Village Green Environmental Studies School

2023-24

Schoolwide Improvement Plan (SIP)

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Village Green Environmental Studies School

1700 SE LENNARD RD, Port St Lucie, FL 34952

http://www.stlucie.k12.fl.us/vge/

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 Green Environmental Studies School is to ensure all students graduate from a safe and caring school, equipped with the knowledge, skills, and desire to succeed.

Provide the school's vision statement.

Village Green Environmental Studies School is committed to our vision that all children become "Future Ready". By providing all students with exemplary learning opportunities and instruction, combined with higher order thinking and problem-solving skills, each child will be well prepared as they advance through the next phases to include secondary school, college, and productive careers.

In setting our goals, we will continue to strive toward higher levels of student performance by offering a challenging elementary curriculum that is aligned with rigorous standards delivered through diversified instructional strategies.

Additionally, Village Green Environmental Studies School seeks to highlight quality environmental studies that help students connect related content with authentic opportunities. This focus is targeted to reinforce their learning and tackle real world issues that we face in our community and our world today.

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
Lesley, John	Principal	1. Responsible for the total school program - to include academic and achievement of student body. 2. Establishes and maintains an effective learning climate in the school. 3. Participates in the selection, evaluation and supervision of all school personnel. 4. Establishes guides for proper student conduct and maintaining student discipline. 5. Supervises the school's teaching process. 6. Plans, organizes, delegates and monitors the implementation of all school activities. 7. Establishes and maintains favorable relationships with local community groups and individuals to foster understanding and solicit support for overall school objectives. Discusses and resolves individual student problems. 8. Assumes responsibility for all official school correspondence and news releases. 9. Serves as a member of such committees and attends such meetings as the Superintendent shall direct. 10. Serves as an ex-officio member of all committees and councils within school. 11. Keeps appropriate Executive Director informed of events and activities of an unusual nature. 12. Assumes responsibility for professional growth and development through membership and participation in the affairs of professional organizations, through attendance at appropriate meetings and conferences, and through enrollment in advanced courses. 13. Performs such other tasks and assumes such other responsibilities as the appropriate
Drost, Mehgan	Assistant Principal	1. Assumes the duties and responsibilities of the Principal in his absence or inability to function. Duties will include monitoring of academic and achievement programs and policies that relate to the student body. 2. Assists in the development and monitoring of the instructional programs. 3. Assists in the observation and/or evaluation of assigned instructional and non-instructional school personnel. 4. Assists in the daily supervision of the school facilities for both academic and non-academic purposes to ensure the safety of students and faculty. 5. Informs the Principal of events and activities of an unusual nature as well as routine matters related to the Principal's accountability. 6. Responds to written and oral requests for information. 7. Serves as a member of committees and attends

Name	Position Title	Job Duties and Responsibilities
		meetings as the Principal shall direct. 8. Purchases, receives, distributes and maintains inventory for supplies (textbooks, etc.), equipment, and furniture as needed for instructional and non-instructional personnel. 9. Maintains relationships with staff, students and parents to create a positive school climate. 10. Prepares and maintains required records and reports for data analysis. 11. Assists in establishing guides for proper student conduct and maintaining student discipline. Discusses and resolves individual student problems. 12. Establishes and maintains favorable relationships with local community groups and individuals to foster understanding and solicit support for overall school objectives and programs. 13. Assists in establishing and maintaining an effective learning climate in the school. 14. Follow district policies and procedures related to human resources, finances, curriculum initiatives. 15. Performs other duties as designated by the Principal
Johnson, Carmella	Reading Coach	Ensure that teachers have the appropriate strategies, tools, and support to effect student learning towards mastery.
	Math Coach	Ensure that teachers have the appropriate strategies, tools, and support to effect student learning towards mastery.

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.

1. Identifying our stakeholders: For each goal, academic improvement, Tier 1 and Tier 2 improvement, ELA and Math improvement in both proficiency and academic gains stakeholders were identified and provided a role in setting the goals for the various benchmarks that we set out to achieve.
2. Communication about the school improvement plan, for example explaining the purpose of the plan, the goals that are being set, and the process that will be used to develop and implement the plan.
3. Input will be provided by stakeholders as the School Improvement Plan develops. This will be done through surveys, focus groups, interviews, and other similar methods.
4. Once the SIP is approved committees will be formed with representatives from each stakeholder subgroup group as leader in order to better monitor and evaluate progress of the plan.
5. Feedback will be provided by stakeholders on how the School Improvement Plan is working. This feedback will be used to make improvements to the plan as needed.

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))

The SIP will be monitored monthly at each leadership meeting by those attending, monthly at each Faculty Council and meeting, and monthly in part at the Faculty and Staff and SAC monthly meetings. These reviews will help all stakeholders remain engaged ensure that the goals will lead our practices.

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	68%
2022-23 Economically Disadvantaged (FRL) Rate	81%
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) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: B
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	4	26	24	28	24	26	0	0	0	132
One or more suspensions	1	1	2	8	2	1	0	0	0	15
Course failure in English Language Arts (ELA)	0	3	3	16	0	0	0	0	0	22
Course failure in Math	0	7	10	32	0	0	0	0	0	49
Level 1 on statewide ELA assessment	0	11	7	4	25	13	0	0	0	60
Level 1 on statewide Math assessment	0	24	9	26	17	21	0	0	0	97
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	5	22	29	34	34	32	0	0	0	156

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	1	21	21	45	31	29	0	0	0	148

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	0	4	1	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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	34	25	30	26	23	30	0	0	0	168
One or more suspensions	4	1	5	7	4	6	0	0	0	27
Course failure in ELA	0	0	0	2	4	0	0	0	0	6
Course failure in Math	0	0	0	2	8	0	0	0	0	10
Level 1 on statewide ELA assessment	0	0	0	0	19	27	0	0	0	46
Level 1 on statewide Math assessment	0	0	0	26	32	56	0	0	0	114
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	3	0	5	0	0	0	8

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	1	0	3	16	26	40	0	0	0	86

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	0	6	2	0	0	0	0	8
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	34	25	30	26	23	30	0	0	0	168
One or more suspensions	4	1	5	7	4	6	0	0	0	27
Course failure in ELA	0	0	0	2	4	0	0	0	0	6
Course failure in Math	0	0	0	2	8	0	0	0	0	10
Level 1 on statewide ELA assessment	0	0	0	0	19	27	0	0	0	46
Level 1 on statewide Math assessment	0	0	0	26	32	56	0	0	0	114
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	3	0	5	0	0	0	8

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	1	0	3	16	26	40	0	0	0	86

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	0	6	2	0	0	0	0	8
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*	46	44	53	48	46	56	46		
ELA Learning Gains				55			44		
ELA Lowest 25th Percentile				40			56		
Math Achievement*	52	52	59	42	43	50	45		
Math Learning Gains				39			52		
Math Lowest 25th Percentile				24			39		
Science Achievement*	42	49	54	40	50	59	41		
Social Studies Achievement*					59	64			
Middle School Acceleration					52	52			
Graduation Rate					42	50			
College and Career Acceleration						80			
ELP Progress	60	58	59	86			77		

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	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	249
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	47

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	374
Total Components for the Federal Index	8
Percent Tested	100
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	16	Yes	2	2
ELL	38	Yes	1	
AMI				
ASN				
BLK	35	Yes	2	
HSP	49			
MUL	62			
PAC				
WHT	54			
FRL	50			

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	22	Yes	1	1
ELL	50			
AMI				
ASN				
BLK	32	Yes	1	
HSP	46			

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%
MUL	60			
PAC				
WHT	42			
FRL	37	Yes	1	

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	46			52			42					60
SWD	14			30			19				4	
ELL	13			40							3	60
AMI												
ASN												
BLK	34			47			28				4	
HSP	47			51			37				5	53
MUL	67			56							2	
PAC												
WHT	51			58			52				4	
FRL	47			52			45				5	59

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	48	55	40	42	39	24	40					86
SWD	16	25	20	30	29	25	11					
ELL	30	62		40	31							86
AMI												
ASN												

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
BLK	41	62	40	24	21	7	31					
HSP	36	51	38	43	43	31	40					83
MUL	60			60								
PAC												
WHT	61	54	29	47	37	25	44					
FRL	45	51	30	37	36	24	34					

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	46	44	56	45	52	39	41					77
SWD	19	50		33	58		30					
ELL	30	60		25	40							77
AMI												
ASN												
BLK	38	27		34	40		25					
HSP	39	35		50	46		44					75
MUL												
PAC												
WHT	53	64		44	63		48					
FRL	41	34		39	41	27	39					

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	47%	46%	1%	54%	-7%
04	2023 - Spring	49%	52%	-3%	58%	-9%

| ELA | | | | | | |
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	48%	42%	6%	50%	-2%

| MATH | | | | | | |
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	59%	52%	7%	59%	0%
04	2023 - Spring	64%	56%	8%	61%	3%
05	2023 - Spring	32%	48%	-16%	55%	-23%

| SCIENCE | | | | | | |
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	36%	47%	-11%	51%	-15%

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.

The data component with the lowest performance last year was Math (Lowest Quartile and Math (Learning Gains). These two components were affected by lower-than-average 5th grade math scores. Although the student data predicted higher scores just prior to PM3 testing, the end result was lower than expected due to factors to include lack of student background knowledge and lack of exposure to rigorous multi-step math problems. Both criteria will be addressed in the current year with the use of a Math Coach and better implementation/monitoring of Math routines.

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

The data component with the greatest decline was ELA. With this parameter the school closed the gap from the deficiencies experienced from Covid and moved to within 4 points of where students were prior to the pandemic. More work is needed but, improved scores show that the proficiency gap pertaining to ELA is becoming less.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Math had the greatest gap compared to the state average. Because there existed a great deficiency with ELA due to Covid-19 and school closures, ELA was deemed a focus this past year. The additional focus

helped close the gap with respect to student ELA scores. Additionally, lack of student background knowledge and lack of exposure to rigorous multi-step math problems. Both criteria will be addressed in the current year with the use of a Math Coach and better implementation/monitoring of Math routines.

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

The area that showed the most improvement from the data was with ELA Learning gains with Black students. A systematic process was used that included these 4 components: Purposeful focus on vocabulary development. A direct teaching of reading strategies to include making predictions, summarizing, and visualizing, providing scaffolding and support for all students, and a conscious effort to create positive learning environments in all classes.

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

From the Early Warning System data two potential areas of concern. Those two items are attendance and proficiency in Math particularly among 5th grade students. There is a correlation between the two as students that miss school have a greater propensity to miss key concepts and linking standards in math/science. When they return to school they often struggle to catch up as the gap in background knowledge widens.

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

1. Tier 1 instruction that focuses on greater proficiency for all students to include our sub-groups that have lagged in performance based on their end of year assessments.
2. Tier 2 instruction that focuses on closing the gap between proficient and non-proficient students.
3. Continuing to strengthen the MTSS system of support for students that need additional help.
4. Improving the school culture ensuring that staff always feel valued and a sense of purpose.
5. Increased collaboration among teachers in grade groups to support one another in instructional practices and morale.

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

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

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.

Data from the School Climate Survey reflects that teachers and staff have requested consistent and effective communication among stakeholders and help reflecting positivity towards the future.

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

By the end of the year 2024, staff will feel more optimistic about the instruction they provide to students evident by responses on the climate survey. Staff will also see improved communications evident by multiple modes of communication methods to include email, hard copies in their mailboxes, verbal reminders and updates, communication in staff and CLP meetings.

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

These parameters will be monitored using school created surveys to measure success along the way, reflection logs, a suggestion box, and open door meetings with staff that would like to bring a concern forward.

Person responsible for monitoring outcome:

John Lesley (john.lesley@stlucieschools.org)

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 communication plan will be created for the school that includes strategies to provide regular updates on school news and events, information about student progress, opportunities for professional development, and overall feedback on performance.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

This strategy is selected because it can help to build trust and rapport. When teachers and staff feel like they are being kept in the loop and that their input is valued, they are more likely to be trusting and supportive of the school's goals.
This strategy can help to improve collaboration. When teachers and staff are able to communicate effectively, they are better able to work together to achieve common goals.
This strategy can also help to resolve conflicts. When problems arise, communication can help to prevent them from escalating and can help to find solutions that everyone can agree on.

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.

Send out a weekly email newsletter to all teachers and staff.
Create a dedicated phone line for teachers and staff to call with questions or concerns.
Hold regular staff meetings to discuss school news and events, student progress, and professional development opportunities.
Update the school website regularly with news and events.
Create a social media presence for the school and use it to share information with teachers and staff.

Person Responsible: John Lesley (john.lesley@stlucieschools.org)

By When: By Friday of each week. Cumulative review of practices each quarter.

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

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 the school is 64% minority as of this year, black students have underperformed on assessments when compared to their peers based on end of year test scores 2022-23.

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

At the end of the school year, Math and Readying assessment scores of black students will increase by 5% as compared to their peers.

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

This area of focus will be monitored using iReady, Unit Assessments, District Math Tests, State Progress Monitoring (PM) assessments, and similar measures that assess incremental growth throughout the school year.

Person responsible for monitoring outcome:

John Lesley (john.lesley@stlucieschools.org)

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.)

Data meetings with teachers will be conducted weekly and focus on all students. During these meetings subgroups to include black students will be reviewed to ensure that opportunities for remediation and growth exists. These meetings will also monitor students that are on the watch list as well as students having one or more risk indicators as evident in the database.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Weekly data meetings are a regular opportunity for teachers to come together to discuss student data and make decisions about instruction. These meetings and conversations help to ensure that all students are getting the support they need to succeed. Data meetings also help teachers identify students who are struggling and to develop interventions to help them. Teachers have the opportunity to share strategies and support one another along the way. Data meetings also help teachers to celebrate student successes and to identify areas where they can improve their instruction.

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.

• Reviewing student data: This will include looking at test scores, grades, attendance, and behavior data.
• Setting goals: Based on the data, teachers and grade level teams will set goals for individual students or for their class as a whole.

• Planning instruction: Teachers and grade level teams will use the data to plan instruction that is tailored to the needs of their students.
• Collaborating with colleagues: Teachers and grade level teams will collaborate with each other to share ideas and strategies.
• Evaluating progress: Teachers and grade level teams will track student progress over time to see how they are doing.

Person Responsible: Mehgan Drost (mehgan.drost@stlucieschools.org)

By When: By Tuesday of each week as Tuesday is data day for grade teams. Data will be reviewed, notes taken on performance, and adjustments made. Cumulative review of practices each quarter.

• Ensure the team sets clear goals for each meeting. What do you hope to achieve by the end of the meeting?
• Ensure the team arrives prepared. Make sure the teams have the data they need to discuss the subgroups performance.
• Ensure the team is specific when discussing student data and what the data is telling them.
• Ensure the team is collaborative. Encourage teachers to share ideas and strategies.
• Ensure the team remains positive. Focus on the data and how it can be used to improve instruction.
• Ensure the team is action oriented. Make sure the meeting ends with clear and realistic action steps.

Person Responsible: Mehgan Drost (mehgan.drost@stlucieschools.org)

By When: First Monday of each month so that the information can be presented to the SAC committee.

#3. 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.

Data from the end of year state assessments show that students with disabilities are underperforming on Math and Reading when compared to their peers based on end of year test scores 2022-23.

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

At the end of the school year, Math and Readying assessment scores of students with disabilities will increase by 5% as compared to their peers.

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

This area of focus will be monitored using iReady, Unit Assessments, District Math Tests, State Progress Monitoring (PM) assessments, and similar measures that assess incremental growth throughout the school year.

Person responsible for monitoring outcome:

John Lesley (john.lesley@stlucieschools.org)

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.)

Data meetings with teachers will be conducted weekly and focus on all students. During these meetings subgroups to include students with disabilities will be reviewed to ensure that opportunities for remediation and growth exists. These meetings will also monitor students that are on the watch list as well as students having one or more risk indicators as evident in the database.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Weekly data meetings are a regular opportunity for teachers to come together to discuss student data and make decisions about instruction. These meetings and conversations help to ensure that all students are getting the support they need to succeed. Data meetings also help teachers identify students who are struggling and to develop interventions to help them. Teachers have the opportunity to share strategies and support one another along the way. Data meetings also help teachers to celebrate student successes and to identify areas where they can improve their instruction.

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.

• Reviewing student data: This will include looking at test scores, grades, attendance, and behavior data.
• Setting goals: Based on the data, teachers and grade level teams will set goals for individual students or for their class as a whole.

• Planning instruction: Teachers and grade level teams will use the data to plan instruction that is tailored to the needs of their students.
• Collaborating with colleagues: Teachers and grade level teams will collaborate with each other to share ideas and strategies.
• Evaluating progress: Teachers and grade level teams will track student progress over time to see how they are doing.

Person Responsible: Mehgan Drost (mehgan.drost@stlucieschools.org)

By When: By Tuesday of each week as Tuesday is data day for grade teams. Data will be reviewed, notes taken on performance, and adjustments made. Cumulative review of practices each quarter.

• Ensure the team sets clear goals for each meeting. What do you hope to achieve by the end of the meeting?
• Ensure the team arrives prepared. Make sure the teams have the data they need to discuss the subgroups performance.
• Ensure the team is specific when discussing student data and what the data is telling them.
• Ensure the team is collaborative. Encourage teachers to share ideas and strategies.
• Ensure the team remains positive. Focus on the data and how it can be used to improve instruction.
• Ensure the team is action oriented. Make sure the meeting ends with clear and realistic action steps.

Person Responsible: Mehgan Drost (mehgan.drost@stlucieschools.org)

By When: First Monday of each month so that the information can be presented to the SAC committee.

#4. ESSA Subgroup specifically relating to Economically Disadvantaged

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.

There is an influx of students entering schools in St. Lucie county due to the opportunities for education, housing, and a family centered community. With the increased student population, our school is test scores have shown that economically disadvantaged students are underperforming on state and district assessments when compared to their peers based on end of year test scores 2022-23.

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

At the end of the school year, Math and Readying assessment scores of economically disadvantaged students will increase by 5% as compared to their peers

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

This area of focus will be monitored using data derived from iReady, Unit Assessments, District Math Tests, State Progress Monitoring (PM) assessments, and similar measures that assess incremental growth throughout the school year.

Person responsible for monitoring outcome:

Mehgan Drost (mehgan.drost@stlucieschools.org)

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.)

Data meetings with teachers will be conducted weekly and focus on all students. During these meetings subgroups to include economically disadvantaged students, will be reviewed to ensure that opportunities for remediation and growth exists. These meetings will also monitor students that are on the watch list as well as students having one or more risk indicators as evident in the database.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Weekly data meetings are a regular opportunity for teachers to come together to discuss student data and make decisions about instruction. These meetings and conversations help to ensure that all students are getting the support they need to succeed. Data meetings also help teachers identify students who are struggling and to develop interventions to help them. Teachers have the opportunity to share strategies and support one another along the way. Data meetings also help teachers to celebrate student successes and to identify areas where they can improve their instruction.

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.

• Reviewing student data: This will include looking at test scores, grades, attendance, and behavior data.
• Setting goals: Based on the data, teachers and grade level teams will set goals for individual students or for their class as a whole.
• Planning instruction: Teachers and grade level teams will use the data to plan instruction that is tailored to the needs of their students.
• Collaborating with colleagues: Teachers and grade level teams will collaborate with each other to share ideas and strategies.
• Evaluating progress: Teachers and grade level teams will track student progress over time to see how they are doing.

Person Responsible: Mehgan Drost (mehgan.drost@stlucieschools.org)

By When: By Tuesday of each week as Tuesday is data day for grade teams. Data will be reviewed, notes taken on performance, and adjustments made. Cumulative review of practices each quarter.

• Ensure the team sets clear goals for each meeting. What do you hope to achieve by the end of the meeting?
• Ensure the team arrives prepared. Make sure the teams have the data they need to discuss the subgroups performance.
• Ensure the team is specific when discussing student data and what the data is telling them.
• Ensure the team is collaborative. Encourage teachers to share ideas and strategies.
• Ensure the team remains positive. Focus on the data and how it can be used to improve instruction.
• Ensure the team is action oriented. Make sure the meeting ends with clear and realistic action steps.

Person Responsible: John Lesley (john.lesley@stlucieschools.org)

By When: First Monday of each month so that the information can be presented to the SAC committee.

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).

The steps will be implemented to review school improvement funding allocations.
1. The SIP planning team will conduct a needs assessment: This will involve collecting data on the needs of the students and the school. This data will be collected through a number of means to include surveys, interviews, and other methods.
2. The SIP planning team will develop a funding allocation model: This model will be based on the needs of the students and the school, as well as the available resources.
3. The SIP planning team will review funding allocations: This will be done on a regular basis and will ensure that the goals of funding still meets the needs of the students and the school.
4. The planning team will make suggestions and adjustments to the funding allocations: If necessary, the funding allocations will be adjusted to ensure that they are meeting the needs of the students and the school.

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

Village Green will employ the following instructional practices related to K-2 Reading/ELA: Explicit instruction in reading comprehension that involves teachers teaching students the specific strategies they need to understand what they read. These strategies include making predictions, summarizing, and visualizing. Additional strategies the school will use include:
• Small group instruction that allows teachers to provide more individualized attention to students who need it. Small group instruction works as the practice is able to focus on small groups of students that may struggle with the same concept of standard. Remediation in these areas helps to fill gaps and connect concepts leading to mastery.
• Differentiated instruction to tailor instruction to the needs of individual students in the grade/class. Teachers will provide different levels of support, challenge, or materials to different students.
• Active engagement strategies will be employed that involve a variety of target activities such as cooperative learning, games, and hands-on projects.
• Explicit instruction in phonemic awareness will be utilized to teach students the specific skills they need to hear, identify, and manipulate the individual sounds in spoken words. This will be done through activities such as rhyming games, clapping syllables, blending sounds, and segmenting sounds. Additional work with phonemic awareness will include working with students to master the following concepts: Corresponding Letters with Sounds, Decoding, High-frequency Words, and Encoding
• Active engagement for students K-2 that involves activities such as cooperative learning, games, and hands-on projects. These activities will help students to make connections between phonemic awareness and other skills, such as reading and writing.

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

Village Green will employ the following instructional practices related to 3-5 Reading/ELA: Explicit instruction in reading comprehension that involves teachers teaching students the specific strategies they need to understand what they read. These strategies include making predictions, summarizing, and visualizing. Additional strategies the school will use include:
• Small group instruction that allows teachers to provide more individualized attention to students who need it. Small group instruction works as the practice is able to focus on small groups of students that may struggle with the same concept of standard. Remediation in these areas helps to fill gaps and connect concepts leading to mastery.
• Differentiated instruction to tailor instruction to the needs of individual students in the grade/class. Teachers will provide different levels of support, challenge, or materials to different students.
• Active engagement strategies will be employed that involve a variety of target activities such as

cooperative learning, games, and hands-on projects.
• Assessments that gauge learning which utilized formative and summative instruction with the purpose of identifying what students know and don't know and adjusting instruction accordingly.
• Remediation when necessary to fill learning gaps.
• Rigorous MTSS system in place to help students who need more reinforcement and support.

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

1st Grade:
By the end of the school year, the proficiency level of students in grade 1 will be 54%. Last year's data from the most recent State Assessment (PM3) showed that the proficiency rate of students in the same grade was just under 48% proficient.

Grades 3-5 Measurable Outcomes

5th Grade:
By the end of the school year, the proficiency level of students in grade 5 will be 52%. Last year's data from the most recent State Assessment (PM3) showed that the proficiency rate of students in the same grade was 48% proficient.

4th Grade:
By the end of the school year, the proficiency level of students in grade 4 will be 51%. Last year's data from the most recent State Assessment (PM3) showed that the proficiency rate of students in the same grade was 49% proficient.

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.

Progress will be measured weekly in the Data portion of the grade level CLP meetings using iReady (ELA) data, Unit Assessments (UAs) data, state PM1 and PM2 scores, grade-level assessments, CFU's and other reliable data measures.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Lesley, John, john.lesley@stlucieschools.org

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?

These are the evidence-based practices and programs that will be implemented to achieve the goal.

• Provide regular assessment to identify students who are struggling in reading.
• Implement targeted interventions for students who are struggling.
• Differentiate instruction to meet the needs of all students.
• Provide opportunities for students to practice reading skills.
• Create a positive learning environment where students feel comfortable asking questions and taking risks.
• Partner with parents to support students' reading learning at home.

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?

Rationale:
Providing regular assessment to identify students who are struggling in reading not only helps to pinpoint where students are, it also helps to show where they have grown in areas where they were not as proficient. Celebrating student success is a necessary component to engendering greater self-efficacy and helping to motivate students to continue on with their success.

Implement targeted interventions for students who are struggling focuses on specific targeted goal within the area of need. This targeted instruction measures growth within a particular domain thereby increasing the opportunities for success.

Differentiating instruction to meet the needs of all students helps create a more inclusive classroom environment by allowing students learn at their own pace and level, ensuring students feel challenged and engaged, and in supporting students in developing a growth mindset and belief that they can learn.

Provide opportunities for students to practice reading skills helps to improve reading comprehension, increased vocabulary, and enhance comprehension.

Students whose parents are involved in their education tend to have higher academic achievement than students whose parents are not involved. This is true for students of all ages and backgrounds. This involvement/partnership also benefits with reduced absenteeism, increased social-emotional development, improved self-esteem, and stronger parent-child relationships according to the research.

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
Ensuring regular assessments are provided in targeted grades/classes to identify students who are struggling in reading and from the data implement targeted interventions for students who are struggling utilizing the MTSS process.	Johnson, Carmella, camella.johnson@stlucieschools.org
Ensure that differentiated instruction is occurring that meets the needs of all students, while providing quality opportunities for students to practice reading skills leading to increased comprehension and fluency.	Lesley, John, john.lesley@stlucieschools.org
Ensure positive learning environments exists in the classroom where students feel comfortable asking questions and taking risks with their learning that extends to partnering with parents to support students' learning (with ELA) at home.	Drost, Mehgan, mehgan.drost@stlucieschools.org

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.

These are communication methods that the school will use to help disseminate information.
• Holding school-wide meeting such as SAC and Faculty and Staff meetings to help get everyone on the same page and to answer any questions that people may have.
• Multiple modes of communication to include Connect Ed (SkyAlert), sending letters or emails home, flyers and pamphlets, and newsletters to help parents who are unable to attend the meetings.
• Post the plan on the school website to make the plan accessible to everyone, and to provide a means for parents to refer back to it later.
• Create a presentation or video summary of important information to be shared either at meetings or sent via Connect Ed to all stakeholders. This can be a more engaging way to communicate the plan, and

it is helpful for parents/students/community members that learn best visually.
• Holding focus groups and/or interviews with targeted populations as this is a great way to get feedback from stakeholders and to make sure that the plan is meeting their needs.
• Use of social media to include the school's website, Class DoJo, school's Facebook account, and other measures of social media communication. Here is the school's website where the SIP is readily available: https://schools.stlucie.k12.fl.us/vge/.

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))

Here are planned strategies that Village Green will use to help build positive relationships with parents, families, and other community stakeholders in order to fulfill the school's mission, support the needs of students, and keep parents informed of their child's progress.

• Holding regular parent-teacher conferences as a way to get to know parents and to discuss their child's progress.
• Restoring and supporting the parent-teacher association (PTA) to get parents involved in the school and to build relationships between parents and teachers.
• Sending home regular updates on students' progress through written reports, emails, or phone calls. This helps parents feel that they are involved in their child's learning.
• Holding events for parents and families is one of the strengths of the school. This includes family nights, open houses, musical performances by children, Boo Bash and Trunk or Treat Night, the Spring Dance, Fun Run, and or other events that are designed to bring the school community together.
• Creating a welcoming and inclusive environment for all parents and families in the front office and at in all areas of the school. This includes being aware of and respecting cultural differences, and making sure that all parents feel welcome at the school.
• Listening to parents' concerns and suggestions. This helps to show parents that their voices are heard and that their opinions matter.
• Being responsive to parents' needs which translates to teachers and staff being willing to work with parents to find solutions to problems.

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 following are strategies that Village Green Elementary will use to strengthen its academic program:
• Provide professional development for teachers to help teachers to stay up-to-date on the latest teaching methods and to learn new ways to improve student learning.
• Use data to drive instruction to identify areas where students are struggling and to target instruction accordingly.
• Provide differentiated instruction with different levels of support and challenge to different students, so that everyone can learn at their own pace.
• Use technology to support learning to help students to access resources, collaborate with others, and learn in a variety of ways.
• Create a positive learning environment to facilitate an environment where students feel safe, supported, and challenged.
• Encourage student engagement where opportunities are provided for students to learn actively and to participate in their own learning.
• Set high expectations and believing that all students can learn and setting high standards for student achievement.

• Track student progress where teachers and administration regularly monitoring student progress and are providing feedback to students and teachers.
• Provide interventions for struggling students which translates to providing additional support to students who are struggling to keep up with the material.
• Celebrate student success to recognizing student accomplishments and celebrating success in all areas to include academic, growth, and maturity.

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))

All federal programs and resources were considered in development of this plan. Free and reduced lunch programs as well as violence prevention programs were are utilized in the creation of the plan. Students that have pressing needs (i.e. hunger/safety) must have those needs addressed in order to be successful in school and life. Therefore, these programs must be incorporated into any viable plan to improve student academic performance.

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))

• VGES will create a comprehensive school mental health program that includes a range of services, such as individual and group counseling, crisis intervention, and prevention programs.
• VGES along with the district will provide training for staff on mental health issues to help staff identify students who may need help and to provide them with the support they need.
• VGES will create a safe and supportive environment: This means creating an environment where students feel comfortable talking about their mental health and where they know they will be supported.
• VGES will work with parents and families as they are essential partners in supporting students' mental health. The school will make sure they are kept informed of their child's progress and to will make every attempt to get their input on how to improve the school's mental health program.
• VGES staff will be flexible and adaptable understanding that things change, and being willing to adapt the school's mental health program as needed is key to success.
• VGES is committed to continuous improvement. The school will never stop striving to improve the school's mental health program.

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).

These steps outline the implementation process that VGES will follow:
1. Multi-tiered systems of support: This framework provides interventions to students who are struggling.

There are three tiers of support:
o Tier 1: This is the level of support that all students receive. This includes universal screening, classroom instruction, and school-wide interventions.
o Tier 2: This is the level of support that students receive who are not making progress in Tier 1. This includes small group interventions or tutoring.
o Tier 3: This is the level of support that students receive who are still not making progress in Tier 2. This includes individual interventions or specialized services.
2. Universal screening to identify all students who may be at risk for academic or behavioral problems. This screening will be done using a variety of methods, such as standardized assessments, teacher observations, and/or parent surveys.
3. Data-driven decision making is key. This process of using data to make decisions about student interventions helps properly address student needs and avoid adding things that may not help the student. This data can come from universal screening, progress monitoring, assessments (both formative and summative) and other sources.
4. Collaboration and working together to provide effective interventions for students is the goal. This includes collaboration between teachers, administrators, parents, and other stakeholders.
5. Continuous improvement and the process of continually evaluating and improving the MTSS system includes reviewing data, making changes to interventions, and identifying new areas for improvement.

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))

Here is what the school will do for professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction
These are the components that VGES will utilize professional development supports in order to improve instruction: (1) School and District-based Professional development, (2) Teacher Collaboration, (3) Teacher Observation, (4) Group and Individual Reflection, (5) Research, (6) Practice, (7) Feedback, (8) Peer coaching, and (9) Action research.

Use of data from academic assessments:
• Data will be used to identify students who are struggling and to target instruction accordingly. For example, if data shows that a student is struggling with reading comprehension, the teacher can provide additional support in that area.
• Data will be used to track student progress over time and to make sure that they are making adequate progress.
• Data will be used to differentiate instruction so that all students can learn at their own pace and level.
• Data will be used to make decisions about interventions for students who are struggling.
• Data will be used to communicate with parents about their child's progress.
• Data will be used to improve the school by identifying areas where the school can improve and by making changes to the school's practices.

Recruit and retain effective teachers, particularly in high need subjects
• Create a strong teacher recruitment program that includes developing a clear job description, advertising the position widely, and using multiple channels to reach potential candidates.
• Highlight our competitive salaries and benefits: This is especially important in high need subjects, where there is more competition for teachers.
• Provide professional development opportunities to help teachers stay up-to-date on the latest teaching methods and to improve their skills.
• Create a supportive work environment to provide teachers with the resources they need to be successful, such as small class sizes and access to technology.
• Encourage teacher collaboration so that teachers can learn from each other and to share ideas.
• Provide opportunities for leadership to help teachers feel valued and appreciated.

• Work with teacher unions: This can help to ensure that teachers are treated fairly and that their needs are met.

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))

Strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs.
• Communication between early childhood education programs and elementary schools will be ongoing throughout the year, and it should include sharing information about the children's progress, interests, and needs.
• Visits to the "elementary" part of the school will be done to help children become familiar with the school and its routines.
• Continue to champion orientation programs for children and families to provide information about the elementary school's expectations, support for parents, and procedures.
• VGES will consider using the Buddy systems for Pre-K that pairs older students with younger students to help them adjust to the new environment.
• Sustained support for teachers and families to help ensure that everyone is prepared for the transition.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	**Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0281 - Village Green Environmental Studies School			$0.00
2	III.B.	**Area of Focus: ESSA Subgroup: Black/African-American**				**$0.00**
3	III.B.	**Area of Focus: ESSA Subgroup: Students with Disabilities**				**$0.00**
4	III.B.	**Area of Focus: ESSA Subgroup: Economically Disadvantaged**				**$0.00**
					Total:	**$0.00**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes