Village Green Environmental Studies School

2015-16 School Improvement Plan
School Demographics

<table>
<thead>
<tr>
<th>School Type</th>
<th>Title I</th>
<th>Free/Reduced Price Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>Yes</td>
<td>71%</td>
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<table>
<thead>
<tr>
<th>Alternative/ESE Center</th>
<th>Charter School</th>
<th>Minority</th>
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</thead>
<tbody>
<tr>
<td>No</td>
<td>No</td>
<td>56%</td>
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School Grades History

<table>
<thead>
<tr>
<th>Year</th>
<th>2013-14</th>
<th>2012-13</th>
<th>2011-12</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
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<td>B</td>
<td>B</td>
<td>A</td>
</tr>
</tbody>
</table>

School Board Approval

This plan is pending approval by the St. Lucie County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education’s school improvement planning web application located at https://www.floridaCIMS.org.
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#### Action Plan for Improvement

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies
Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

<table>
<thead>
<tr>
<th>DA Category</th>
<th>Region</th>
<th>RED</th>
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</thead>
<tbody>
<tr>
<td>Not In DA</td>
<td>3</td>
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<tr>
<td>Former F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Turnaround Status</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

Ella Thompson
Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Village Green Environmental Studies School is committed to our mission of providing quality, standards-based instruction by providing the best possible educational experience for all students in the safest possible environment.

Provide the school's vision statement

Village Green Environmental Studies School is committed to our vision that all students are provided with exemplary learning opportunities in order to prepare each child to advance to the next level in their pursuits of college studies and careers.

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

School Environment

Describe the process by which the school learns about students’ cultures and builds relationships between teachers and students

At Village Green Environmental Studies School teachers, staff members, parents, and all community stakeholders embrace the Kids at Hope philosophy. Kids at Hope is an innovative concept which states and demonstrates that all children are capable of success, NO EXCEPTIONS! Kids at Hope is not another program; it is first and foremost a belief system, supported by a cultural strategy and then enhanced by programs. Kids at Hope provides the stakeholders of Village Green with the core platform of beliefs in order to learn and respect each student's own culture and build deep and meaningful relationships across the campus between students and caring adults.

The Kids at Hope belief system is anchored by two, equally important cultural requirements all children need. The first is meaningful and sustainable relationships with caring adults. The second requirement for creating a cultural framework is teaching and learning connected to the Kids at Hope Destinations, where one needs to contribute to succeed. Kids at Hope's research revealed that "success" is somewhere rather than something. These destinations included: Home & Family; Education & Career; Community & Service; and Hobbies & Recreation. This distinction also introduced an enhanced understanding of the concept of HOPE (children who visualize a future within these destinations are expressing a sense of hopefulness). Supporting a child's sense of future is paramount to instilling hope. Accordingly, it also encourages all groups and individuals to empower their children to achieve their goals by sharing a common understanding and language about success.

Utilizing the Kids at Hope framework allows all Village Green stakeholders to learn deeply about each individual students' cultures, backgrounds, and helps to build long-lasting relationships between teachers and students.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Village Green Environmental Students School proactively creates an environment where students feel safe and respected. At Village Green Environmental Studies School teachers, staff members, parents, and all community stakeholders embrace the Kids at Hope philosophy. Kids at Hope is an innovative concept which states and demonstrates that all children are capable of success, NO
EXCEPTIONS! Kids at Hope is not another program; it is first and foremost a belief system, supported by a cultural strategy and then enhanced by programs. In addition to embracing the Kids at Hope philosophy Village Green ensures that bullying and harassment are addressed proactively through the explicit teaching and learning utilizing the curriculum Bullying Prevention in Positive Behavior Support.

In addition to the core Kids at Hope and PBS systems, Village Green collaborates with local agencies in order to bring on-going bullying, addiction, and violence prevention to all students at Village Green. VGESS ensures that each student and family member have full access to all services at the school that include guidance, counseling, problem solving, and various other support systems to ensure that students feel safe and respected at all times when at school.

**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.**

Village Green utilizes Positive Behavior Support (PBS) in tandem with the Kids at Hope philosophy to ensure that student engagement is protected during instructional time.

PBS is based on understanding why problem behaviors occur - the behavior's function. This approach to behavior can occur on a school-wide level, in a specific settings, classrooms, and with an individual student. PBS is the application of evidence-based strategies and systems to assist schools to increase academic performance, increase safety, decrease problem behavior, and establish positive school cultures. On an individual level, PBS uses functional behavior assessments to understand the relationships between a student's behavior and characteristics of his or her environment. The functional behavior assessment identifies multiple strategies to effectively reduce problem behavior including changing systems, altering environments, teaching skills, and focusing on positive behaviors. The PBS process results in the creation of effective intervention plans that will impede problem behaviors, teach new skills, and create support systems for the student.

On a school-wide level, PBS relies on accurate and reliable discipline referral data to understand the behaviors occurring across campus. An analysis of the data allows a school team to identify the problem areas, brainstorm interventions such as where and what to teach, reward the students exhibiting the expected behavior, and communicate findings to the staff, students, and families. PBS mirrors the traditional tiered framework seen in RTIa (MTSS)

**Tier 1: Universal PBS – Processes and procedures intended for all students and staff, in all settings and across campus. This is intended to impact approximately 80% of your students and staff.**

Classroom – Processes and procedures that reflect school-wide expectations for student behavior coupled with pre-planned strategies applied within classroom settings. Depending upon the data, classroom applications can be viewed as either a Tier 1 or Tier 2 intervention (do all teachers need support or just a few?)

**Tier 2: Supplemental PBS – Processes and procedures designed to address behavioral issues of groups of students with similar behavior problems or behaviors that seem to occur for the same reasons (i.e. attention seeking, escape) and/or across similar settings.**

**Tier 3: Intensive PBS – Processes and procedures that reflect school-wide expectations for student behavior coupled with team-based strategies to address problematic behaviors of individual students.**

In addition to Kids at Hope and PBS, Village Green also incorporates the use of a Functional Assistance Safety Team (F.A.S.T) for behavioral problems that may continue to escalate even after behavioral interventions.

The staff and teachers are provided with yearly training on all student support frameworks and teams are enacted to ensure the successful operation and implementation of each initiative across the campus.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**
Village Green Environmental Studies School is committed to educating the whole child in order to ensure that each child is prepared to advance to the next level in their pursuits of college studies and careers. Student social and emotional needs are addressed at the core level through the explicit strategies of both Kids at Hope and Positive Behavior Support. In order to ensure that all students are provided with necessary supports a comprehensive plan, utilizing the Multi-Tiered System of Support, that includes administrative, guidance, counselor, and stakeholder support is implemented in order to meet the needs of all.

Early Warning Systems
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Village Green Environmental Studies School employs multiple safeguards to ensure that accurate and effective early warning systems are in place to monitor all and ensure student success.

Attendance:
Daily attendance is monitored through the use of the electronic system; Skyward. All teachers and vital staff members are trained and skilled in utilizing the system to monitor and track attendance. Additionally, Village Green partners with the Boys and Girls club to assist parents with attendance and truancy.

Behavioral Support
Village Green utilizes the PBS framework to monitor and track behavioral trends. PBS is the application of evidence-based strategies and systems to assist schools to increase academic performance, increase safety, decrease problem behavior, and establish positive school cultures. On an individual level, PBS uses functional behavior assessments to understand the relationships between a student's behavior and characteristics of his or her environment. The functional behavior assessment identifies multiple strategies to effectively reduce problem behavior including changing systems, altering environments, teaching skills, and focusing on positive behaviors. The PBS process results in the creation of effective intervention plans that will impede problem behaviors, teach new skills, and create support systems for the student.

On a school-wide level, PBS relies on accurate and reliable discipline referral data to understand the behaviors occurring across campus. An analysis of the data allows a school team to identify the problem areas, brainstorm interventions such as where and what to teach, reward the students exhibiting the expected behavior, and communicate findings to the staff, students, and families.

Academics:
Village Green utilizes a Multi-Tiered System of Support (MTSS) to ensure that all students are supported academically. This tri-leveled support system ensure that all students are identified accurately and efficiently in order to intervene and limit instructional gaps. Parents of all students are notified at first sign of an instructional deficit.

Provide the following data related to the school's early warning system

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Grade Level</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>K</td>
<td>1</td>
</tr>
<tr>
<td>Attendance below 90 percent</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>One or more suspensions</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Course failure in ELA or Math</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Level 1 on statewide assessment</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
The number of students identified by the system as exhibiting two or more early warning indicators:

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Grade Level</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students exhibiting two or more indicators</td>
<td>1 2 3 4 5</td>
<td>9</td>
</tr>
</tbody>
</table>

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Village Green Environmental Studied School ensures multiple safeguards to ensure that accurate and effective early warning systems are in place to ensure student success and support.

Attendance:
Daily attendance is monitored through the use of the electronic system; Skyward. All teachers and vital staff members are trained and skilled in utilizing the system to monitor and track attendance. Additionally, Village Green partners with the Boys and Girls club to assist parents with attendance and truancy.

Intervention strategies to support student attendance include but are not limited to; problem solving team meetings, referrals to area counseling and family support networks, daily/weekly attendance incentives, parent training on attendance and the connection to overall academic success, truancy and social work support, etc.

Behavioral Support
Students who have been identified by early warning indicators are provided with a myriad of behavioral supports that include but are not limited to; problem solving team meetings, MTSS core team meetings, counseling, peer mediation, check in-check out, daily 30 minute Response to Intervention/Walk to Intervention, support groups, explicit teaching, Second Step, Too Good for Drugs, Too Good for Violence, Anti-Bullying in Positive Behavior Support, etc.

Academics:
Village Green utilizes a Multi-Tiered System of Support (MTSS) to ensure that all students are supported academically. This tri-leveled support system ensure that all students are identified accurately and efficiently in order to intervene and limit instructional gaps. Parents of all students are notified at first sign of an instructional deficit.

Intensive, differentiated instruction that is matched to student need is provided during all instructional settings and through Tier II and Tier III supports. Students who exhibit an instructional deficit are identified and additional remediation is provided to target and close the deficit in order to increase student achievement.

Additional intervention strategies include; Daily 30 minute Response to Intervention/Walk to Intervention, problem solving team meeting, MTSS core team meeting, differentiated/supported instruction matched to student instructional needs within core teaching, etc.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
Yes

PIP Link
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at [https://www.floridacims.org/documents/180001](https://www.floridacims.org/documents/180001).
**Description**
A PIP has been uploaded for this school or district - see the link above.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Village Green Environmental Studies School is committed to maintaining positive partnerships in the community in order to support the school and students. Students are supported by the partnership with the Savannas, a local environmental organization that provides outreach and scientific field studies related to the environment and aligned with state standards. Village Green also builds community investment by hosting annual "Tunnels of Hope" to encourage and wish students well. Additionally, Village Green partners with local businesses in order to bring additional resources to the campus in order to support students.

**Effective Leadership**
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barrett-Baxter, Ucola</td>
<td>Principal</td>
</tr>
<tr>
<td>Gieseler, Lauren</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Payne, Beth</td>
<td>Instructional Coach</td>
</tr>
<tr>
<td>Jakubiak, Nicole</td>
<td>Guidance Counselor</td>
</tr>
<tr>
<td>Casper, Mark</td>
<td>Teacher, K-12</td>
</tr>
<tr>
<td>Bradley, Deidre</td>
<td>Teacher, K-12</td>
</tr>
<tr>
<td>Johnson, Carmella</td>
<td>Teacher, K-12</td>
</tr>
<tr>
<td>Lezynski, Cathleen</td>
<td>Teacher, K-12</td>
</tr>
<tr>
<td>Hunter, Victoria</td>
<td>Teacher, K-12</td>
</tr>
<tr>
<td>Merritt, Ashley</td>
<td>Teacher, K-12</td>
</tr>
</tbody>
</table>

**Duties**

*Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making*

The leadership team at Village Green Environmental Studies is one that thrives on shared decision making that is founded in data. All decisions are focused on student learning and continuous improvement. The leadership team consists of the principal, assistant principal, executive directors, team leaders, and other vital school based members.
Each member has roles and responsibilities that assist the principal in making decisions to govern the school and guides the work of the collaborative teams tasked with implementation of the school improvement plan goals and initiatives.
All members collectively monitors achievement, climate and satisfaction data to assure that the learning environment is producing results consistent with the school's stated goals as well as identifies gaps in performance or processes and plans for their improvement.
The function and responsibility of each school-based leadership team member is as follows:
Administrator - Ucola Barrett-Baxter (Principal)
Administrator - Lauren Gieseler (Assistant Principal)
Team Leader - Mark Casper (Teacher)
Team Leader - Diedre Bradley (Teacher)
Team Leader - Carmella Johnson (Teacher)
Team Leader - Ashley Merritt (Teacher)
Team Leader - Staci Pelayo (Teacher)
Team Leader - Cathleen Lezynski (Teacher)
Team Leader - Victoria Hunter (Teacher)
ESE Chair - Kim Logue
Faculty Council:
The Faculty Council convenes on a monthly basis for the purpose of advising the Principal in matters concerning School Improvement. Shared decision-making is exemplified when consensus is required on agenda items.
Mark Casper - Appointed - Resource Team Leader
Diedre Bradley - Appointed - Kindergarten Team Leader
Carmella Johnson - Appointed - 1st Grade Team Leader
Ashley Merritt - Appointed - 2nd Grade Team Leader
Staci Pelyo - Appointed - 3rd Grade Co-Team Leader
Cathleen Lezynski - Appointed - 4th Grade Team Leader
Victoria Hunter - Appointed - 5th Grade Team Leader
Joe Greenwald - Elected - Instructional Coach
Nicole Jakubiak - Appointed - Guidance Counselor
Kim Logue - Appointed - ESE School-Based Specialist
Lauren Brown - Elected (CTA) - VE Teacher
Lavette Ponders - Elected (CU) - School Data Specialist
Raina Ingrum - "CTA/CU Appointed" - 3rd Grade Teacher
PBIS Team:
Administrator - Ucola Barrett-Baxter (Principal)
District Coach - Michael Bonovento (School Psychologist)
Secretary/Treasurer - Teresa Timmins (Teacher)
Data Reporter - Lauren Gieseler (Assistant Principal)
MTSS Liaison - Nicole Jakubiak (Guidance Counselor – Elementary)
Time Keeper- Sherri Brown (Teacher)
Fund Raising/PBS Event Coordinator - Teri Deyo (Teacher)
District Specialist - Marcy Drackulich (Behavior Analyst)
District Specialist - Gina Anthony (MTSS Specialist)
Instructional Coach - Beth Payne (Instructional Coach)

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The leadership team at Village Green Environmental Studies school uses shared decision making practices in order to identify and align all available resources that include but are not limited to personnel, instructional materials, curricular products, and funding.

The school utilizes all outlined financial procedures found in the Florida Red Book in order to ensure appropriate management of school funds. Federal Title I guidelines are strictly adhered to and monitored in order to ensure that resources are used to meet the needs of all students in order to increase student achievement.

The leadership team frequently meets to review the budgetary process utilized and in order to monitor
the implemented plan and affect on achievement in order to reap the highest impact. Also, the Faculty Council convenes on a monthly basis for the purpose of advising the Principal in matters concerning School Improvement. Shared decision-making is exemplified when consensus is required on agenda items.

School Advisory Council (SAC)

<table>
<thead>
<tr>
<th>Name</th>
<th>Stakeholder Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ucola Barrett-bAXTER</td>
<td>Principal</td>
</tr>
<tr>
<td>Lauren Gieseler</td>
<td>Education Support Employee</td>
</tr>
<tr>
<td>Mary Bergerman</td>
<td>Parent</td>
</tr>
<tr>
<td>Beth Payne</td>
<td>Teacher</td>
</tr>
<tr>
<td>Robert Brown</td>
<td>Business/Community</td>
</tr>
<tr>
<td>Bonnie Cox</td>
<td>Parent</td>
</tr>
<tr>
<td>Dawn Davilla</td>
<td>Parent</td>
</tr>
<tr>
<td>Kerry Stick</td>
<td>Parent</td>
</tr>
</tbody>
</table>

**Duties**

*Provide a description of the SAC’s involvement with the following activities, as required by section 1001.452(2), Florida Statutes*

**Evaluation of last year’s school improvement plan**

Village Green Environmental Studies School and the School Advisory Committee reviews the progress of the previous year's school improvement plan. The team also monitors the current year's SIP throughout the school year.

The MTSS Leadership Team will meet with the School Advisory Council (SAC) and principal to review the goals and performance related to the 2013-2014 SIP. The team will provide data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be re-addressed; help set clear expectations for instruction (Rigor, Relevance, Relationship); facilitate the development of a systemic approach to teaching.

The MTSS core team will review behavioral data utilizing Skyward. The academic data will be reviewed with the SAC utilizing all FCAT, Performance Matters, Benchmarks, Scholastic Reading Inventory, Easy CBM (grades 1 – 5), FAIR. Data (grade K) and will be analyzed before recommendations are made for appropriate student intervention status for the 2014-2015 SIP: Tier 2 or 3 placements. Additionally, the MTSS Core and Peripheral Team members will assist with the planning and continuous additions to the School Improvement Plan.

**Development of this school improvement plan**

The School Advisory Committee participates in creating school wide goals and initiatives connecting to the School Improvement Plan. The School Advisory Committee also monitors and provides input on the use of Federal Title I funds directed to improve student achievement.

The MTSS Leadership Team will meet on a regular basis to review the data for decision-making. Ideally meetings will be scheduled bi-weekly. The rationale for this cycle is to meet on in a timely manner based on the needs of our students both academically and behaviorally.

The team will use the IDEAL (Identify the problem, Define the problem, Explore invention options, Act on the Invention Plan and look at results) method to govern our meetings as well as school-based established norms. The MTSS Leadership Team will plan to meet with the School Advisory Council (SAC) and principal to help develop the SIP. The team will provide data on: Tier 1, 2, and 3 targets;
academic and social/emotional areas that need to be addressed; help set clear expectations for instruction (Rigor, Relevance, Relationship); facilitate the development of a systemic approach to teaching. The MTSS core team will collect and manage behavioral data utilizing Skyward. The academic data will be collected and managed utilizing Performance Matters, Benchmarks, Scholastic Reading Inventory, Easy CBM (grades 1 – 5) , FAIR. Data (grade K) and will be analyzed before recommendations are made for appropriate student intervention status: Tier 2 or 3 placements. Additionally, the MTTS Core and Peripheral Team members will assist with the planning and continuous additions to the School Improvement Plan.

Preparation of the school’s annual budget and plan

Village Green Environmental Studies School receives annual budgets and plans from the District Office. Annual plans of Title I funding and school discretionary funding follow all procedures outlined in the Florida Red Book.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

- Computer Software (School Pace, IXL, etc.) $10,000
- Classroom Libraries $9,000
- Literacy Coach $ 78,349
- Teacher Professional Development and Collaborative Planning $4,017
- Budget Total $104,100

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Brown, Sherri</td>
<td>Instructional Media</td>
</tr>
<tr>
<td>Brown, Lauren</td>
<td>Teacher, ESE</td>
</tr>
<tr>
<td>Timmins, Teresa</td>
<td>Teacher, ESE</td>
</tr>
</tbody>
</table>

Duties

Describe how the LLT promotes literacy within the school

The literacy leadership team at Village Green actively promotes literacy at the school by monitoring goals outlined in the School Improvement Plan and various other school-wide initiatives working with the MTSS team. The literacy team monitors data throughout the school year connected to literacy
and writing. The school also promotes literacy by encouraging reading through the use of Reading Counts and the 100 Book Challenge.

### Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Village Green Environmental Studies School encourages positive working relationships between teachers by implementing collaborative planning for grade groups. Designated days are provided for groups of teachers to plan collaboratively utilizing state standards. The groups additionally create common assessments aligned to learning goals and plan for high-yield instructional strategies in order to increase student achievement.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Village Green Environmental Studies School actively recruits by participating in local, regional, in-state, and out of state recruitment fairs. The school provides newly hired staff and teachers with high quality induction program in order to develop and retain highly qualified teachers. Finally, each new staff member is assigned to a mentor in order to increase retention and improve overall job satisfaction.

**Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

At Village Green Environmental Studies School new teachers participate in the SHINE (Supportive High-quality induction for New Educators) Program. This program incorporates monthly professional development aligned to school and district wide initiatives in order to fully prepare new educators with the knowledge and skills needed in order to be highly effective. Each new teacher is also paired with a mentor closely matched to grade level and personality in order to provide a safe and supportive working environment.

### Ambitious Instruction and Learning

**Instructional Programs and Strategies**

**Instructional Programs**

*Describe how the school ensures its core instructional programs and materials are aligned to Florida’s standards*

Village Green Environmental Studies School ensures that core instructional programs and materials are aligned to Florida’s State Standards by the use of District provided scope and sequence, learning goals and scales, and Instructional Focus Calendars. The school also ensures that only District approved core curricular materials are utilized during all core instruction. Teachers also plan collaboratively for use of Florida State Standards and common assessments are created using the Standards.

**Instructional Strategies**

*Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments*
To ensure efficient use of resources, Village Green Environmental Studies School begins with the identification of trends and patterns using school-wide and grade-level data. Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity.

The MTSS is characterized by a continuum of integrated academic and behavior supports reflecting the need for students to have fluid access to instruction and supports of varying intensity levels. Village Green utilizes a defined problem solving process:

Step 1
Define the problem or goal by determining the difference between what is expected and what is occurring. Ask, “What specifically do we want students to know and be able to do when compared to what they do know and are able to do?” When engaged in problem solving at the individual student level, the team should strive for accuracy by asking, “What exactly is the problem?”

Step 2
Analyze the problem using data to determine why the issue is occurring. Generate hypotheses (reasons why students are not meeting performance goals) founded in evidence-based content area knowledge, alterable variables, and instructionally relevant domains. Gather assessment data to determine valid/non-valid hypotheses. Link validated hypotheses to instruction/intervention so that hypotheses will lead to evidence-based instructional decisions. Ask, “Why is/are the desired goal(s) not occurring? What are the barriers to the student(s) doing and knowing what is expected?” Design or select instruction to directly address those barriers.

Step 3
Develop and implement a plan driven by the results of the team’s problem analysis by establishing a performance goal for the group of students or the individual student and developing an intervention plan to achieve the goal. Then delineate how the student’s or group of students’ progress will be monitored and implementation integrity will be supported. Ask, “What are we going to do?”

Step 4
Measure response to instruction/interventions by using data gathered from progress monitoring at agreed upon intervals to evaluate the effectiveness of the intervention plan based on the student’s or group of students’ response to the intervention. Progress-monitoring data should directly reflect the targeted skill(s). Ask, “Is it working? If not, how will the instruction/intervention plan be adjusted to better support the student’s or group of students’ progress?” Team discussion centers on how to maintain or better enable learning for the student(s)

Each student and the academic/behavioral concern moves through the problem solving process in order to ensure that interventions are directly matched to the unique needs of each student.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:
**Strategy:** After School Program

**Minutes added to school year:** 1,800

The After School Program utilizes STEM projects and Classworks to supplement core academic instruction.

**Strategy Rationale**

Through repeated practice and exposure students increase fluency and competency in the Florida State Standards.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Progress monitoring and state wide assessment data is used to determine the effectiveness of the after school program.

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**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Village Green Environmental Studies School closely follows District provided Scope and Sequence along with identified core instructional programs to ensure incoming and outgoing students are supported when in transition from one school to another. At the school level each student is individually assessed to ensure that instruction is correctly provided and any needed remediation is immediately implemented in order to increase student achievement.

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

Village Green Environmental Studies School uses the Parent Teacher Organization, identified business partners, and the School Advisory Committee in order to advance college and career awareness. The school also provides on-going training to parents during grade level curriculum nights.

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

At Village Green students are provided with programs that support industry learning that include but are not limited to media studies, technology, physical education, and music education.

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**
Village Green Environmental Studies School has taken measures to ensure that all aspects of the identified Florida Standards for Language Arts and Mathematics in Kindergarten through grade 5 are appropriately integrated in all curricular courses. Grade levels collaboratively plan integrated units that incorporate science, social studies, technology, art, and music standards.

*Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](https://www.floridacims.org), as required by section 1008.37(4), Florida Statutes*

The mission and vision statements of Village Green Environmental Studies School outlines the responsibility of providing a high-quality, rigorous instructional program that is design to prepare students for future readiness at all levels of college and careers.

### Needs Assessment

#### Problem Identification

**Data to Support Problem Identification**

**Portfolio Selection**
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

**Data Uploads**
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

- [Problem Identification Summary](https://www.floridacims.org)

**Problem Identification Summary**
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

**Problem Analysis Summary**
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.
School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal
B = Barrier
S = Strategy

1 = Problem Solving Step
S123456 = Quick Key

Strategic Goals Summary

G1. Based on trend data students already scoring proficient will make learning gains through the use of differentiated instruction.

G2. Based on trend data, students at the bottom quartile scoring proficient will make learning gains through the use of differentiated instruction.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal.
G1. Based on trend data students already scoring proficient will make learning gains through the use of differentiated instruction

**Targets Supported**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Annual Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Minutes</td>
<td>60.0</td>
</tr>
<tr>
<td>5Es Score: Quality PD</td>
<td>10.0</td>
</tr>
</tbody>
</table>

**Resources Available to Support the Goal**

- Collaborative planning scheduled into the school year.
- Training for teachers on creating lesson matched to student need based on data.

**Targeted Barriers to Achieving the Goal**

- Time for the planning of differentiated instruction matched to student need.

**Plan to Monitor Progress Toward G1.**

Data will be collected through the use of District provided comprehensive assessments and team created common assessments to monitor student growth and performance.

**Person Responsible**

Ucola Barrett-Baxter

**Schedule**

Monthly, from 9/7/2015 to 6/24/2016

**Evidence of Completion**

Eighty percent (80%) of students in each class should increase their performance on test items when comparing the most recent common assessment's items by standards.

**Plan to Monitor Progress Toward G1.**

**Person Responsible**

**Schedule**

**Evidence of Completion**
Based on trend data, students at the bottom quartile scoring proficient will make learning gains through the use of differentiated instruction

<table>
<thead>
<tr>
<th>Targets Supported 1b</th>
<th>Annual Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator</td>
<td>60.0</td>
</tr>
</tbody>
</table>

Instructional Minutes

**Resources Available to Support the Goal 2**

- MTSS walk to intervention
- Florida Standards
- St. Lucie County Framework for Quality Instruction
- Webb's Depth of Knowledge

**Targeted Barriers to Achieving the Goal 3**

- The population at VGE has changed from a magnet school to non-magnet status
- The gap between students that are proficient and non-proficient has widen over several years

**Plan to Monitor Progress Toward G2. 8**

Standards-Based Common Assessments (District/VGE Internally Developed)

**Person Responsible**

**Schedule**
Quarterly, from 9/7/2015 to 6/24/2016

**Evidence of Completion**
Eighty percent (80%) of students in each class should increase their performance on test items when comparing the most recent common assessment's items by standards.
Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal  B = Barrier  S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Based on trend data students already scoring proficient will make learning gains through the use of differentiated instruction

G1.B1 Time for the planning of differentiated instruction matched to student need.

G1.B1.S1 Teachers will be provided with two planning sessions weekly (45 minutes each) and additional planning days scheduled throughout the year to create differentiated lesson plans.

Strategy Rationale

The deliberate planning of lessons that are aligned to student needs will increase student achievement.

Action Step 1

Administration will monitor weekly collaborative planning sessions.

Person Responsible

Ucola Barrett-Baxter

Schedule

Weekly, from 9/7/2015 to 6/24/2016

Evidence of Completion

Administration will collect and review differentiated lesson plans and provide feedback to individual teachers.
Action Step 2

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Administration and teachers will monitor student growth through the use of District and Grade Level Common Assessments.

Person Responsible

Ucola Barrett-Baxter

Schedule

Monthly, from 9/7/2015 to 6/24/2016

Evidence of Completion

80% of students who are proficient will make learning gains on District and grade level created common assessments.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1

Monthly grade level data chats will be held to evaluate the effectiveness of the differentiated plans and impact on student learning gains.

Person Responsible

Ucola Barrett-Baxter

Schedule

Monthly, from 9/7/2015 to 6/24/2016

Evidence of Completion

80% of proficient students will make learning gains on District and Grade Level created common assessments.
G2. Based on trend data, students at the bottom quartile scoring proficient will make learning gains through the use of differentiated instruction

G2.B1 The population at VGE has changed from a magnet school to non-magnet status

G2.B1.S1 Small differentiated lesson plans must be submitted as a part of the lesson planning process

Strategy Rationale
As instructional leaders, we must monitor the process of ensuring the teachers are meeting students where they are instructionally.

Action Step 1
Teachers will collaboratively plan for small group instruction

Person Responsible
Ucola Barrett-Baxter

Schedule
Weekly, from 9/7/2015 to 6/24/2016

Evidence of Completion
Lesson plans that include small group differentiation plans will be submitted weekly onto the Village Green team site.

Action Step 2
There will be one hour devoted to differentiated instruction daily.

Person Responsible
Ucola Barrett-Baxter

Schedule
Daily, from 9/7/2015 to 6/24/2016

Evidence of Completion
Small instruction is to occur daily and monitored by both administration and literacy coach.
Plan to Monitor Fidelity of Implementation of G2.B1.S1

Lesson plans created during collaborative planning sessions will be submitted weekly and monitored by administration.

**Person Responsible**

Ucola Barrett-Baxter

**Schedule**

On 6/24/2016

**Evidence of Completion**

Teachers will be required to post lesson plans and small group differentiated instruction plans weekly to the Village Green Team Site. Administration will monitor the posting of plans and provide feedback on individual lesson plans.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1

Teacher-led data chats to analyze the results of standards-based common assessments

**Person Responsible**

**Schedule**

Quarterly, from 9/7/2015 to 6/24/2016

**Evidence of Completion**

Administrators will attend the teacher-led data chats to monitor whether the teacher-led data chats protocol is being implemented with fidelity. The protocol requires the following prior scheduling the teacher-led data chat: 1) all teachers grade standards-based common assessments; 2) all teachers chart the results of the standards-based common assessments; 3) teachers analyze the charted results for trends, patterns, areas of strength, and/or areas of improvement; 4) teachers present findings to administrators; and 5) teachers determine whether it is necessary to reteach, remediate, retool, and/or reinforce.

Appendix 1: Implementation Timeline

<table>
<thead>
<tr>
<th>Source</th>
<th>Task, Action Step or Monitoring Activity</th>
<th>Who</th>
<th>Start Date (where applicable)</th>
<th>Deliverable or Evidence of Completion</th>
<th>Due Date/End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>G1.B1.S1.A1</td>
<td>Administration will monitor weekly collaborative planning sessions.</td>
<td>Barrett-Baxter, Ucola</td>
<td>9/7/2015</td>
<td>Administration will collect and review differentiated lesson plans and provide feedback to individual teachers.</td>
<td>6/24/2016 weekly</td>
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<tr>
<td>G2.B1.S1.A1</td>
<td>Teachers will collaboratively plan for small group instruction</td>
<td>Barrett-Baxter, Ucola</td>
<td>9/7/2015</td>
<td>Lesson plans that include small group differentiation plans will be submitted weekly onto the Village Green team site.</td>
<td>6/24/2016 weekly</td>
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<tr>
<td>Source</td>
<td>Task, Action Step or Monitoring Activity</td>
<td>Who</td>
<td>Start Date (where applicable)</td>
<td>Deliverable or Evidence of Completion</td>
<td>Due Date/End Date</td>
</tr>
<tr>
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<td>-------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------</td>
<td>--------------------------------</td>
<td>------------------------------------------------------------------------------------------------------</td>
<td>-------------------</td>
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<tr>
<td>G2.B1.S1.A2</td>
<td>There will be one hour devoted to differentiated instruction daily.</td>
<td>Barrett-Baxter, Ucola</td>
<td>9/7/2015</td>
<td>Small instruction is to occur daily and monitored by both administration and literacy coach.</td>
<td>6/24/2016 daily</td>
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<tr>
<td>G1.MA1</td>
<td>Data will be collected through the use of District provided comprehensive assessments and team created common assessments to monitor student growth and performance.</td>
<td>Barrett-Baxter, Ucola</td>
<td>9/7/2015</td>
<td>Eighty percent (80%) of students in each class should increase their performance on test items when comparing the most recent common assessment's items by standards.</td>
<td>6/24/2016 monthly</td>
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<td>G1.MA2</td>
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<tr>
<td>G1.B1.S1.MA1</td>
<td>Monthly grade level data chats will be held to evaluate the effectiveness of the differentiated plans and impact on student learning gains.</td>
<td>Barrett-Baxter, Ucola</td>
<td>9/7/2015</td>
<td>80% of proficient students will make learning gains on District and Grade Level created common assessments.</td>
<td>6/24/2016 monthly</td>
</tr>
<tr>
<td>G1.B1.S1.MA1</td>
<td>Administration and teachers will monitor student growth through the use of District and Grade Level Common Assessments.</td>
<td>Barrett-Baxter, Ucola</td>
<td>9/7/2015</td>
<td>80% of students who are proficient will make learning gains on District and grade level created common assessments.</td>
<td>6/24/2016 monthly</td>
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<tr>
<td>G2.MA1</td>
<td>Standards-Based Common Assessments (District/VGE Internally Developed)</td>
<td></td>
<td>9/7/2015</td>
<td>Eighty percent (80%) of students in each class should increase their performance on test items when comparing the most recent common assessment's items by standards.</td>
<td>6/24/2016 quarterly</td>
</tr>
<tr>
<td>G2.B1.S1.MA1</td>
<td>Teacher-led data chats to analyze the results of standards-based common assessments</td>
<td></td>
<td>9/7/2015</td>
<td>Administrators will attend the teacher-led data chats to monitor whether the teacher-led data chats protocol is being implemented with fidelity. The protocol requires the following prior scheduling the teacher-led data chat: 1) all teachers grade standards-based common assessments; 2) all teachers chart the results of the standards-based common assessments; 3) teachers analyze the charted results for trends, patterns, areas of strength, and/or areas of improvement; 4) teachers present findings to administrators; and 5) teachers determine whether it is necessary to reteach, remediate, retool, and/or reinforce.</td>
<td>6/24/2016 quarterly</td>
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<tr>
<td>G2.B1.S1.MA1</td>
<td>Lesson plans created during collaborative planning sessions will be submitted weekly and monitored by administration.</td>
<td>Barrett-Baxter, Ucola</td>
<td>9/7/2015</td>
<td>Teachers will be required to post lesson plans and small group differentiated instruction plans weekly to the Village Green Team Site. Administration will monitor the posting of plans and provide feedback on individual lesson plans.</td>
<td>6/24/2016 one-time</td>
</tr>
</tbody>
</table>

**Appendix 2: Professional Development and Technical Assistance Outlines**

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.
Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Based on trend data students already scoring proficient will make learning gains through the use of differentiated instruction

G1.B1 Time for the planning of differentiated instruction matched to student need.

G1.B1.S1 Teachers will be provided with two planning sessions weekly (45 minutes each) and additional planning days scheduled throughout the year to create differentiated lesson plans.

PD Opportunity 1

Administration will monitor weekly collaborative planning sessions.

Facilitator

Beth Payne, Lauren Gieseler, U cola Barrett-Baxter

Participants

All instructional Staff

Schedule

Weekly, from 9/7/2015 to 6/24/2016
Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

### Budget Data

<table>
<thead>
<tr>
<th>Function</th>
<th>Object</th>
<th>Budget Focus</th>
<th>Funding Source</th>
<th>FTE</th>
<th>2015-16</th>
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<td>1</td>
<td>G1.B1.S1.A1</td>
<td>Administration will monitor weekly collaborative planning sessions.</td>
<td>District-Wide</td>
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<td>Notes: 7800 3901 Transportation Fieldtrips: Standards-based Fieldtrips</td>
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<td>2</td>
<td>G1.B1.S1.A2</td>
<td>Teachers will collaboratively plan for small group instruction</td>
<td>District-Wide</td>
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<td>Notes: 5100 3600 Basic Ed Rentals: Reading Counts</td>
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<td>3</td>
<td>G2.B1.S1.A1</td>
<td>Teachers will collaboratively plan for small group instruction</td>
<td>District-Wide</td>
<td>$1,700.00</td>
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<td>Notes: 5100 3610 Basic Ed Annual License Fee: (BrainPop 2590, IXL $4680 from FY2014 and $0 for FY2015, Scholastic Book Club 1st Sci. and Soc. Stud. Weekly 381.65 from FY2014)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>G2.B1.S1.A2</td>
<td>There will be one hour devoted to differentiated instruction daily.</td>
<td>District-Wide</td>
<td>$0.00</td>
<td></td>
</tr>
</tbody>
</table>


Notes: 6403 Instr. Staff Trng: Instructional Coach

Notes: 6403 Instr. Staff Trng SubAward/SubAgree: PD - RO Educational Consulting (After School PD: Aug. 25th 1250, Oct. 29th 1250)

Notes: 6403 3330 Instr. Staff Trng Travel – Out of County: Conference for KG Teachers

Notes: 6403 5100 Instr. Staff Trng Supplies: Thinking Maps Binders (687.50); How the Brain Learns Math (33.40)

Notes: 6403 7500 Instr. Staff Trng Other Pers Service: Pay substitute teachers to cover classes while classroom teachers plan collaboratively and/or attend PD.
### Budget Data

| Total: | $104,100.00 |

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Last Modified: 1/27/2016

https://www.floridacims.org