[](http://connect.advanc-ed.org/)

**Executive Summary Template School Accreditation**

The Executive Summary (ES) provides the school an opportunity to describe in narrative form its vision as well as strengths and challenges within the context of continuous improvement. Use this template to complete the responses to the various questions below. The responses should be brief, descriptive, and appropriate for the specific section. Transfer completed narratives into the corresponding sections of the Executive Summary found online in ASSIST.

**Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Village Elementary currently enrolls eight hundred and ten (810) students in Pre-Kindergarten through grade five. Our school has some diversity, but it is quite limited. Black students represent the greatest proportion of the school’s enrollment with 89% (721/810) of the population. Caucasians represent 7% (57/810) of the school’s enrollment and 4% (32/810) is Pacific Islander, Indian, Asian or Multi-racial. There are four hundred forty-seven (447) male students and three hundred eighty-one (381) female students. According to our most recent Title I indicators, Village Elementary has a 97% Minority Rate and 94% Free and Reduced Lunch rate.

Village Elementary is an urban city school, centrally located in the mid-western corridor of Broward County. Directionally the school is just east of University Drive, south of Oakland Park Boulevard and north of Sunrise Boulevard. The school is nestled within a large single-family homeowners community in the city of Sunrise, called the Gold Coast Homeowner’s Association. Recently, (in the last 10 years) the community has experienced ~~g~~rowth and development of several multi-family apartment complexes, which has significantly changed the dynamics of the population from an older, more established community to one that is more transient. This characteristic significantly impacts Village’s student enrollment, as parents tend to seek out more cost effective living spaces.

An Annual Customer Survey is usually administered in the spring of each school year. The data is provided to both the school and the district and is used to obtain parental input and provide measures to improve the school across time. According to the most recent survey, the number of respondents was minimal. Faculty and staff members will seek alternative means to ensure a qualified number of viable respondents, to include on the spot surveys provided to parents at parent conferences, parent pick-up and during various school wide initiatives.

As a result of the recent economic crisis, which has impacted multitudes of American homeowners, our community has experienced an influx of renters within our Village community. Displacement and other economic woes have forged increased numbers of Caribbean natives to relocate and to reside in the multi-family units surrounding our campus. Each year we attempt to fortify both instructional and non-instructional staff to support our growing enrollment of Non-English speaking students. Information derived from the 2010 U.S. Census Bureau references 37% of residents who speak languages other than English at home (2010 U.S. Census Bureau Report: City Demographics Data Sunrise Florida).

There are several characteristics that set Village Elementary apart from other schools in the district. Some of these characteristics include location, infrastructure and technology. Each of the characteristics are accompanied by corresponding challenges to our school’s growth and improvement.

As it relates to location, Village is a “hidden gem”. Our focus has been to protect our enrollment from mismanaged charter schools. In the last three years, our enrollment has been severely impacted by the opening and closing of charter schools located in close proximity. The growth of mismanaged charter schools in the Sunrise area including Magnolia Charter, Paramount Charter, Franklin Academy Charter and Renaissance Charter has caused a damaging impact on student achievement, teacher loss and class size. Each year the schools consume FTE dollars. As a result, students suffer severe learning losses when they return to Village after weeks of “catch and release” activities imposed by charters. Fortunately, former students are trickling in and re-enrolling at Village. We are making a concerted effort in educating our families about the practices of enrolling students in newly established charter schools.

Regarding infrastructure,Village Elementary is well beyond its 50th year anniversary. In the last three years there have been minimal capital improvement projects implemented to expand Village’s design to accommodate the growth patterns reflected in the community (especially due to multi-family housing and fewer home-owners and more renters). Village, which lacks sufficient accommodations needed to protect students and families from environmental elements including: roof overhangs, proper drainage and mold-infested portables. A new Head Facilities Serviceperson was hired, and he has worked closely with district maintenance to initiate various environmental improvements.

As aforementioned in the introduction, limited access to technology has been a long-standing issue at Village Elementary. Since we do not have sufficient hardware to provide each classroom with three to five laptops to promote small-group Integrated Learning Systems instruction we have taken that which we have and created two computer labs. Students thereby, have a forty-five minute scheduled lab visit, twice weekly. Although this initiative has provided a temporary fix to an overall concern, the laptops we have utilized are those, which were assigned to our school for the spring assessment. Any losses we experience will lessen the numbers available for testing. We have therefore petitioned the district to provide us a time-line for the scheduled technology replenishment for our school.

**School’s Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

*“It Takes a Village to Raise A Child”* is the motto for Village Elementary. Administrators, faculty, staff, students and all stakeholders believe this statement to be true as we employ its virtues each day. Faculty and staff members enlist a multitude of supports and resources within our community to support the endeavor of educating our children. Village Elementary is an exemplary school that provides the highest quality education and opportunities for all students, so that they will achieve their highest academic level as evidenced by learning gains. Each year, we rely on the contribution of several community-based organizations and the city to support various educational initiatives, which foster life-long learning. Our mission is to maximize student achievement by affording an opportunity for all students to be able to compete globally by providing all students an exemplary and innovative education in the areas of science, technology, art and mathematics. Our school is committed to achieving and maintaining a clear and shared focus on student learning, which is centered upon high academics and social expectations, where all students feel safe, supported and respected.

At Village it was essential to enlist the support of our stakeholders to aid in the development of our vision and mission statements, as our community is so close-knit, and their contributions are integral to the positive and productive successes of our school. Therefore, we invited families and community-based organizations to attend our regularly scheduled School Advisory Council (SAC) and School Advisory Forum (SAF) meetings to communicate the salient objectives, which are inherent in our current mission statement. Each year, we review the tenets of the previous year’s objectives and its goals to ensure Village remains on target in meeting the standards of educational reform and the changing dynamics of our community and the clients we serve. Village consistently engages its stakeholders with parents and community members in both the development and fulfillment of its mission statement by honing relationships with each entity. The school accomplishes this task by communicating the ongoing educational, recreational and social initiatives/engagements, which are scheduled to take place at Village. These contacts are accomplished via hand-delivered newsletters, flyers, our school’s website, Parent-Link and by word-of-mouth. Through these mediums, we are capable of ensuring the vast majority of our stakeholders; parents and community are apprised in a timely manner.

Student achievement is accomplished through a variety of academic, social, (real life application) opportunities and character education programs. We believe given the appropriate instructional preparation, tools and environment, all students are capable of learning. Our goal is to provide a combination of optimal teaching and learning experiences, which foster a love and appreciation for literacy, mathematics, sciences and technology that can be applied to future endeavors and aspirations to become positive and productive global citizens.

Beginning at Kindergarten, each student receives, research based curriculum and instructional strategies, which prepares them for the rigor of the intermediate grades, middle school and high school. At Village we are preparing our students for life-long learning through hands-on, field excursions, extra-curricular events and research/exploratory activities. The curriculum is centered upon literacy, science, math, and art, while embedding technology into project-based learning curricula. Students are immersed in special projects that allow each student to progress freely tapping into their individual learning styles, therefore, increasing their learning at a swifter pace. Students work cooperatively on community-based projects within teams to build leadership skills and learn civic responsibility.

Students continue to develop their knowledge and revise learning goals while engaging in a calendared curriculum, via an instructional focus calendar, which aligns to the Florida Standards for both English Language Arts and Mathematics (LAFS and MAFS). Science and Social Studies curriculum remains aligned to the Next Generation Sunshine State Standards (NGSSS). Through the Florida Standards teachers are able to deliver complex content area learning, while embedding a technology component via standards-based software including iReady and Achieve 3000. Students are expected to know, comprehend, apply, analyze, synthesize and evaluate information, as well as, present various insights and ideas.

Furthermore, students conduct original research in order to analyze situations, answer questions, solve problems, and create standards-based projects. The motivation behind this interdisciplinary approach of learning, is reflective in the extensive research establishing the need for students to be independently proficient in content complex text, resulting in them being college and career ready.

Regarding student performance, Village has steadily progressed as a high-performing school among schools with like demographics. According to the Florida Department of Education (FLDOE) School Accountability database, Village Elementary has declined in student achievement across the last three years, since the 2011 school year. As a result of these statistics, Village is making a concerted effort to focus more closely on several characteristics, which contribute to school improvement. Administration, teachers, support personnel and stakeholders are invited to assist in the task of analyzing, synthesizing and refining our current programs to address the needs of our school’s ever-evolving dynamics. Leading the series of areas to be addressed are curriculum, assessment, student attendance, professional development and fostering relationships.

**Notable Achievements and Areas of Improvement**

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

There are several aspects of our school that we’re most proud of which primarily reflects the reason we chose the profession. As our motto states: “It Takes a Village to Raise A Child”, this exemplifies the wrap around service and dedication our staff has towards each student and family. It is the optimal educational environment where daily we seek new and improved methods to positively impact the lives of our students by providing extra-curricular activities, which shape their experiential knowledge to include field trips, in-house presentations, clubs and teams.

Village’s goal for addressing and bridging the achievement gap was developed during the summer of the 2015 school year. Various members of the staff including administration, instructional coaches, and instructional leaders met to review previous years’ achievement data. As a result of these meetings, it was determined that certain alignment of curriculum maps and resources were required. It was determined that teachers would need common planning and enhanced opportunities to collaborate and review the FSA, ELA and Mathematics standards, as well as, the NGSSS for Social Studies and Science through school-wide professional development.

The comprehensive plan designed to effectively impact the losses in student achievement is inherent in our school’s mission to align to the district’s newly implemented school improvement model entitled Broward’s B.E.S.T (Beyond Expected Student Targets) Blueprint.

**Best Practice #1** is defined as C.A.R.E. (Curriculum, Assessment, Remediation and Enrichment). Under this initiative, Village has reviewed and revamped our curriculum plan as follows:

* Teacher development through professional development and the implementation of PLC’s which focus on improved lesson planning, lesson delivery and grade-level collaboration
* Instructional alignment via Instructional Focus calendars
* Research-based curriculum in ELA and Mathematics
* Immediate feedback via iObservation tool and enhanced teacher support
* Aligned assessment routines which include a three week instructional cycle

**Best Practice #2 is defined as Response to Intervention (RtI).**

Village has continued to implement the tenets of RtI, which are integral to ensuring all students are appropriately identified and progress monitored to ensure instruction and intervention is guided by student performance data. By regularly monitoring student performance, both academic and behavior, Village can more accurately and efficiently address student performance indicators. Our improved implementation model of RtI has inspired the following best practices:

* On-going professional development
* Effective progress monitoring
* Constructive critical conversations will all stakeholders
* Improved alignment of Multi-Tiered System of Supports (MTSS) which contributed to improve classroom practices to include small group instruction, Extended Learning Opportunities, and support models

**Best Practice #3 is defined as Relationships.** Improved relationships apply to both internal and external interactions. At Village, the following improvements are as follows:

* **School Climate:** Open Door Policy, Recommendation Boxes, and Faculty Council
* **Morale:** Chat & Chew, Sunshine Club, Teacher Appreciation, Birthday Celebrations, and Seasonal celebrations
* **Students:** Honor Roll and Awards Recognition, Kids of Character, Student Clubs and Activities
* **Stakeholders:** Partnerships, City of Sunrise and Volunteers

**Best Practice #4 is defined as SES Band Rank**. Socio-Economic Status (SES) rankings across like elementary schools are a benchmarking process where schools of similar SES status will replicate best practices of each other’s peer schools. Currently, Village Elementary has aligned with Hallandale, Collins and Broadview Elementary Schools. Village staff has visited the schools and met with the Principals and support staff to discuss replicating best practices to include: Project-based learning models, Literacy Resource rooms and Curriculum Review. Each week our staff meets in both large and small group settings to ensure Village is on track towards meeting our goals for both C.A.R.E and B.E.S.T. Our weekly schedule is as follows:

* **Monday** – Administration meets with leadership team leaders and team data personnel
* **Tuesday** – Team Leaders and data personnel meet with team members to discuss current and future insights related to academics, attendance, behaviors and school-wide initiatives.
* **Wednesday** – PLC meetings
* **Thursday** – Faculty Meetings where administration meets with staff to discuss school-wide initiatives and educational reform.
* **Friday** – Chat and Chew and other school-wide celebrations/recognitions

Administration meets with Instructional coaches to develop/design standards-based, formative assessments that align to the curriculum for each grade level. A tri-weekly design affords teachers to create lessons and activities derived from deconstructed standards. Additional deliberate measures are implemented at Village to bridge the achievement gap. A school-wide push-in model designed to support struggling teachers and learners is present in an effort to increase student achievement. The model is characterized by support personnel including literacy coaches, counselors and Administration providing “push-in” services into classes to assist teachers with struggling students and to provide assistance to small groups in deficient academic areas.

There are opportunities for teachers to provide computer-aided instruction for students, which offer a systemized routine for monitoring student achievement. This model consists of research-based software. Furthermore, there are a variety of support systems in place, designed to assist teachers and staff with bridging the achievement gap. These include New Educator Support Services (NESS), Social Worker, Psychologist, Behavior Technicians, Student Services Support and Administrative Support.

[**Additional**](http://www.advanc-ed.org/assist/s/diagnostic/section/view?surveyId=1147697&sectionId=265) **Information**

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Village Elementary School boasts an Innovative Program, Science, Technology, Arts, Mathematics Preparatory (S.T.A.M.P.) Program. The S.T.A.M.P. Program was initiated in Fall of 2012 to attract our boundary students that we lost due to the opening of various neighboring charter schools. The Science, Technology, Arts, Mathematics, Preparatory Program (S.T.A.M.P.) focuses on the unique values of honor, leadership, commitment, self-discipline and respect exemplified by the military. It is every school’s responsibility to create responsible and model citizens to effect the future of society. A structured environment is the key to empowering elementary school-aged students to excel and succeed in a rigorous program of academics, character development and leadership. The innovative S.T.A.M.P. Program at Village Elementary School incorporates a Military-type education with a focus on specific and identified content learning, which is the best option for elementary school-aged students to become productive citizens in our global society. The S.T.A.M.P. Program realized that the earlier a child learns, the better they will be prepared to participate in a strong academic preparatory program.

Our mission is, to empower and elevate elementary-aged students to become life-long learners and productive citizens through a program of academic excellence, character development, and leadership. Our vision is “To unlock the values of honor, leadership, commitment, discipline and respect for all involved through education.”

**The goal of the S.T.A.M.P. Program is to focus on key values, as well as, develop team building and service learning. The program aids students in developing their potential on the pathway to becoming leaders and great team builders through various school related activities, field trips, project based learning, specialized projects, and community based learning. Through these activities students will become productive citizens and future leaders in our global society. In keeping with the program’s targeted goals, the S.T.A.M.P. Program is fully committed to 21st century teaching and learning in an effort to create life long learners and productive citizens.**

Parents who enroll their child/ren in this innovative program agree that the earlier their child is introduced to the above values and rigorous academic curriculum. They quickly see how their child will acclimate themselves to situations and become confident in making good decisions. Children learn how to decide on a plan of action that displays a level of respect, self-discipline and commitment to the S.T.A.M.P. Program. Parents who are looking for alternatives to a traditional education consider the S.T.A.M.P. Program, an alternative a to traditional school setting. With a structured Military-type school, students develop both mentally and physically, opening the pathways to become educated, respectful and productive future leaders and citizens of this global society.

Students who are genuinely engaged show a decrease in behavioral challenges. The projects and content that emerge from S.T.A.M.P. are rich, diverse, and meaningful for students and assist students in increasing their knowledge base as it relates to the content being taught. Research shows that all students thrive in an environment that is engaging and relatable to their lives. Students will develop their knowledge and revise learning goals while engaging in Florida State Standards. Through Florida State Standards teachers are able to deliver complex content area learning, while imbedding technology.

The S.T.A.M.P. Curriculum focuses on a Science, Technology, Engineering and Mathematics (STEM) Curriculum, which has a focus on the Arts as well as engineering concepts. The focus of the curriculum is based on expanding the foundation of scientific knowledge and process skill application through the teaching of units in life, earth, and physical sciences.

Through scientific inquiry, rock and mineral formation, plant functions, animal adaptations, and digestion and nutrition will be explored. Students will be taught to use critical thinking skills, reasoning skills, and to search for the scientific relevance of each area explored. Learners will be prompted to generate questions, to investigate, and hypothesize. Activities may include the construction of models, the use of math manipulatives and relevant facts and research. In addition, experimentation will be an integral part of science instruction and process skills will be stressed using this method.

The S.T.A.M.P. Program utilizes innovative curriculum strategies to ensure that students of all learning styles reach their maximum learning goals. Some of the strategies are as follows:

1. Project Base Learning (PBL)
2. Significant Content
3. 21st Century Competencies
4. Inquiry Learning
5. Driving Question
6. Need to Know
7. Voice and Choice
8. Critique and Revision

At Village Elementary School we stand by our motto: “It Takes and Entire Village to Raise a Child”. Parents and stakeholders are invited to become involved in the educational process. Each month parents are provided with a newsletter, which outlines the parent-involvement opportunities, which include, but are not limited to the following: School Advisory Council, School Advisory Forum, Curriculum Nights, Volunteerism, Partnerships, Parent Teacher Organization, Title I Parent Meetings, Parent-Teacher/ Parent-Administrator Conferences, Seasonal School-Wide celebrations and festivals, Student Performances and School Improvement initiatives. We encourage everyone to contribute towards building a bright future for our students.