all students. Teachers will understand how to use student interests and cultures in their classrooms to engage them in learning better. Teachers will determine their students' specific weaknesses and strengths per standard, and they will use the evidence-based strategy to inform their daily instruction. The students will be grouped based on performance levels (deficient, struggling, proficient), and teachers and coaches will assign remediation and enrichment activities based on each student's performance. Teachers will analyze the data to determine their students' level of mastery of the standards, use the evident-based strategy to adjust instruction, and create rigorous, student-centered performance tasks. Teachers will work together to act as mentors for the scholars in this subgroup.

Action Steps to Implement**Action Step 1:**

Teachers will receive professional development and ongoing support for culturally responsive teaching.

Action Step 2:

Teachers will conduct student interest surveys to better learn about their students and their cultures to begin to incorporate these things into their lesson plans.

Action Step 3:

Village elementary will leverage its School-Based Mentoring program to support specific scholars in this population with becoming motivated and engaged in school.

Action Step 4:

The leadership team will conduct learning walks to ensure that student interests are being incorporated into learning.

Action Step 5:

District Mandates will be taught throughout the year using many resources to ensure that all cultures feel respected and appreciated.

Person Responsible Marc Larose (mark.larose@browardschools.com)

#6. ESSA Subgroup specifically relating to Economically Disadvantaged

Area of Focus Description and Rationale:	Area of Focus: Standards-Aligned Instruction
	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%.
	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.

Measurable Outcome: By June of 2022, Economically Disadvantaged students will score at or above 41% FPPI.

Monitoring: Our Administrators and Instructional 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.

Person responsible for monitoring outcome: Marc Larose (mark.larose@browardschools.com)

Evidence-based Strategy: Our teachers will work with parents to meet the social emotional and academic needs of scholars. They will implement a social emotional learning program and a school-based mentoring program.

Rationale for Evidence-based Strategy: Teachers need professional development in supporting students with diverse needs. Teachers will determine their students' specific interests and use the evidence-based strategy to inform their daily instruction and interactions with students. Teachers will work on tapping into students' interests and providing them with social-emotional learning to meet their needs. Teachers and the school will also work to involve parents and make a joint effort to meet the needs of all scholars.

Action Steps to Implement

Action Step 1:

Teachers will receive professional development and ongoing support for culturally responsive teaching.

Action Step 2:

Teachers will conduct student interest surveys to better learn about their students and their cultures to begin to incorporate these things into their lesson plans.

Action Step 3:

Village elementary will leverage its School-Based Mentoring program to support specific scholars in this population with becoming motivated and engaged in school.

Action Step 4:

The leadership team will conduct learning walks to ensure that student interests are incorporated into learning.

Action Step 5:

A social-emotional learning program will be implemented so that every child feels respected, loved, and motivated to tackle every day.

Action Step 6:

There will be a Parent Moment at every School Advisory Council meeting to discuss Title I Resources that can help support parents in meeting their child's needs.

Person Responsible Marc Larose (marc.larose@browardschools.com)

#7. Instructional Practice specifically relating to ELA

Area of Focus	Area of Focus: English Language Arts
Description and 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%.
Measurable Outcome:	The percentage of third, fourth and fifth grade students scoring proficient or higher in ELA will realize a 24% increase; learning gains will increase by 39%, and lowest 25% students will increase by 44% by the end of June 2022 as measured by Florida Standards Assessment.
Monitoring:	School Administrators and Instructional 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.
Person responsible for monitoring outcome:	Nicole Coutain (nicole.coutain@browardschools.com)
Evidence-based Strategy:	Our teachers will focus on implementing explicit and systematic standards-based instruction to increase student achievement in ELA.
Rationale for Evidence-based Strategy:	Teachers will determine their students' specific weaknesses and strengths per the standard covered. They will use the evidence-based strategy 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 evidence-based strategy to adjust instruction, and create rigorous, student-centered performance tasks. A walk to read program will be established to meet the needs of scholars who need extra support in ELA.

Action Steps to Implement

Using data, teachers and coaches will work together to group scholars for learning.

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

A walk to read program will be created to meet the needs of all scholars in the area of ELA.

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

Leverage ESSR teachers to provide evidence-based interventions to Tier 2 and Tier 3 students in the area of ELA.

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

Monitor the effectiveness of the walk to read program using evidenced-based assessments.

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

Monitor the effectiveness of the ELA block using the classroom look-fors document and provide teachers with quick and actionable feedback.

Person Responsible Marc Larose (mark.larose@browardschools.com)

Monitor student progress using iReady and Common Formative Assessments.

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

Additional Schoolwide Improvement Priorities

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

Our primary areas of concern will be addressed through the implementation and monitoring of our school-wide behavior plan and the reinforcement of our Positive Culture initiatives. The percentage of third, fourth, and fifth grade students receiving office discipline referrals will decline by 80% by the end of June 2022 as demonstrated by the data collected in our Discipline Management System and 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.

Our teachers are implementing mindfulness and SEL activities to help our kids with their social-emotional needs. Our School Counselor shares with our teachers the resources and materials provided by the district to assist them in applying the research-based strategies learned during staff training to meet the needs of our students.

We have a School-Based Mentoring Program (Adopt-A-Scholar) to help support our 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.

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

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.

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				\$272,103.75
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	369-Technology-Related Rentals	1621 - Village Elementary School	UniSIG		\$12,160.00
			Notes: "Renaissance: Purchase site licenses for MyON Readers and STAR 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 growth. Embedded assessments also provide information on student growth that can be used for progress monitoring. License term date cannot extend past August 31, 2022."			
	5100	510-Supplies	1621 - Village Elementary School	UniSIG		\$25,400.00
			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" 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			
	5100	510-Supplies	1621 - Village Elementary School	UniSIG		\$8,570.00
			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: FL Success Coach, ELA Class Set, Math Class Set - Grade 4: FL Success Coach, ELA Class Set, Math Class Set - Grade 5: FL Success Coach, ELA Class Set, Math Class Set			

5100	369-Technology-Related Rentals	1621 - Village Elementary School	UniSIG		\$4,200.00
		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 be used after school as a tutorial. License term date cannot extend past August 31, 2022.			
5100	369-Technology-Related Rentals	1621 - Village Elementary School	UniSIG		\$2,750.00
		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 past August 31, 2022.			
5100	510-Supplies	1621 - Village Elementary School	UniSIG		\$5,255.00
		Notes: Purchase instructional materials and resources from Curriculum Associates, J&J Educational and School Specialty to support reading, mathematics, and supplementary science resources for students to utilize during classroom instruction and to reinforce concepts by providing a supplement to the core instructional materials.			
6400	120-Classroom Teachers	1621 - Village Elementary School	UniSIG		\$43,200.00
		Notes: Provide Stipends to (40) K-5 teachers to engage in professional development. The intense literacy, mathematics, science, data usage and pedagogy focus of the professional development will support teachers to increase their knowledge as they work with students to close the achievement gap. The professional development will take place during the 2021-2022 school year, either after school or on Saturdays. District Trainers and School Based Coaches will facilitate the PD sessions. If stipends are necessary, they will be paid from other funding sources. Stipends will be paid at hourly rate; \$36/hour will be used for budgeting purposes for a total of thirty hours per teacher. Allocating 30 hours of PD per teacher at \$36/hour for 40 teachers = 40 teachers x 30 hours x \$36 stipend = \$43,200			
6400	220-Social Security	1621 - Village Elementary School	UniSIG		\$3,400.00
		Notes: Fringe FICA Social Security: PD stipends for 40 teachers			
6400	240-Workers Compensation	1621 - Village Elementary School	UniSIG		\$1,000.00
		Notes: Fringe Workers Compensation: PD stipends for 40 teachers			
6400	250-Unemployment Compensation	1621 - Village Elementary School	UniSIG		\$120.00
		Notes: Fringe Unemployment: PD stipends for 40 teachers classroom culture/environment.			
5100	120-Classroom Teachers	1621 - Village Elementary School	UniSIG		\$11,664.00
		Notes: Saturdays Provide ELO stipends to twelve teachers to teach ELA/Math/Science Extended Learning Opportunity Camps for our 2nd-5th grade students with specific targets on students in our ESSA groups and lowest quartile groups. Teachers will identify student groupings based on progress monitoring data, disaggregate data to ensure assignments are standards based and communicate with parents concerning student progress and/or additional supports needed. Stipends will be paid at hourly rate; \$36/hour will be used for budgeting purposes. There will be approximately 120 total students anticipated to attend the ELO camps. The student to teacher ratio for ELO camps will be a minimum of 10:1. If the student to teacher ratio is not met, the number of teachers providing instruction must be reduced to meet that ratio. If there are unspent ELO funds at the end of the school year, the school will extend ELO opportunities into Summer 2022 for current students. - ELO Hours: 9 Saturdays x 3 hours per Saturday = 27 hours - ELO Camp: 12 teachers x 27 hours x \$36 stipend = \$11,664			
5100	220-Social Security	1621 - Village Elementary School	UniSIG		\$1,877.75

			<i>Notes: Fringe Social Security: ELO Stipends</i>			
	5100	240-Workers Compensation	1621 - Village Elementary School	UniSIG		\$550.00
			<i>Notes: Fringe Workers Compensation: ELO Stipends</i>			
	5100	250-Unemployment Compensation	1621 - Village Elementary School	UniSIG		\$65.00
			<i>Notes: Fringe Unemployment Compensation: ELO Stipends</i>			
	5100	510-Supplies	1621 - Village Elementary School	UniSIG		\$13,559.00
			<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	120-Classroom Teachers	1621 - Village Elementary School	UniSIG		\$6,912.00
			<i>Notes: After School Tutoring Provide ELO stipends for six teachers to teach ELA/Math Extended Learning Opportunity Camps for our 2nd-5th grade students with specific targets on students in our ESSA groups and lowest quartile groups. Teachers will identify student groupings based on progress monitoring data, disaggregate data to ensure assignments are standards based and communicate with parents concerning student progress and/or additional supports needed. Stipends will be paid at hourly rate; \$36/hour will be used for budgeting purposes. There will be approximately 60 total students anticipated to attend the ELO camps. The student to teacher ratio for ELO camps will be a minimum of 10:1. If the student to teacher ratio is not met, the number of teachers providing instruction must be reduced to meet that ratio. If there are unspent ELO funds at the end of the school year, the school will extend ELO opportunities into Summer 2022 for current students. - ELO Hours: 16 weeks x 2 hours per week = 32 hours - ELO Camp: 6 teachers x 32 hours x \$36 stipend = \$6,912</i>			
	5100	120-Classroom Teachers	1621 - Village Elementary School	UniSIG		\$5,184.00
			<i>Notes: Before School Tutoring Provide ELO stipends for three teachers to teach ELA/Math Extended Learning Opportunity Camps for our 2nd-5th grade students with specific targets on students in our ESSA groups and lowest quartile groups. Teachers will identify student groupings based on progress monitoring data, disaggregate data to ensure assignments are standards based and communicate with parents concerning student progress and/or additional supports needed. Stipends will be paid at hourly rate; \$36/hour will be used for budgeting purposes. There will be approximately 30 total students anticipated to attend the ELO camps. The student to teacher ratio for ELO camps will be a minimum of 10:1. If the student to teacher ratio is not met, the number of teachers providing instruction must be reduced to meet that ratio. If there are unspent ELO funds at the end of the school year, the school will extend ELO opportunities into Summer 2022 for current students. - ELO Hours: 16 weeks x 3 hours per week = 48 hours - ELO Camp: 3 teachers x 48 hours x \$36 stipend = \$5,184</i>			
	5100	369-Technology-Related Rentals	1621 - Village Elementary School	UniSIG		\$2,500.00
			<i>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 past August 31, 2022."</i>			
	5100	510-Supplies	1621 - Village Elementary School	UniSIG		\$10,000.00
			<i>Notes: Rally Education ELA/Math: Reaching for the Math and Reading Standards will be utilized in grades 2-5 to support student learning and assist in closing the academic achievement gap in the area of math and ELA. Each set is \$499. - (5) Grade 2 Reaching for the Math Standards - (5) Grade 3 Reaching for the Math Standards - (5) Grade 4 Reaching for the Math Standards - (5) Grade 5 Reaching for the Math Standards</i>			

	5100	643-Capitalized Hardware and Technology-Related Infrastructure	1621 - Village Elementary School	UniSIG		\$15,575.00
			Notes: "Purchase seven Promethean Devices to be used for instructional presentation to be used for instructional presentations in grades 4 and 5. Students and teachers will utilize the devices to enhance high quality instruction, improving teaching and learning. In UniSIG 20-21, 7 Promethan boards were purchased for grades 2-3. The allocation for technology provided by the District was used to purchase technological devices to enhance curriculum delivery for teachers but not enough for each teacher/classroom to have equitable access and equipment. The UniSIG funds will be used to supplement the acquisition of additional technological enhancements for students to support teachers as they infuse technology into their daily student instruction. The boards allow for technology integration in order to improve the learning experience and reach a variety of learning modalities as the district is now offering 100% eLearning, hybrid, and face-to-face options for students. Research has repeatedly demonstrated that students learn better when they are fully engaged, and that multi-sensory, and on learning is the best way to engage them. The boards will facilitate this multi-sensory learning in all content areas. They will be used by classroom teachers to provide supplemental standards-based instruction with students. - (7) Promethean ActivPanel Nickel 65' @ \$1,800 - (7) Promethean Stands @ \$425"			
	5100	369-Technology-Related Rentals	1621 - Village Elementary School	UniSIG		\$3,295.00
			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, 2022.			
	5100	510-Supplies	1621 - Village Elementary School	UniSIG		\$6,200.00
			Notes: Allocate funds to purchase manipulatives and small group activities from Lakeshore to support small group instruction and differentiated instruction for grades K-5.			
	5100	510-Supplies	1621 - Village Elementary School	UniSIG		\$8,000.00
			Notes: Allocate funds to support ELA through current event reading and understanding using Scholastic News materials for teacher resources in grades 1-5. Allocate funds to support ELA through current event reading and understanding using Scholastic News materials for teacher resources in grades K-5. These items will benefit all classrooms Grades K-5, a total of 31 classrooms.			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	1621 - Village Elementary School	UniSIG		\$5,700.00
			Notes: Purchase eight Intelligent Charging Carts plus wiring to transport, store and charge purchased computer hardware. Carts will replace broken and outdated ones currently being shared between the 4th and 5th grade classrooms. These are blended learning classrooms where it is necessary to have a charging cart available to maintain and charge the laptops. - (4) Intelligent Charging Carts @ \$1,296/each - (100) New Cart cable management @ \$5/ device			
	5100	510-Supplies	1621 - Village Elementary School	UniSIG		\$7,475.00
			Notes: Purchase book bundles (set of 5) from Scholastic Education for students in Grades 3-5 to support the development of balanced literacy libraries. My Books Bundles includes Journals and Think Sheets and 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. - Grade 3: 102 bundles @ \$23.95 (set of 5 non-fiction books) - Grade 4: 115 bundles @ \$39.95 (set of 5 non-fiction books) - Grade 5: 124 bundles @ \$39.95 (set of 5 non-fiction books)			
	6400	369-Technology-Related Rentals	1621 - Village Elementary School	UniSIG		\$6,460.00
			Notes: Curriculum Associates: Teacher Toolbox Access Reading and Math plus Writing (501-800 Students) Purchase of iReady Teacher Toolbox for teachers to enhance their virtual teaching strategies and for continuous improvement of student proficiency with standards based instruction. iReady Toolkit for Grades K-5 teachers (37) to have full access			

			<i>for interventions and to create specific lessons and pathways on a more individualized basis. Teachers will have the access to a more direct pathway for each child. The data gathered from this can and will be used for RtI/MTSS documentation. License term date cannot extend pass August 31, 2022.</i>			
	6400	310-Professional and Technical Services	1621 - Village Elementary School	UniSIG		\$1,800.00
			<i>Notes: Renaissance Annual Coaching for STAR program. (Six 60-minute Virtual Learning sessions @ \$300 each) PD session shall not exceed \$3,000/day.</i>			
	6400	510-Supplies	1621 - Village Elementary School	UniSIG		\$5,000.00
			<i>Notes: Allocate funds to purchase books for the Leadership team and instructional staff that support school culture centered around improving processes within the math, ELA, and science blocks by systematically structuring the block in order to make the most efficient use of time. Books will be distributed to staff to allow time for pre-reading and will be utilized as a reference tool. The books listed below provide strategies that increase teacher effectiveness. During Collaborative Hour meetings, coaching sessions, and targeted professional training, teachers will have an opportunity to learn more and delve deeper into an understanding of high quality instruction techniques and the Habits of Discussion in order to increase student engagement in academic content lessons. There will be one book study per quarter. Book List - Teach Like a Champion - Reading Reconsidered - Great Readers, Great Habits - Practice Perfect</i>			
	5100	510-Supplies	1621 - Village Elementary School	UniSIG		\$11,800.00
			<i>Notes: Allocate funds to purchase LLI shared reading materials as supplementary literacy intervention to support the intervention hour for grades 1, 2 and 5. In order to implement an effective program, each teacher needs a kit. This program is most effective with our Tier 2 students and as a result of COVID learning, many of our students will benefit from this program. This allocation will supplement what we currently have in order to broaden the reach to impact more students.</i>			
	5100	510-Supplies	1621 - Village Elementary School	UniSIG		\$7,990.00
			<i>Notes: Allocate funds to purchase math and science centers for grades K-5, designed to enrich math and science skills on conceptual math topics at each grade level. The centers will be used to enhance student learning and provide deeper practice on the standards based lesson taught in class. Additionally, funds will be used to purchase content level books for teachers to use to springboard the discussion on math and science topics.</i>			
	5100	510-Supplies	1621 - Village Elementary School	UniSIG		\$2,300.00
			<i>Notes: Allocate funds to create a sensory room to support our ESE students in grades PreK-5 that will serve as a calming space for them in order to deescalate behavior when they have to be removed from a classroom. By deescalating the behavior and returning the student to a place of calm, the student will be better able to perform academically. A sensory room contains several items such as weighted blankets, various sensory touch items, soft glow lighting (using those colored light strips), soft padding areas/cushions, firm padding areas/cushions, etc.</i>			
	5100	510-Supplies	1621 - Village Elementary School	UniSIG		\$3,115.00
			<i>Notes: Allocate funds to purchase math manipulatives to be used during whole class instruction for grades K-5 as well provide students with independent practice on math concepts. The math manipulatives will be primarily useful for our ESE and ELL population of students by providing them with concrete practice before moving into the abstract practices of math.</i>			
	5100	510-Supplies	1621 - Village Elementary School	UniSIG		\$7,250.00
			<i>Notes: ELA centers materials from Lakeshore Learning. Purchase center materials for grades K-1. The center materials will be utilized to create differentiated centers to develop foundation literacy skills necessary for students moving into intermediate grade level students. This will provide a positive impact towards our goal because centers will be differentiated for all learners including our lowest quartile kindergarten and first grade</i>			

			<i>students. This will reduce the number of future students entering intermediate grade levels deficient in core literacy skills.</i>			
	5100	642-Furniture, Fixtures and Equipment Non-Capitalized	1621 - Village Elementary School	UniSIG		\$1,450.00
			<i>Notes: ELA centers materials from Lakeshore Learning. Purchase center materials for grades K-1. The center materials will be utilized to create differentiated centers to develop foundation literacy skills necessary for students moving into intermediate grade level students. - (4) Leveled Library Mobile Storage Cart Allocate funds to create a sensory room to support our ESE students in grades PreK-5 that will serve as a calming space for them in order to deescalate behavior when they have to be removed from a classroom. - (2) Sensory Mood Light Table</i>			
	5100	530-Periodicals	1621 - Village Elementary School	UniSIG		\$4,200.00
			<i>Notes: Time For Kids subscriptions for students in grades 2-5. Purchase Time for Kids to further support ELA with informational text students in grades 2nd through 5th.</i>			
	5100	519-Technology-Related Supplies	1621 - Village Elementary School	UniSIG		\$1,200.00
			<i>Notes: Purchase 300 student headphones for use in grades Pre-K-5. Student headphones cannot be shared and are easily damaged and misplaced by students but are necessary to the student learning experience in an eLearning, hybrid, and/or face-to-face learning model. Student headphones are highly consumable and typically are not durable enough to last an entire school year. Utilizing headphones is essential to helping the students increase their pass rate in the areas of phonics and phonemic awareness. The school is requesting headphones to replace ones that were lost or broken last year. Student enrollment is 599.</i>			
	5100	369-Technology-Related Rentals	1621 - Village Elementary School	UniSIG		\$2,500.00
			<i>Notes: "Florida Coach Digital Math 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 past August 31, 2022."</i>			
	5100	510-Supplies	1621 - Village Elementary School	UniSIG		\$6,950.00
			<i>Notes: Purchase Instructional Coach and Wordly Wise from School Specialty. Wordly Wise - Vocabulary builders for grades 3- 5 classroom sets. Materials will provide additional exposure to various vocabulary terms that students will be exposed to on the FSA. - Grade 2: Instructional Coach, Reading/Math - Grade 3: Wordly Wise 3000 Vocabulary Classroom Set - Grade 4: Wordly Wise 3000 Vocabulary Classroom Set - Grade 5: Wordly Wise 3000 Vocabulary Classroom Set</i>			
	6400	140-Substitute Teachers	1621 - Village Elementary School	UniSIG		\$3,500.00
			<i>Notes: 30 Substitute days - 30 Substitute days will be used to provide coverage for data conversations/meetings and allow teachers to engage in professional development on or off campus. The substitutes will be paid \$15.49/hour which is the district critical substitute rate for high need schools. The number of substitutes will vary based on availability of substitutes that day but will not exceed more than 3 substitutes per day. - Total Substitute Request: 30 days x 7.5 hours x \$15.49/hour = \$3,485.25</i>			
	6400	210-Retirement	1621 - Village Elementary School	UniSIG		\$350.00
			<i>Notes: Fringe Retirement: Substitutes</i>			
	6400	220-Social Security	1621 - Village Elementary School	UniSIG		\$275.00
			<i>Notes: Fringe FICA Social Security: Substitutes</i>			

	6400	240-Workers Compensation	1621 - Village Elementary School	UniSIG		\$80.00
			Notes: Fringe Workers Compensation: Substitutes			
	6400	250-Unemployment Compensation	1621 - Village Elementary School	UniSIG		\$12.00
			Notes: Fringe Unemployment: Substitutes			
	6400	644-Computer Hardware Non-Capitalized	1621 - Village Elementary School	UniSIG		\$1,260.00
			Notes: Purchase two Lenovo ThinkPad L13 i5 (Touch) laptops @ \$622.50 each for the Strategic Initiatives Coaches. The laptops will provide the coaches with the opportunity to integrate technology within the classroom.			
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners				\$0.00
4	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American				\$0.00
5	III.A.	Areas of Focus: ESSA Subgroup: Hispanic				\$0.00
6	III.A.	Areas of Focus: ESSA Subgroup: Economically Disadvantaged				\$0.00
7	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
					Total:	\$272,103.75