

Broward County Public Schools

Village Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Village Elementary School

2100 NW 70TH AVE, Sunrise, FL 33313

[no web address on file]

School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Village Elementary School is to deliver the highest quality educational experience to produce global citizens through engaging teaching methods and a passionate climate and culture.

Provide the school's vision statement.

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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Haynes, Wanda	Principal	<ol style="list-style-type: none"> 1. Responsible for the overall operations of the school, serving as the instructional leader. 2. Monitors data and provides feedback and guidance to instructional staff. 3. Creates a strong school culture centered around shared leadership and collaboration.
Dailey, Kizzy	Assistant Principal	<ol style="list-style-type: none"> 1. Provide support to the principal primarily related to operational needs of the school. 2. Conduct observations and provide feedback to instructional staff. 3. Responsible for serving as the administrative designee for the RtI Team.
Burke, Jacqueline	Curriculum Resource Teacher	<ol style="list-style-type: none"> 1. Provides support to primary classes as an intervention teacher. 2. Coaches primary teachers by providing professional development, observation and feedback. 3. Provides planning support.
Coutain , Nicole	Reading Coach	<ol style="list-style-type: none"> 1. Responsible for the overall development of literacy initiatives in the school. 2. In collaboration with other staff members, works to create a Walk to Read program that addresses student reading deficiencies by targeting specific staff to use intervention programs specific to student needs.
Fleming, Rebecca	School Counselor	<ol style="list-style-type: none"> 1. Responsible for providing guidance on the SEL needs of the school and its students. 2. Oversees the ESOL testing and administration of services for the ELL students.
Harvey-Spence, Sonia	Curriculum Resource Teacher	<ol style="list-style-type: none"> 1. To provide intervention support for students in ELA and mathematics in grades K-5.
Jordan , Sheldon	Math Coach	<ol style="list-style-type: none"> 1. Responsible for the overall mathematics instruction of the school, by ensuring there is a school wide problem solving strategy in place to provide overall consistency from grade to grade. 2. Working to develop a strong math intervention program to address student deficiencies. 3. Serves as the RTI Team Leader in helping with the coordination and entering of student records as well as scheduling meetings and communicating with parents.
McNair , Shena	Teacher, ESE	<ol style="list-style-type: none"> 1. To provide guidance and direction with ESE students and the services they need.

Stakeholder Involvement and SIP Development

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

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

Family and stakeholder engagement is critical to developing a school-wide program. A diverse group of families/parent leaders (including parents of English Learners and students with disabilities) will provide input on developing the school-wide plan by offering or connecting families/parents to training to enhance the instructional program and academic achievement of all students. The school will change the school-wide plan based on input from families/parents. This practice will be accomplished through the School Advisory Council (SAC).

SIP Monitoring

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

1. Village Elementary School (Village) will assemble a diverse group of parents to serve on the SAC Composition.
2. The Village will assist parents in understanding content standards, assessment data, and school strategies so that they can make informed decisions about school improvement. This training will occur through Family Nights SAC and/or SAF meetings.
3. The Village will advertise SAC and SAF meetings with at least three days in advance notice and topics to allow parents to attend.
4. The Village and the SAC will monitor the progress/data of school improvement goals and adjust as needed.
5. The Village will use parent survey data to adjust the process.

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	98%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)

(subgroups below the federal threshold are identified with an asterisk)	Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: D 2018-19: D 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	28	45	29	28	35	20	0	0	0	185	
One or more suspensions	1	0	0	2	10	8	0	0	0	21	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	19	36	38	34	20	41	0	0	0	188	
Level 1 on statewide Math assessment	0	16	42	25	32	50	0	0	0	165	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	11	31	25	30	21	20	0	0	0	138	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	14	37	44	37	36	40	0	0	0	208

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	2	11	1	0	0	0	0	15
Students retained two or more times	0	1	0	0	0	0	0	0	0	1

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	41	32	34	35	31	51	0	0	0	224	
One or more suspensions	0	0	0	1	1	1	0	0	0	3	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	0	1	36	0	0	0	37	
Level 1 on statewide Math assessment	0	0	0	0	0	39	0	0	0	39	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	8	19	4	6	0	0	0	37	

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

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	4	8	3	36	0	0	0	51
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	41	32	34	35	31	51	0	0	0	224	
One or more suspensions	0	0	0	1	1	1	0	0	0	3	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	0	1	36	0	0	0	37	
Level 1 on statewide Math assessment	0	0	0	0	0	39	0	0	0	39	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	8	19	4	6	0	0	0	37	

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

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	4	8	3	36	0	0	0	51
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	40	56	53	42	58	56	28		
ELA Learning Gains				61			26		
ELA Lowest 25th Percentile				50			26		
Math Achievement*	40	62	59	42	54	50	25		
Math Learning Gains				56			22		
Math Lowest 25th Percentile				55			25		
Science Achievement*	17	48	54	19	59	59	20		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	59	59	59	60			26		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	200
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	385
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	23	Yes	3	1
ELL	38	Yes	1	
AMI				
ASN				
BLK	40	Yes	1	
HSP	43			
MUL				
PAC				
WHT				

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	37	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	38	Yes	2	
ELL	51			
AMI				
ASN				
BLK	47			
HSP	53			
MUL				
PAC				
WHT				
FRL	48			

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	40			40			17					59
SWD	17			17			7				5	60
ELL	33			37			22				5	59
AMI												
ASN												
BLK	40			39			18				5	59
HSP	33			40							3	55
MUL												

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT												
FRL	36			39			12				5	58

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	42	61	50	42	56	55	19					60
SWD	18	56	47	25	56	54	8					
ELL	43	68	50	43	57	58	27					60
AMI												
ASN												
BLK	39	59	49	40	56	58	17					56
HSP	47	80		35	50							
MUL												
PAC												
WHT												
FRL	43	61	47	42	58	59	22					54

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	28	26	26	25	22	25	20					26
SWD	7	20		4	10		8					
ELL	20	22	30	25	14		4					26
AMI												
ASN												
BLK	26	25	24	25	23	26	19					28
HSP	46			23								
MUL												
PAC												
WHT												
FRL	27	27	25	26	23	33	20					28

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

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	30%	56%	-26%	54%	-24%
04	2023 - Spring	52%	61%	-9%	58%	-6%
03	2023 - Spring	40%	53%	-13%	50%	-10%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	51%	62%	-11%	59%	-8%
04	2023 - Spring	49%	65%	-16%	61%	-12%
05	2023 - Spring	20%	58%	-38%	55%	-35%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	15%	46%	-31%	51%	-36%

III. Planning for Improvement

Data Analysis/Reflection

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

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

Based on progress monitoring and 2022 state assessments, science proficiency showed the lowest performance. The contributing factors include a lack of background knowledge, a lack of academic science vocabulary, and the inability to decipher science test questions.

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

Progress monitoring and the 2022 FCAT 2.0 state assessments show that science proficiency declined from the prior year falling from 20 to 19. This percentage has been stagnant for several years. The

contributing factors include: a lack of background knowledge, a lack of academic science vocabulary, and the inability to decipher science test questions.

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.

Based on progress monitoring and 2022 FCAT 2.0 assessments, science proficiency showed the most significant gap compared to the state average. There was a 33 point deficit in the science data when being compared to the state. The state average was 52% and the Village proficiency rate was 19%. The contributing factors include a lack of background knowledge, a lack of academic science vocabulary, and the inability to decipher science test questions.

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

Based on progress monitoring and 2022 state assessments, ELA proficiency improved the most. The ELA proficiency grew from 28% to 42% as evidenced by the ELA FAST assessment. The contributing factors include: a walk-to-read intervention program, careful and consistent monitoring of the data, and a PLC devoted to data analysis and the sharing of best practices. The walk-to-read program targeted student reading deficiencies and provide enrichment for students at grade level. By utilizing iReady diagnostic data, we were able to determine specific weaknesses with students, identify programs to target those weaknesses and provide teachers with the PD necessary to implement the program.

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

1. The number of students who scored level 1 in ELA.
2. The number of students who were absent more than 10% of the time.

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

1. Increase Science Proficiency.
2. Monitor the growth of our students with disabilities.
3. Continue to implement interventions in both reading and math.

Area of Focus

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

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

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

School data indicates that science proficiency has been low for Grade 5 students over multiple years. It also shows that our school science data shows the greatest gap compared to the state's average science scores. Current FCAT 2.0 data shows that our level of proficiency with 5th grade science is at 19%. This proficiency has been stagnant for years with the proficiency rate sitting at 19 or 20% for the past 5 years.

Measurable Outcome:

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

By June 2024, 40% of Grade 5 students will score at or above proficiency on the 2023 FCAT 2.0 Science Assessment.

Monitoring:

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

Students will be administered a baseline benchmark assessment in September 2022. Microassessments will occur throughout the year to monitor student progress toward each standard. In January 2023, students will take a mid-year assessment to view growth as it relates to the baseline data. All students will maintain a data folder for tracking progress across subject areas related to their common formative assessments. Leadership Team members will also maintain a data-tracking database to monitor class data.

Person responsible for monitoring outcome:

Wanda Haynes (wanda.haynes@browardschools.com)

Evidence-based Intervention:

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

The 5th-grade science teachers will focus on implementing explicit and systematic standards-based instruction to increase student achievement in Science. This instruction will focus on increasing academic vocabulary, as well as, exposing students to hands-on experiments to connect what they are learning to real world situations.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Science Bootcamp in collaboration with a Science Lab. Students need continued exposure to standards based instruction in science as well as hands on experiences to help connect science concepts to real world application. Research from the University of Chicago shows that hands-on science can improve student outcomes. Participating in the learning process through learning by doing helps students forge a deeper understanding of the scientific concepts taught in class. Exposing our students to the hands on science information will allow our students to make connections to what is being learned in the classroom and apply that knowledge to real world situations.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Students in Grade 5 will be grouped and assigned to homogeneous classes designed to provide explicit instruction based on their needs and ability level.

Person Responsible: Wanda Haynes (wanda.haynes@browardschools.com)

By When: August 2023

Leverage professional planning days to model research-based science instructional strategies and to plan & analyze science tasks by identifying specific hands on activities to complement science instruction.

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

By When: May 2024

Ensure that science instruction is occurring in all K-5 Classrooms through leadership learning walks.

Person Responsible: Wanda Haynes (wanda.haynes@browardschools.com)

By When: May 2024

Consistently monitor the science data using common and formative assessments in grades K-5.

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

By When: May 2024

Increase the use of science academic vocabulary and hands-on experiments in all K-5 classrooms.

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

By When: May 2024

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

Person Responsible: Wanda Haynes (wanda.haynes@browardschools.com)

By When: May 2024

#2. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

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

Based on the data review, Students with Disabilities are below the Federal Index for two consecutive years. The students with disabilities score 38%, falling below the 41% required by the Federal Index. All other subgroups were above the federal index. For this subgroup, we will focus on ELA.

Measurable Outcome:

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

By June 2024, the ESSA subgroup of Students with Disabilities will meet or exceed the Federal Index of 41% based on the results of the 2024 FAST assessment.

Monitoring:

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

All students will maintain a data folder for tracking progress across subject areas as it relates to their common formative assessments (ELA unit assessments, Math topic assessments, and science mini benchmark assessments). Additionally, Leadership Team members will also maintain a data tracking database to monitor data by teacher and grade level. The data tracking system for leadership team members will be updated monthly.

Person responsible for monitoring outcome:

Kizzy Dailey (kizzy.n.dailey@browardschools.com)

Evidence-based Intervention:

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

Our teachers will focus on implementing explicit and systematic standards-based instruction to increase student achievement in ELA.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students with disabilities need continued exposure to standards based instruction at all grade levels. They need to be provided with strategies to assist in increasing their understanding of grade level material. According to research, in order to improve the reading ability of students with disabilities they must have systematic and explicit instruction. This will allow kids to know exactly what is expected of them and to learn new skills in an effective way. Our kids thrive on consistency.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Students in Grades 3-5 will be grouped and assigned to classes designed to provide explicit focus on their needs.

Person Responsible: Wanda Haynes (wanda.haynes@browardschools.com)

By When: August 2023

Provide teachers with professional development on unwrapping ELA standards, standards-based instruction, and standards-based tasks.

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

By When: October 2023

Provide teachers with professional development on unwrapping math standards, standards-based instruction, and standards-based tasks.

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

By When: October 2023

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

Person Responsible: Wanda Haynes (wanda.haynes@browardschools.com)

By When: May 2024

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

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

Students and teachers need motivation to achieve. They need a safe learning environment to belong to and support to improve attendance and student outcomes. According to our data, 185 students were absent 10% or more days. Although this number is down from our previous year, we would still like to see this number continue to decrease.

Measurable Outcome:

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

By June 2024, Village will reduce the rate of absentee students by 3%.

Monitoring:

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

The attendance rates will be monitored weekly using the district's attendance data base.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

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

A school house system will continue to be implemented to motivate both teachers and students to want to be at school. Class Dojo will be used to reward scholars for having great attendance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students and staff some times need extra motivation to feel accepted and supported at school. When motivation is increased, morale increases, and the scholars and teachers will want to attend school. When attendance rates increase, it is shown that student achievement does too. Research shows when students are excited about school, they are less likely to be absent. Our scholars have embraced our house system and class dojo (along with shopping in our Panther Den), which serve as a extrinsic way to motivate them. Leveraging this system for the purpose of improving attendance will support our scholars and school in achieving this goal.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Implementation of the House System.

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

By When: August 2023

Implementation of Class Dojo Reward Points

Person Responsible: Wanda Haynes (wanda.haynes@browardschools.com)

By When: August 2023

Consistent Monitoring of Attendance

Person Responsible: Kizzy Dailey (kizzy.n.dailey@browardschools.com)

By When: Ongoing

MTSS for attendance issues and intervention

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

By When: Ongoing

Monthly house meetings.

Person Responsible: Jacqueline Burke (jacqueline.burke@browardschools.com)

By When: September 2023

Phone calls and followups when attendance issues arrive

Person Responsible: Kizzy Dailey (kizzy.n.dailey@browardschools.com)

By When: August 2023

#4. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

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

Although ELA showed an increase from last year, we still had a significant amount of scholars who scored at a Level 1. The performance on the FAST Assessment shows that we had 37% of our scholars who scored at a Level 1.

Measurable Outcome:

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

By June 2024, our percentage of scholars who score at a Level 1 will decrease by 10%.

Monitoring:

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

Progress monitoring assessments will happen monthly to see how scholars are performing. Learning Walks will also occur monthly to ensure that the instructional strategies being used are effective for our scholars.

Person responsible for monitoring outcome:

Nicole Coutain (nicole.coutain@browardschools.com)

Evidence-based Intervention:

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

Walk to Read Program.
Intensive Tier 2 and Tier 3 Program.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Our walk to read program has proven to move scholars forward. Utilizing this program, scholars are able to get a double dose of reading instruction that are specifically catered to their learning needs. This program will allow teachers to meet scholars at their level and then move them forward towards grade level material and standards. The program will target reading skills and behaviors using researched based interventions like Reading Horizons and Leveled Literacy Intervention. These programs will ensure that our scholars are progressing as readers.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Students in Grades 3-5 will be grouped and assigned to classes designed to provide explicit focus on their needs.

Person Responsible: Wanda Haynes (wanda.haynes@browardschools.com)

By When: August, 2023

Teachers will be provided with PD on the intervention systems and how to properly monitor the progress of their students.

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

By When: October, 2023

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

Person Responsible: Wanda Haynes (wanda.haynes@browardschools.com)

By When: May, 2024

CSI, TSI and ATSI Resource Review

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

A team of Village stakeholders reviewed academic, behavioral, and attendance data from 2022 and 2023 State Assessments and ongoing progress monitoring using the Basis Data Dashboard, the FAST portal, the Renaissance platform, and EdPlan. Stakeholders determined areas of needed improvement for the 2023-2024 school year and trends that developed over the past three to five years in specific grade levels, content areas, and underperforming subgroups. As the team established school improvement goals, the team determined how Title I dollars would be allocated to best support the indicated areas of concern determined by the comprehensive needs assessment.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

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

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

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

Students in Grades 1-2 will participate in a Walk to Read Intervention program beginning in September 2023 designed to target specific ELA domains of weakness.

Students in Grade K will participate in the Walk to Read intervention program beginning in January 2024, following the administration of Early STAR PM2 and data analysis of results.

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

Students in Grades 3-5 have been intentionally grouped into classes based on ability in order to provide specific and targeted instruction to students based on ability level.

Measurable Outcomes

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

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

Grades K-2 Measurable Outcomes

By May 2024, 55% of students in Grades K-2 will be identified as At/Above Benchmark on the Early STAR/STAR Assessment.

Grades 3-5 Measurable Outcomes

By May 2024, 55% of students in Grades 3-5 will be identified as At/Above Benchmark on the FAST Assessment.

Monitoring**Monitoring**

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

There will be multiple layers of monitoring on the area of focus: Conduct leadership learning walks (with both administration and coaches) to monitor the implementation of the standards-based instruction in all content areas. Students will be administered a baseline benchmark assessment in September 2023 (Early STAR/STAR or FAST). Micro assessments will be administered using the Benchmark Advance Unit Assessments. In January 2024, students will be administered the mid-year assessment (Early STAR/STAR or FAST) to view growth from baseline. All students will maintain a data folder for tracking progress in ELA as it relates to their common formative assessments and progress monitoring assessment. Additionally, Leadership Team members will also maintain a data tracking database to monitor data across classes in ELA.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Haynes, Wanda, wanda.haynes@browardschools.com

Evidence-based Practices/Programs

Description:

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

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

During our Walk to Read Intervention Program, the following programs are in use: Benchmark Advance Intervention/Enrichment materials; Fountas and Pinnell Phonics Word Study; Reading Horizons; and Fountas and Pinnell Leveled Literacy Intervention.

Rationale:

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

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

In a review of past data (iReady, FSA) and current data (Early STAR/STAR and FAST), decisions were made to identify specific areas of weakness for each reading domain in order to assign students to groups for intervention. Teachers delivering Tier 3 interventions are all reading endorsed.

Action Steps to Implement

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Review and analyze student assessment data to determine academic groupings of students related to reading domains of weakness.	Coutain , Nicole , nicole.coutain@browardschools.com
During Collaborative Planning Hour, provide professional development review on reading intervention programs for teachers and provide specific and explicit training on programs utilized by ELL paraprofessionals.	Coutain , Nicole , nicole.coutain@browardschools.com
Provide opportunities for Literacy Coach to attend state led professional development training and webinars on best practices in reading and practices for effective coaching.	Haynes, Wanda, wanda.haynes@browardschools.com

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

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

List the school's webpage* where the SIP is made publicly available.

The information will be presented and discussed at a School Advisory Council Meeting. The information will be included on our school website. A notification will be sent to all stakeholders with directions on how to access the information. Hard copies will also be available in the front office for all stakeholders to receive upon request.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school will utilize the School Advisory Council to create relationships with the parents. Throughout the year, we will also have parent nights to help parents learn how they can support their scholars at home. In addition, teachers will keep the lines of communication open throughout the year. They will complete a parent communication log each month.

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

The school will continue with its Walk to Read Programs and the Math Path programs to help scholars get what they need. These programs will be utilized to personalize learning for all students and to accelerate their learning and growth. Extended Learning Opportunities will also occur several times throughout the year to help support our scholars in mastering standards in all subjects.

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

The school counselor and social worker will work with parents who are experiencing hardships and/or who need resources to help them locate the resources they need. They will support them in making sure that they have what they need to support both themselves and their scholars.

Optional Component(s) of the Schoolwide Program Plan

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

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

Our school counselor works with teachers and parents to identify the needs of all scholars. Some of the services are provided on campus, but outside resources are provided for both the students and parents if the need arises. The school counselor and parents' partnership helps support the whole child.

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

N/A

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

A Schoolwide Positive Behavior Plan is in place to ensure that all scholars' behavior needs are met. This data is monitored by the school assistant principal and the collaborative problem-solving team, and plans are implemented for scholars who need additional support. The school also works to keep the parents informed throughout the process. This helps to strengthen the school and parent relationships. When a plan is implemented, the data is monitored for six weeks, and decisions are made based on how the child performed during that period.

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

Teachers at Village are participating in professional development linked to improving student achievement in the Florida BEST Standards at both the District and school level. Teachers are participating in Professional Learning Communities to focus on intentional planning and ensure the students are being taught the exact standards using rigor. Teachers are learning about and implementing Village's Fantastic Four Instructional Expectations (Clear and concise directions, academic

vocabulary, talking and writing across content, using data to drive instruction). Teachers also engage in continued learning opportunities by participating in SES Band visits and learning walks throughout the year.

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

Village Elementary School services Pre-K and Head Start. The teachers conduct vertical articulation meetings during the school year to ensure that the transition from the early childhood program to the kindergarten program is smooth. A Kindergarten Orientation is also held prior to the beginning of the school year to aid in this transition. This gives the incoming kindergarten students an opportunity to meet their new teacher and get acclimated to their classroom prior to the school year beginning. Additionally, parents are given an overview of the kindergarten curriculum and expectations for incoming kindergartners.