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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Village Green Elementary School is to cultivate thoughtful, curious, and virtuous students by embracing the traditions of classical education. We inspire a lifelong love of learning and foster intellectual growth, preparing students to live with personal integrity and engaged in meaningful citizenship.

Provide the school's vision statement

The vision of Village Green Elementary School is to be a transformative center of intellectual and moral excellence, where the pursuit of truth, beauty, and goodness shapes every aspect of our community. We equip students with the profound wisdom of the past and the insight to navigate the future with confidence, humility, and honor, empowering them to become leaders who elevate the human experience.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Dr. Marlene Leyte-Vidal

mleyte-vidal@dadeschools.net

Position Title

Principal

Job Duties and Responsibilities

As a principal in Miami-Dade County Public Schools (M-DCPS), the job duties and responsibilities are to serve as the instructional and operational leader of the school. Their primary responsibilities

include setting a clear academic vision, overseeing curriculum implementation, managing faculty and staff, and ensuring a safe, inclusive learning environment. Principals are accountable for student achievement, school improvement planning, and compliance with district and state policies. They also manage budgets, coordinate professional development, foster community and parent engagement, and create a positive school culture that supports both student success and staff growth.

Leadership Team Member #2

Employee's Name

Ms. Gracelynn M. Rosario

grosario@dadeschools.net.

Position Title

Assistant Principal

Job Duties and Responsibilities

As an assistant principal in Miami-Dade County Public Schools (M-DCPS) the job duties and responsibilities are to support the principal in overseeing the daily operations of a school. Their duties include managing student discipline, assisting with curriculum implementation, coordinating testing and assessments, supervising faculty and staff, ensuring a safe and effective learning environment, and engaging with parents and the community. They also help develop and monitor school improvement plans, support professional development initiatives, and ensure compliance with district policies and state regulations.

Leadership Team Member #3

Employee's Name

Naymi Diaz

naydiaz@dadeschools.net

Position Title

Lead Teacher

Job Duties and Responsibilities

The Lead teacher serves as both a classroom instructor and an instructional leader within the school. Their responsibilities include delivering high-quality instruction, mentoring and supporting other teachers, leading collaborative planning and data analysis sessions, and contributing to school-wide academic improvement efforts. They often assist with professional development, model effective teaching strategies, and work closely with administrators to align classroom practices with district goals. Lead teachers also play a key role in engaging families and fostering a positive school culture.

Leadership Team Member #4

Employee's Name

Lida Menendez

lidamenendez@dadeschools.net

Position Title

Mint Lead Teacher, Math Liaison, and Gifted Teacher

Job Duties and Responsibilities

The Lead MINT Teacher serves as a certified mentor within the district's three-year **MINT (Mentoring & Induction for New Teachers)** program, providing newly hired or beginning educators with individualized support. They are responsible for developing new teachers through regular in-class observations and learning walks, offering constructive, non-evaluative feedback, and co-planning instructional strategies. They assist mentees in analyzing student data and work collaboratively to refine lesson delivery. Lead MINT Teachers also facilitate mentor meetings, guide mentees through the district's core professional learning courses, and maintain detailed mentor logs to document interactions and support activities—all under the guidelines of the district's professional development framework

Leadership Team Member #5

Employee's Name

Geraldine Cameron

gcameron@dadeschools.net

Position Title

Digital Innovator, Gifted Teacher, and PTA Liaison

Job Duties and Responsibilities

A **Digital Innovator** supports the integration of technology into classroom instruction by training staff on digital tools, modeling innovative teaching strategies, and promoting the use of district-approved platforms to enhance student learning. A **Gifted Teacher** is responsible for identifying, planning, and delivering differentiated instruction to meet the unique academic and social-emotional needs of gifted students, in alignment with Florida's Gifted Program standards. As a **PTA Liaison**, the educator acts as a bridge between the school and the Parent Teacher Association, helping to coordinate events, communicate school initiatives, and encourage family engagement to support student achievement and school culture.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

At Village Green Elementary, the development of the School Improvement Plan (SIP) is a collaborative process that actively involves a wide range of stakeholders to ensure the plan reflects the needs and priorities of the entire school community. The school leadership team, which includes administrators, lead teacher, school counselor, and grade level representatives, initiates the process by reviewing academic and behavioral data to identify areas for improvement. Teachers and staff participate through faculty meetings, grade level meetings, data chats, and surveys, providing input on instructional practices, student engagement, and professional development needs.

Parent and family engagement is facilitated through parent-teacher association (PTA) meetings, Title I parent involvement activities, and online surveys, allowing families to share concerns, expectations, and ideas. At the secondary level, student voices are captured through student council meetings, where students contribute feedback on school climate, academic support, and enrichment opportunities. Business and community partners are engaged through the Educational Excellence School Advisory Council (EESAC), where they review goals and provide recommendations on aligning resources to support student achievement.

All stakeholder input is reviewed and discussed during EESAC meetings and leadership team planning sessions. This feedback directly informs the SIP's objectives, strategies, and resource allocation to ensure the plan is inclusive, data-driven, and responsive to the needs of Village Green's diverse community.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Village Green will regularly monitor the implementation of the School Improvement Plan (SIP) through ongoing data analysis, classroom observations, and collaborative progress checks. The leadership team will conduct quarterly reviews of formative and summative assessment data—such as i-Ready

diagnostics, state assessments, and progress monitoring tools—to evaluate the effectiveness of instructional strategies and interventions, with a specific focus on students demonstrating the greatest achievement gaps, including English language learners, students with disabilities, and economically disadvantaged students.

Our administration (Principal and Assistant Principal) and Lead Teacher will lead data chats with teachers to adjust instruction and ensure alignment to Florida's academic standards. Additionally, the school will utilize walkthroughs, feedback cycles, and attendance and behavior tracking to assess implementation fidelity and student engagement.

The Educational Excellence School Advisory Council (EESAC), composed of parents, staff, students, and community members, will review data and provide input during scheduled meetings. Based on findings, the SIP may be revised to reflect changing needs, adjust goals, or reallocate resources. Stakeholder feedback will be collected through surveys, parent forums, and teacher planning meetings to inform any revisions and ensure that the plan remains a living document driving continuous school improvement and equitable outcomes for all students.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	87.3%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 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) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: A 2022-23: A 2021-22: A 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment	32	34	44	35	33	39	0	0	0	217
Absent 10% or more school days	0	3	6	0	0	2	0	0	0	11
One or more suspensions	0	2	0	0	0	1	0	0	0	3
Course failure in English Language Arts (ELA)	0	0	2	3	0	3	0	0	0	8
Course failure in Math	0	0	0	3	0	3	0	0	0	6
Level 1 on statewide ELA assessment	0	0	0	8	2	8	0	0	0	18
Level 1 on statewide Math assessment	0	0	0	6	1	3	0	0	0	10
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	2	6	9	2	9	0	0	0	29
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	2	1	0	0	0	0	0	3

Current Year 2025-26

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	0	0	3	9	2	9	0	0	0	23

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	2	2	2	0	1	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2024-25) As Last 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 school days		3	6			2				11
One or more suspensions		1				1				2
Course failure in English Language Arts (ELA)			2	3		3				8
Course failure in Math				3		3				6
Level 1 on statewide ELA assessment				1	5	10				16
Level 1 on statewide Math assessment					2	8				10
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	3	4	9						17
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		2	1		1					4

Prior Year (2024-25) As Last Reported (pre-populated)

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	2	4	3	6	12				28

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	2	2	1						6
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	70	65	59	74	63	57	53	60	53
Grade 3 ELA Achievement	61	65	59	84	63	58	33	60	53
ELA Learning Gains	70	65	60	78	64	60			
ELA Lowest 25th Percentile	72	62	56	94	62	57			
Math Achievement*	76	72	64	84	69	62	66	66	59
Math Learning Gains	77	66	63	79	65	62			
Math Lowest 25th Percentile	76	59	51	82	58	52			
Science Achievement	65	63	58	82	61	57	83	58	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	69	66	63	72	64	61	56	63	59

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	71%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	636
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
71%	81%	56%	70%	45%		71%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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%
Students With Disabilities	45%	No		
English Language Learners	73%	No		
Hispanic Students	71%	No		
Economically Disadvantaged Students	71%	No		

D. 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.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	70%	61%	70%	72%	76%	77%	76%	65%					69%
Students With Disabilities	41%	31%	47%		48%	60%							43%
English Language Learners	70%	70%	72%	87%	81%	74%	73%	60%					69%
Hispanic Students	71%	61%	70%	76%	76%	76%	75%	66%					69%
Economically Disadvantaged Students	74%	65%	74%		76%	79%		63%					63%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	74%	84%	78%	94%	84%	79%	82%	82%					72%
Students With Disabilities	39%		65%		50%	71%							41%
English Language Learners	71%	75%	83%	93%	88%	79%	92%	80%					72%
Hispanic Students	74%	84%	78%	94%	85%	80%	82%	82%					72%
Economically Disadvantaged Students	80%	91%	84%		90%	76%		85%					78%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	53%	33%			66%			83%					56%
Students With Disabilities	32%	25%			32%								62%
English Language Learners	53%	28%			69%			88%					44%
Hispanic Students	54%	32%			66%			82%					44%
Economically Disadvantaged Students	48%	22%			62%			78%					41%

E. 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.

SUBJECT	GRADE	2024-25 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	56%	60%	-4%	57%	-1%
ELA	4	77%	59%	18%	56%	21%
ELA	5	62%	60%	2%	56%	6%
Math	3	59%	69%	-10%	63%	-4%
Math	4	94%	68%	26%	62%	32%
Math	5	65%	62%	3%	57%	8%
Science	5	62%	56%	6%	55%	7%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

According to the 2025 DATA MAP, the data component demonstrating the greatest improvement was 4th Grade ELA proficiency. This area showed an improvement by 31% as compared to last year. The school implemented a flexible plan that supported the fourth-grade teacher's strategic approach, enabling her to focus more effectively on addressing the students' needs. The expansion of tutoring and enrichment opportunities had a positive impact that led to an increase in ELA Reading proficiency levels.

Lowest Performance

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

According to the 2025 DATA MAP, the data component demonstrating the lowest performance was Grade 3 ELA proficiency. The FAST ELA proficiency for Grade 3 was the lowest performing grade level, at 56%. We believe this poor performance is largely due to challenges faced by both English language learners, who struggled with language comprehension, and a large ESE population.

Greatest Decline

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

The data component demonstrating the greatest decline from the previous year was Grade 3 Math proficiency. The FAST Math proficiency for Grade 3 dropped 12% in the 2025 DATA MAP, likely due to the increased focus on 3rd grade reading portfolios required for grade promotion. Additionally, many English language learners struggled with language comprehension and word problems. Similarly, FAST ELA proficiency for Grade 3 also saw an 11% decline, and we believe both declines are interconnected.

Greatest Gap

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.

The data component demonstrating the greatest gap when compared to the state average is Grade 3

Math. The 2025 DATA MAP reveals that the largest gap compared to the state average was in FAST MATH Proficiency for Grade 3. The state proficiency for T1 was 74%, while our school's proficiency was 59%, resulting in a 15% gap. We believe this gap was primarily due to students struggling with reading and many still working on language acquisition, which made it challenging for them to comprehend the word problems.

EWS Areas of Concern

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

After reviewing the EWS data from Part I, we identified key areas of concern, specifically in Grade 3 ELA and Math FAST proficiency. The gap between the high scores in 4th Grade ELA and Math proficiency highlights the need for significant improvement in both subjects. To close this gap, proficiency levels for the incoming 4th grade class will need to increase by 21% in ELA and 35% in Math.

Highest Priorities

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

1. 3rd Grade ELA proficiency
2. 3rd Grade Math proficiency
3. 4th Grade ELA proficiency
4. 4th Grade Math proficiency
5. 5th Grade Science proficiency

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on the data and the identified contributing factors, our primary area of focus is strengthening science instruction across all grade levels, with a specific emphasis on grade 5. This focus is driven by the understanding that science is not just a standalone subject but a fundamental tool for developing critical thinking, problem-solving, and analytical skills essential for success in all academic areas. Despite exceeding the district average in science proficiency by 12 percentage points, our analysis of the 2024–2025 DATA MAP shows there is still room for significant improvement. We recognize that while state assessments for science occur only in 5th grade, a strong foundation must be built in the earlier grades. By targeting instruction in these formative years, we aim to close existing proficiency gaps, ensuring students are well-prepared for the 5th-grade state assessments and their future academic endeavors.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2025-2026 school year, our 5th-grade students will increase their science proficiency from 62% to 70% on the state assessment. This goal directly addresses the areas for growth identified in our 2024–2025 DATA MAP.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This Area of Focus will be monitored through quarterly walkthroughs from Administrative and Leadership Team, quarterly data chats, student work products, and tracking of data through Performance Matters platform.

Person responsible for monitoring outcome

Ms. Gracelynn Rosario, Assitant Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Interactive Learning Environments allow students to interact with visual aids/scaffolds that support the acquisition or assimilation of prerequisite skills, academic vocabulary, and instructional/metacognitive processes.

Rationale:

The Evidence-based Intervention being implemented for this Area of Focus is Interactive Learning Environment. Teachers will participate in professional development and collaborative sessions to develop science and STEM lessons that include opportunities for rigorous hands-on learning in the form of interactive journals and science labs.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Meaningful Science Related Experiences & Integrated Learning

Person Monitoring:

Ms. Gracelynn Rosario, Assistant Principal

By When/Frequency:

By September 26, 2025/Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students will engage in hands-on labs each quarter, providing them with the opportunity to explore scientific concepts through practical, real-world experiments and integrated learning across the curriculum. These labs are designed to deepen students' understanding by allowing them to directly apply what they've learned in the classroom, fostering inquiry, critical thinking, and problem-solving skills. Students will deepen their understanding and application of science concepts through integration with reading and math allowing them to create a strong foundation of learning.

Action Step #2

Academic Vocabulary Instruction

Person Monitoring:

Ms. Gracelynn Rosario, Assistant Principal

By When/Frequency:

By September 26, 2025/Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students will receive targeted instruction in academic vocabulary specific to Science, helping them build a strong foundation in the key terms and concepts essential for understanding scientific content. This explicit vocabulary instruction will enhance their ability to comprehend and communicate complex ideas, supporting their overall success in the subject.

Action Step #3

Implement Weekly Science Lab Schedule

Person Monitoring:

Ms. Gracelynn Rosario, Assistant Principal

By When/Frequency:

By September 26, 2025/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Implement a weekly science lab time for students in grades K-5 in a science lab with the support of a science lab teacher to implement hands-on science lab lessons. Successful implementation of the science lab schedule will be monitored through walk-throughs and during grade level planning meetings, as well as analysis of student performance during quarterly data chats.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on the data and the identified contributing factors, our Area of Focus for Grades 3-5 is English Language Arts (ELA), with a specific emphasis on addressing proficiency gaps identified in the prior year's data. Reflecting on the EWS data from Part I, we recognized significant areas of concern in Grade 3 ELA proficiency. While 4th Grade ELA scores are relatively high, there is a noticeable gap between those and Grade 3 proficiency, creating a need for targeted improvement. In order to align proficiency levels across these grades, ELA proficiency for Grade 3 will need to improve by 21%. ELA is fundamental for students' overall academic success, as strong literacy skills are crucial across all subjects. Improving ELA proficiency will not only enhance students' ability to read and comprehend complex texts but also strengthen their writing, vocabulary, and critical thinking abilities. Data analysis confirmed that addressing the current proficiency gap is essential to ensure that students develop the necessary literacy skills for success in higher grades. By focusing on ELA instruction from Grades 3-5, we aim to close the gap and provide students with the foundational skills they need to excel in reading, writing, and overall academic achievement.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Based on last year's data from the 2025 DATA MAP, the ELA FAST proficiency for our school was 56%. Our specific measurable outcome for this year is to raise the ELA proficiency to 61% as evidenced by the 2026 FAST ELA PM 3 results. This 5% increase reflects our focused efforts on addressing gaps in Grade 3 ELA proficiency and implementing targeted instructional strategies.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

To monitor the implementation and impact of our ELA Area of Focus, we will use both i-Ready and FAST ELA Progress Monitoring tools. i-Ready will provide diagnostic assessments to track individual student growth in key ELA areas, while FAST assessments will offer frequent progress checks on reading and language arts skills. Data from both tools will be reviewed quarterly to assess progress toward our target of 61% proficiency, allowing us to adjust instruction and interventions as needed. Regular data reviews will ensure that students are on track, and any necessary adjustments will be made to keep them moving toward the desired outcome.

Person responsible for monitoring outcome

Ms. Gracelynn Rosario, Assistant Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students.

Rationale:

To achieve the measurable outcomes for ELA proficiency in Grades 3-5, we will implement differentiated instruction as our key evidence-based intervention. Differentiated instruction involves tailoring lessons to meet the diverse needs, learning styles, and skill levels of all students. This approach allows us to provide personalized support for students, ensuring that each one receives instruction at the appropriate level of challenge and support.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Data Driven Flexible Grouping for DI

Person Monitoring:

Ms. Gracelynn Rosario, Assistant Principal

By When/Frequency:

By September 26, 2025/Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will utilize 2024-2025 FAST PM 3 Data and 2025-2026 FAST PM 1 data to create flexible groups within their classrooms for differentiated instruction. DI instruction will be evidenced based and targeted on scaffolding learning to close learning gaps and cement the foundational skills necessary to develop successful reading skills. DI work folders will be maintained as a record and progress monitoring of student achievement.

Action Step #2

Student Mentoring Program

Person Monitoring:

Ms. Gracelynn Rosario, Assistant Principal

By When/Frequency:

By September 26, 2025/Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Selected students, identified as being in the lowest 35th percentile of ELA proficiency, will be paired with supportive adults within the school who will check in with them weekly. These mentors will provide consistent encouragement and motivation to help them stay on track academically. Teachers will closely monitor each student's progress, ensuring they have access to the resources and support needed to succeed throughout the school year.

Action Step #3

Morning Reading Initiative

Person Monitoring:

Ms. Gracelynn Rosario, Assistant Principal

By When/Frequency:

By September 26, 2025/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students are provided with a book to read upon arrival each morning, as part of a new reading initiative. Students read self-selected books during morning arrival time to promote reading engagement and stamina. Monitoring of this action step is done daily by morning supervision teachers and monthly by the assistant principal.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on our analysis of the 2025 DATA MAP, our area of focus is to accelerate math proficiency, with a specific emphasis on **3rd grade**. The data showed a significant decline in this area, with 3rd-grade math proficiency on the FAST assessment dropping by 12% compared to the previous year. We believe this decline is a direct result of our school's intense focus on the 3rd-grade reading

portfolios required for grade promotion.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Based on last year's data from the 2025 DATA MAP, the Math FAST proficiency for Grade 3 students was 56%. Our specific measurable outcome for this year is to raise the Math proficiency to 61% as evidenced by the 2026 FAST Math PM 3 results. This 5% increase reflects our focused efforts on addressing gaps in Grade 3 proficiency across all subject areas and implementing targeted instructional strategies.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

To monitor the implementation and impact of our Math Area of Focus, we will use i-Ready, Performance Matters, and FAST Progress Monitoring tools. i-Ready and Performance Matters assessments will provide diagnostic assessments to track individual student growth in key Math areas, while FAST assessments will offer frequent progress checks on the tested math benchmark skills. Data will be reviewed quarterly to assess progress toward our target of 61% proficiency, allowing us to adjust instruction and interventions as needed. Regular data reviews will ensure that students are on track, and any necessary adjustments will be made to keep them moving toward the desired outcome.

Person responsible for monitoring outcome

Ms. Gracelynn Rosario, Assistant Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Ongoing Progress Monitoring (OPM) is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. OPM can be implemented with individual students or an entire class.

Rationale:

The Evidence-based Intervention being implemented for this Area of Focus is Ongoing Progress Monitoring. Teachers will participate in quarterly data chats with administrators and monthly data analysis with their grade level teams. Students demonstrating substantial math deficiencies will be identified and targeted for additional intervention and support opportunities.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Math Acceleration & Student Support Program

Person Monitoring:

Ms. Gracelynn Rosario, Assistant Principal

By When/Frequency:

By September 26, 2025/Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

2024-2025 FAST Math PM 3 and 2025-2026 FAST Math PM 1 results will be utilized to identify students demonstrating a significant math deficiency. These students will participate in weekly math acceleration support that will allow them to cement foundational skills and close learning gaps. Students participating in this acceleration and support program will be closely monitored for progress and additional support.

Action Step #2

Supplemental Math Resources

Person Monitoring:

Ms. Gracelynn Rosario, Assistant Principal

By When/Frequency:

By September 26, 2025/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Supplemental resources such as Everyday Math manipulatives kit, Math IXL, and i-Ready Fluency Flight will be integrated into weekly instruction to differentiate and scaffold learning for students. The focus of utilizing these materials will be on developing a strong math foundation and accelerating student achievement. Student progress reports from these resources will be analyzed to adjust instruction and provide further opportunities to differentiate instruction to accelerate learning.

Action Step #3

Differentiated Instruction during Math Block

Person Monitoring:

Ms. Gracelynn Rosario, Assistant Principal

By When/Frequency:

By September 26, 2025/Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will use student data from PM 1, i-Ready AP 1, and Performance Matters assessments to create flexible grouping that will allow them to deliver differentiated instruction for students in math. This action step will be monitored through weekly/monthly walk-throughs, lesson plans, and analysis of student progress during quarterly data chats.

IV. Positive Learning Environment

Area of Focus #1

Other: Positive Culture and Environment

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on an analysis of the 2024-2025 Staff School Climate Survey results, our area of focus is to cultivate a positive work culture and environment for all staff. This area of focus is in response to the survey results which demonstrated that 42% of teachers reported feeling overloaded and overwhelmed. This feeling of being overburdened can lead to burnout, decreased job satisfaction, and ultimately, a negative impact on student learning.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2025-2026 school year, the percentage of teachers who report feeling "overwhelmed" or "overloaded" on the 2025-2026 School Climate survey will decrease from 42% to 32%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This area of focus will be monitored through a mid-year staff survey, leadership team meeting check-ins with grade level representatives, and formal and informal observations.

Person responsible for monitoring outcome

Dr. Marlene Leyte-Vidal, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Collective Efficacy can be seen as a staff's shared belief that through their collective action, they can positively influence student outcomes and achievement. In fact, research indicates that collective efficacy is the number one factor influencing student achievement.

Rationale:

By creating opportunities for teachers to work together, share best practices, and receive support from school leaders, a sense of collective efficacy will be built to shift the mindset from a feeling of being overwhelmed to a shared sense of responsibility.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Common Planning Time

Person Monitoring:

Ms. Gracelynn Rosario, Assistant Principal

By When/Frequency:

By September 26, 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers in each grade level will share a common planning time a minimum of once a week where they can engage with peers to share best practices, plan for data driven instruction, and foster meaningful and supportive connections.

Action Step #2

Monthly Leadership Team meetings

Person Monitoring:

Dr. Marlene Leyte-Vidal, Principal

By When/Frequency:

By September 26, 2025/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The leadership team will meet monthly to discuss student progress and address school needs. The leadership team will include representation from primary and secondary grade level teams, giving members an opportunity to share and address needs and concerns in a way that helps teachers feel supported and fosters a feeling of collective efficacy.

Action Step #3

Staff Birthday Recognition

Person Monitoring:

Dr. Marlene Leyte-Vidal, Principal

By When/Frequency:

By September 26, 2025/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Staff birthdays will be recognized during faculty meetings to foster positive school culture and cultivate a sense of community and belonging. This action step will be monitored monthly according to staff birthday calendar.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

The SIP is disseminated with staff, parents, and local businesses via faculty/staff meetings, EESAC meetings, and the school's website. The SIP is made available on the school's website at: <https://villagegreenelem.net>.

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

The school plans to build positive relationships with parents, families, and community stakeholders via EESAC Meetings, school website, and school-wide events (STEM Nights, Meet & Greet, Open House, Parental Engagement PDs). The PFEP will be available at the school's website at: <https://villagegreenelem.net>.

Plans to Strengthen the Academic Program

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 II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

The school plans to strengthen the academic program through teacher collaboration and planning to

create and incorporate supplemental resources that enhance the current curriculum. Before and After School tutoring opportunities will include enrichment curriculum to promote the continued growth of already high achieving students. Hands-on science and STEM will continue to be incorporated into daily instruction, and the school's transition to a classical education model will further cultivate rigorous teaching and learning school wide.

How Plan is Developed

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

N/A

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

The school counselor is a part of the school's Leadership Team and collaborates with other members to ensure identified students are provided with mental health, counseling, and/or specialized support services to support their continued academic growth.

Preparing for Postsecondary Opportunities and the Workforce

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

N/A

Addressing Problem Behavior and Early Intervening Services

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

A school-wide behavior plan is created yearly to address disruptive or concerning behaviors. Additionally, the school counselor collaborates with the Mental Health specialist assigned to the school, and the school's ESE chairperson, to assist teachers in identifying and completing the process of monitoring and documenting student behavior when further assistance is necessary.

Professional Learning and Other Activities

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Teachers, paraprofessionals, and other staff participate in district professional learning opportunities, as well as school-based PDs to guide their instruction using student data. A yearly staff needs survey

is used to assist the PLST in developing meaningful professional development opportunities that meet the varying needs of the teachers at the school and allow them to feel supported.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Pre-Kindergarten and Kindergarten teachers participate in orientations at the start of the school year and at the end of the school year to assist students and their families in the transition from early childhood programs to elementary school programs.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00