Village Academy On The Art & Sara Jo Kobacker Campus

2015-16 School Improvement Plan

Village Academy On The Art & Sara Jo Kobacker Campus

400 SW 12TH AVE, Delray Beach, FL 33444

www.edline.net/pages/village_academy

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	Yes	96%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	100%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	C	C

Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

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.

Table of Contents

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

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F		**Turnaround Status**
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Village Academy is to prepare students by using a systematic focus on appropriate knowledge and skills in each course that will be offered with definitive information about what students must know and do for successful accomplishments of objectives at each developmental stage and grade.

Provide the school's vision statement

Village Academy Staff partners with the parents and the community to create a culture in which all children will learn so that all students will graduate and be prepared for college and other post-secondary educational opportunities.

School Environment

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

Village Academy ensures that relationship-building is a clear priority and strategies for relationship building have been built into the student PROMISE contract . In the first days of school, teachers share their syllabus with both students and families to explicitly set a positive and clear tone of the classroom, the school's expectations and values that will guide in student success.
Village Academy will implement our school wide positive behavior expectations throughout the year. This will be done through a cycle of daily lessons that address culture and climate of Village Academy. Each student and family will commit the the outlined expectations of the the Village Academy Promise contract. Teachers and staff will commit to a system of beliefs and core values that will progressively shift behavior with students, teachers, staff and community stake holders. Climate and cultural will be the cornerstone of creating a community of life long learners on the journey to college and career readiness.
Our school will infuse the content required by Florida Statue 1003.42(2) and S.B. Policy 2. 09 (8)(b), as applicalbe to appropriate grade levels , including but not limited to:
- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

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

Village Academy has staff both in the morning hours, during, and after school to support student safety. The school's P.A.W. S Matrix outlines expectations of Tigers on campus. P.A.W.S is taught and upheld through the classrooms. The first six - eight days of school teachers use classroom time to implement PAWS engage students creating a safe learning environment as well as their understanding . School student assemblies will be held to promote positive behavior and address student climate and cultural expectations.
Additionally, the school has many forms of school counseling to support students' academic, behavioral, and social/emotional needs. Through Village Academy safety committee and grade level meetings the staff shares safety protocols and procedures, clarifying the importance of safety first on

the school's grounds.

Village Academy will infuse content related to Disabilities Awareness. All students with disabilities are active and valued members in all classes and extra curricular activities. All students , including students with disabilities, are given equal consideration for recognition through honors, awards, other designations offered by 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 Academy staff share their classroom expectations for bell-to-bell instruction with students enabling them to feel comfortable with the classroom rules. With clear rules and expectations, students understand the boundaries and guidelines during instructional time. All expectations and rules are approved and supported by administrative staff allowing students the analysis of effective and fair protocols, and at the same time supporting the teacher's classroom management choices. Teachers and staff make reference to universal guidelines and behavioral expectations when providing students with positive feedback.

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 Academy's school based team meets biweekly to discuss students with barriers to academic and social success. If students are in need of immediate resources, staff will pursue effective support through multiple programs offered through the community and/or District. Teachers are trained and supported regarding execution of anecdotal notes and procedures for students support.

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 Academy has the following early warning systems:
1. Attendance below 90 percent is flagged and a phone call is made home
2. Tardy consequences after an unexcused tardy
2. One or more suspensions, whether in school or out of school
3. Course failure in in all subjects areas four times a year
4. Level 1 score on the statewide, standardized assessments in English Language Arts and/or mathematics
-We use the Plasco and Edline systems for data collection of absences and tardies
-We use TERMS to identify at-risk behavior students

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:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	12	8	7	6	4	3	0	1	1	0	0	0	0	42
One or more suspensions	11	8	12	15	8	11	15	21	17	8	4	10	8	148
Course failure in ELA or Math	20	17	20	42	34	33	25	25	20	11	7	4	3	261
Level 1 on statewide assessment	0	0	0	29	21	22	26	15	27	12	13	11	6	182
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	11	5	8	15	10	13	3	15	10	3	1	2	1	97

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

Village Academy has implemented an effective multi-disciplinary team approach to problem solve and create action plans that include the following:
• Read 180, Reading Plus, SAI , iii, and Tutorials through the reading department
• Planned Discussions, Goal Setting for identified student through the classroom educators
• Notification procedures for parents, agency and community outreach through the guidance and administrative departments
- RTI and SBT
- Consider individual student needs and IEP goals when planning for intervention strategies in order to close the achievement gap.

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/196602.

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 Academy uses the following processes to develop and sustain stakeholder relationships and involvement:

1) Participation in community events (Holiday parades, volunteering, participating in athletic events....)
2) Hold open house events, curriculum nights, AVID strategy and share and awards events.
3) Develop and execute innovative interactive tutorials for parents who are unfamiliar with EdLine, Learning Tools, and other forms of educational technology;
4) Active website for up-to-date school information for communication delivering classroom and school news to parents
The above events and activities give stakeholders the opportunity to get to know the schools' staff and administration and aid in supporting student achievement.

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

Membership:

Name	Title
Gillard, Sharese	Assistant Principal
Williams, Cheryl	Assistant Principal
Dixon, Latoya	Principal
Williams, Tamica	Assistant Principal
Brant, Jacqueline	Teacher, ESE
Twiggs, Natasha	Instructional Coach
Poorman, Jennifer	Instructional Coach
Solis, Shannon	Instructional Coach

Duties

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

Administrators take on the role of the school's educational leaders through consistent and responsive classroom observations, implementation of professional development, open dialogue with staff members, ongoing campus supervision and the implementation and follow-through of school-wide discipline.

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

Title I Funds:
Village academy incorporates Title I funds to assist with the purchase of Reading Resource teachers, Reading teachers, Reading Coach, Math teachers, reading and math support . In addition, funds are also used to provide staff development in reading, math, writing, science, and AVID strategies used school-wide.
Title II:
Title II funds will support curriculum and Marzano professional development opportunities
Title III:
Title III Services are provided through the district for education materials and ELL district support

services ti improve the education of English Language Learners.

Title X - Homeless- Students identified as homeless will have immediate access to free and reduced lunch and additional services that will support the student's full academic needs to be successful. Guidance Counselors provide resources (Clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

SAI funds will be coordinated with Title I funds to provide instruction for Tier 1,2, and 3 students who fit the District's criteria for placement.

Additional funds are received through various vehicles such the Kobacker Foundation , PASS Grant, Head Start.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Tobie Kasimer	Education Support Employee
Gregory Murphy	Teacher
Miriam Medrano	Parent
Marlene Brown	Business/Community
Samuel Fitzpatrick	Student
Brianna Green	Student

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

The 2015-2016 School Improvement Plan was approved through a monthly meeting. Additionally, the community of SAC has shared items they would like to see or question with the ongoing development and enhancement of the plan.

Development of this school improvement plan

The SAC is involved with this year's School Improvement Plan by sharing their point of view over the past year's School Improvement Plan's success and by sharing feedback on the new School Improvement Plan at a scheduled meeting (the first Tuesday of the month).

School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan; monies may be expended only on programs or projects selected by the School Advisory Council. Neither School District staff nor principals may override the recommendations of the School Advisory Council. The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.

Preparation of the school's annual budget and plan

The annual budget was shared line by line by the principal of the school, enabling all SAC participants to understand the line items both for purpose and functionality.

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

School Improvement Funds will support after-school tutorials programs and mini classroom grant initiatives submitted by classroom teachers.

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

Village Academy keeps a close eye on its membership and continues to obtain more and more members each year that resemble the SAC requirements.

Literacy Leadership Team (LLT)

Membership:

Name	Title
	Teacher, K-12
Solis, Shannon	Instructional Coach
George, Emerald	Teacher, K-12
Gillard, Sharese	Assistant Principal
Dixon, Latoya	Principal
Williams, Cheryl	Assistant Principal
Poorman, Jennifer	Instructional Coach
Twiggs, Natasha	Instructional Coach
Williams, Tamica	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

This year the LLT team will focus on building teacher capacity based on the District's literacy plan and the Florida Common Core. The LLT team will promote literacy school wide by adopting a school wide literacy slogan and incorporating reading initiatives and incentives the promote literacy. The team will monitor programs such as reading counts, reading plus and istation.

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

The teaching staff meets biweekly in learning team meetings with administration, the learning team facilitator, and grade level/subject area teachers to help support and build capacity. These meetings are structures to empower and enhance staff relationships. The Village Academy teachers and staff have agreed to 4 core values: excellence, collaboration and teamwork, data and accountability, and equality. Collaborative planning time is used productively. Research-based protocols are utilized to focus meetings on students' academic needs. During learning team meetings or planning sessions teachers have on going opportunities to unpack Florida Standards and to plan and discuss reading , writing, math and science that align to the standards.

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

Village Academy will provide support to first year teachers through a mentoring program in addition to incorporating the schools goals and core values . The assistant principal will assign a mentor/buddy teacher to all new teachers (veteran and first year). Moreover, the principal will attend district and college campus job fairs to recruit highly qualified teachers. Also the school principal will be in contact with the districts HR contact person for Area 1 .
Professional Development will be offered to teachers as they select goals for deliberate practice. Sessions throughout the year will be arranged so that teachers have the opportunity to plan out and select elements to improve upon on their professional growth plan as outlined on the Maranzo tool. PD will be available to support their growth goals.
School administrators use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position.

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

The school pairs novice teachers with experienced teachers who have historically shown success in grasping the Art and Science of Teaching.
EXAMPLES:
ELEMENTARY: Ms. Twiggs (a mentor) has utilized and integrated effective teaching strategies into the elementary curriculum. Additionally, Ms. Twiggs has several years of teaching experience at the primary level. The mentor and mentee will meet biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor will be given release time to observe the mentee. Time will be given for the feedback, coaching and planning

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 Academy administration is trained on curriculum as educational leaders. Moreover, the reading, math, and science coaches, along with the learning team facilitator help support the teaching staff with effectively implementing and executing their lessons in conjunction with the School District of Palm beach County's Blender Resources (already aligned with Florida standards.). We use small learning communities; problem-solving, inquiry-driven research and analytical approaches for students; strategies and tools based on student needs; competency-based instruction; integrated digital instruction; and project-based instruction (Strategies).

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

ESE Contact: The ESE contact will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The ESE contact will
also collaborate with general education and special education teachers to create goals and interventions
for individual students. The ESE contact will also work collaboratively with the general education

teachers to implement effective interventions for Tier II and Tier III students. Student data will be collected and analyzed to see if students are responding to the intervention. ESOL Contact: The ESOL

contact will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The ESOL contact will also collaborate with general education and ESOL teachers to create goals and interventions for individual students. The ESOL contact will also work collaboratively with the general education teachers to implement effective

interventions for Tier II and Tier III students. Student data will be collected and analyzed to see if students are responding to the intervention. Academic Coaches: The Academic Coaches will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The coaches will provide professional development in the area of effective interventions as well as effective implementation of the core instructional program. The coaches

will also research best practice scientifically based curriculum/behavioral assessment approaches and

share these with the staff. The coaches will also work with individual teacher to ensure that interventions

as well as core instructional practices are being implemented with fidelity. Coaches will model the implementation of the intervention when needed. Coaches will also serve as case managers for students

in Tier II which would include meeting with teachers to create interventions, reviewing student data, and

conducting follow up with teachers to ensure that student data is being collected, tracked, and graphed.

Psychologist: The Psychologist will actively participate in all SBT/RTI meetings. This will include collection, interpretation, and analysis of data, facilitating development of intervention plans, providing support for intervention fidelity and documentation, providing professional development and technical assistance for problem solving activities including data collection, data analysis, intervention planning, and program evaluation, and facilitating data based decision making activities.

Guidance Counselor: The Guidance Counselor will actively participate in the SBT/RTI meetings. This will

include reviewing student referrals, analyzing individual student data, and problem solving. The counselor will also be responsible for tracking school based team referrals and provide social and behavioral interventions by tracking and monitoring their progress. The guidance counselor will also provide ongoing professional development in PBIS and meet with individual teachers to help create appropriate interventions for individual students. This person will provide professional development to the staff in reference to effective interventions, using CBM to progress monitor the effectiveness of the

interventions and graphing and analyzing student data. The RTI facilitator will also provide case management and interventions for students in Tier III.

Accommodations can be integrated into lesson plans
UDL (Universal Design for Learning)

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: Summer Program

Minutes added to school year: 3,600

Development of a summer school program explicitly delivering reading and math content.

Strategy Rationale

It was important to add to the school years days and allow students to spend a few days a week catching up on concept missed due to testing and the 180 day school calendar. The summer proves a two subject approach allowing the students time and opportunity to process the content.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Solis, Shannon, shannon.soli@palmbeachschools.org

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

This years Florida Standards Quiz and Unit Standard Assessments will be assessed to see if "the summer slide" was less privy in summer school participants.

Strategy: Extended School Day

Minutes added to school year: 8,200

Development and implementation of school tutoring program to assist struggling readers.

Strategy Rationale

An extra period is added to the school day in order to support struggling readers' needs. Adding a differentiated program daily will aid in student support resulting in student growth and achievement,

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Solis, Shannon, shannon.soli@palmbeachschools.org

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

Upon receipt of Winter diagnostic data tutoring groups will be developed. Each tutoring group will be assessed weakly to guide instruction and reflect on the program.

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

To assist with the transition of preschool children from early childhood programs, Village Academy staff will collaborate with pre-schools in the local community to conduct school tours, provide readiness checklists, and conduct parent trainings regarding the preschool transition. At Village Academy, all entering Kindergarten students are assessed within the first two weeks of school to determine individual student needs. All students are assessed with FAIR. Once the students are screened, the data will be collected, disaggregated, and analyzed within the first three weeks of school to homogeneously group students so that instruction can be focused on the needs of the group. The data will also be used to plan daily the academic instruction for all students and for individual students who may need intervention beyond the core instructional curriculum. The kindergarten academic instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic skills identified by the screening data. Ongoing assessment will occur in the 5 areas of Reading throughout the school year.

1. Inform parents of kindergartern roundup
2. Provide pre-school activities for Head Start students
3. Communicate with local pre-schools

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

Additionally, a list of students who are in need of academic support is generated every 4 ½ weeks and the administrative staff meets with these students individually to discuss the academic concerns and discuss support interventions. To help expose our students to the various college and career options that are available to them, Village Academy provides high school students with the opportunity to tour the colleges and universities throughout the state of Florida. Village Academy teachers accompany the students as chaperones on the trip and utilize these college experiences for reflection activities within the classroom relating to their high school academic development. On each college tour, students tour each college campus, visit with college counselors and advisors, discuss admissions and financial aid requirements, learn about college scholarship opportunities, visit college classrooms, and experience what it feels like to be on a college campus. Village Academy strongly believes that it is very important for high school students to experience the college environment and we demonstrate our serious investment in this concept by paying the cost for this tour. To help students prepare for the rigor of the SAT, ACT, and CPT tests that are taken during 11th and 12th grade, Village Academy implements an aggressive assessment schedule to expose students to college preparatory entrance testing formats early in their middle and high school career. College preparation testing consists of 8th grade students taking the ReadiStep exam (pre-PSAT), 9th grade taking the EXPLORE test (Pre-ACT), and 10th grade taking the PSAT test and the PLAN test (Pre-ACT). 11th grade students will be required to take the SAT and/or the ACT at least once during the 11th grade.
AVID School Wide Implementation

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

Many of the courses offered at Village Academy are developed and chosen from existing curriculum to help students make the connection between school and the "real world". For instance, the students are exposed to computer programming, AP Environmental Science, Economics, marketing , digital photography, student government, leadership skills, and web design. These courses are integrated into their schedules as electives and core subjects to help students gain the skills and knowledge needed to tie the classroom to their futures.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

The educational objective for high school students who enroll at Village Academy is to prepare them for college enrollment and subsequent graduation to assist the students in overcoming poverty and other negative social factors. A heavy emphasis will be made on increasing the number of students who take AP courses and enroll in dual enrollment courses. Several other strategies are being implemented to help prepare Village Academy students for postsecondary education. One strategy utilized is that all 9th and 10th grade students are highly encouraged to enroll in French for one of their elective courses during their first two years of high school, which helps to ensure that the foreign language requirement needed for college enrollment and Bright Futures is completed early in their high school career. Also, the academic progress of Village Academy high school students is closely tracked every 4 ½ weeks to monitor the academic profiles on all of the high school students. With a small population of high school students (less than 300 students), the monitoring of their academic progress is able to be done in a very personal manner. The guidance counselor and administrative staff will meet with students individually to review their high school credits, cumulative GPA, remaining courses to take, Bright Futures eligibility, and discuss any necessary scheduling adjustments to qualify for postsecondary education.

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

Village Academy has added the AVID program over the last three years supporting student readiness. Additionally, the guidance program supports student readiness through consistent presentations and individualized counseling sessions aiding the students in their post-secondary lives. The AVID teachers have ongoing field trips to local colleges and universities, allowing the students to experience the campuses and student life. Consequently, whole families gain an understanding of the post-secondary world.

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
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. If we have school wide implementation of Positive Behavior Support, then all students will have a school environment where every student feels safe, respected, and successful

G2. If we increase parent engagement with school plans, then students and parents will have necessary knowledge and awareness about academic programs and pathways to college and career readiness.

G3. If we have fidelity of school wide initiatives such as AVID, small group instruction for academic content areas, and balanced literacy , then all students will have the necessary skills and strategies that are essential to college and career readiness .

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. If we have school wide implementation of Positive Behavior Support, then all students will have a school environment where every student feels safe, respected, and successful 1a

Targets Supported 1b

🔍 G075091

Indicator	Annual Target
Discipline incidents	600.0
ELA Achievement District Assessment	80.0

Resources Available to Support the Goal 2

- PBS Team
- New members
- attending PBS district meetings
- Internal coach
- parent engagement
- Announcements
- PBS Assemblies
- Signage to communicate the P.A.W.S
- student incentives to acknowledge awareness and implementation of PAWS

Targeted Barriers to Achieving the Goal 3

- buy in
- clear common language to communicate what the plan is

Plan to Monitor Progress Toward G1. 8

student incidents, district assessments for reading

Person Responsible
Tamica Williams

Schedule
Monthly, from 8/31/2015 to 6/3/2016

Evidence of Completion
student discipline reports , district assessment

G2. If we increase parent engagement with school plans, then students and parents will have necessary knowledge and awareness about academic programs and pathways to college and career readiness. 1a

🔍 G075092

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	100.0
4-Year Grad Rate (At-Risk)	85.0
College Readiness Reading	80.0
College Readiness Mathematics	75.0

Resources Available to Support the Goal 2

- Edline
- ParentLink
- Parent Liaison
- School Advisory Council
- Parent Teacher Association
- AVID
- Parent conference

Targeted Barriers to Achieving the Goal 3

- Consistent communication
- lack of parent attendance at parent conferences

Plan to Monitor Progress Toward G2. 8

The survey data will be assessed on parent attendance

Person Responsible
Jacqueline Brant

Schedule
On 6/3/2016

Evidence of Completion
The survey results will be documented and any changes needed will be assessed and added.

G3. If we have fidelity of school wide initiatives such as AVID, small group instruction for academic content areas, and balanced literacy , then all students will have the necessary skills and strategies that are essential to college and career readiness . `1a`

Targets Supported `1b`   🔍 G075093

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	100.0
ELA Achievement District Assessment	50.0
Algebra I FSA EOC Pass Rate	75.0

Resources Available to Support the Goal `2`

- Learning Team Meeting

- AVID Site Team

- AVID Weekly

Targeted Barriers to Achieving the Goal `3`

- Consistently implementing higher order questions

- Providing differentiated instruction; large class sizes make individualized instruction challenging

- Professional Development - Training new staff

- scheduling additional time for enrichment or remediation

Plan to Monitor Progress Toward G3. `8`

All data pre and post strategy sessions will be collected and assessed for teacher capacity development.

Person Responsible
Latoya Dixon

Schedule
Quarterly, from 9/5/2014 to 5/1/2015

Evidence of Completion
Data will show strategies implemented and how effective the instruction and plans are.

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. If we have school wide implementation of Positive Behavior Support, then all students will have a school environment where every student feels safe, respected, and successful 1

🔑 G075091

G1.B2 buy in 2

🔑 B196085

G1.B2.S1 Establish and Involve positive behavior support committee to create campus wide universal guide lines for behavior expectations for climate and culture. 4

🔑 S207807

Strategy Rationale

Coordinating a set of guidelines for behavioral expectations within the school will helps students develop positive relationships among student and staff in a safe learning environment.

Action Step 1 5

The Positive Behavior Support (PBS) will write behavioral expectations

Person Responsible

Tamica Williams

Schedule

On 6/3/2016

Evidence of Completion

Campus walk throughs will be completed to confirm placement of posters and the placement of the matrix of behavioral expectations in classrooms and common areas

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Monthly discipline reports will be pulled to monitor student incidents

Person Responsible

Tamica Williams

Schedule

Monthly, from 8/31/2015 to 6/3/2016

Evidence of Completion

student incident reports

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

The PBS team will meet biweekly to review and monitor school wide implementation of PBS

Person Responsible

Kenya Madison

Schedule

Biweekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Bi-weekly meetings will be held. with items on the agenda that address school data for behavioral incidents and implementation of the universal guidelines.

G1.B3 clear common language to communicate what the plan is [2]

B196086

G1.B3.S1 Use the PA system to communicate PAWS /PBS initiatives [4]

S207808

Strategy Rationale

students will hear common language .

Action Step 1 [5]

Announcements will be made weekly to promote awareness of PBS and school wide behavioral expecations

Person Responsible

Kenya Madison

Schedule

Weekly, from 9/30/2015 to 6/3/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S1 [6]

Administration will confirm that announcements are made weekly

Person Responsible

Latoya Dixon

Schedule

Weekly, from 9/30/2015 to 6/3/2016

Evidence of Completion

Announcements forms with written record of the announcement made to students and staff regarding PBS initiatives

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Survey will be administered asking staff and student about school communication with PBS initiatives and behavioral expectations

Person Responsible

Kenya Madison

Schedule

Every 2 Months, from 9/30/2015 to 6/3/2016

Evidence of Completion

Surveys will be administered to allow students to share how effective the communication of PBS initiatives worked.

G1.B3.S2 Post posters of the behavioral matrix `4`

`S207809`

Strategy Rationale

students will see common language around campus

Action Step 1 `5`

PBS climate school wide - evidence poster and signs

Person Responsible

Tamica Williams

Schedule

Monthly, from 8/31/2015 to 7/4/2016

Evidence of Completion

behavior matrix posted around campus (classrooms, common areas)

Plan to Monitor Fidelity of Implementation of G1.B3.S2 `6`

spot check for the placement of posters and the matrix in classroom and common areas ; students and teachers identify where and what the matrix represents ; monitor common language use for PBS/matrix

Person Responsible

Sharese Gillard

Schedule

Monthly, from 8/31/2015 to 6/3/2016

Evidence of Completion

monitor the number of discipline

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 `7`

monthly discipline reports will be pulled to monitor incidence

Person Responsible

Sharese Gillard

Schedule

Monthly, from 8/31/2015 to 6/3/2016

Evidence of Completion

student incident reports

G2. If we increase parent engagement with school plans, then students and parents will have necessary knowledge and awareness about academic programs and pathways to college and career readiness. `1`

🔑 G075092

G2.B1 Consistent communication `2`

🔑 B196087

G2.B1.S1 Use electronic resources and student agenda books to communicate with parents on student academic progress and school events in a timely manner . `4`

🔑 S207810

Strategy Rationale

Using Edline and ParentLink for up-to-date grades, school and class webpages, and important events, keeps the students and families informed on a regular basis, creating an empowered and aware climate for all participants,

Action Step 1 `5`

Parent Liaison will coordinate school to home communication through various media methods

Person Responsible

Latoya Dixon

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Emails ; parent link records, and flyers

Action Step 2 `5`

Edline will be monitored for teacher participation

Person Responsible

Tamica Williams

Schedule

Biweekly, from 9/30/2015 to 6/5/2016

Evidence of Completion

Edline reports

Action Step 3 5

Student agenda books will be monitored for two communication between parent and teacher.

Person Responsible

Sharese Gillard

Schedule

Every 2 Months, from 9/30/2015 to 6/3/2016

Evidence of Completion

student agenda books , planners, parent conference notes and parent/teacher communication log

Action Step 4 5

Parent Liaison will collaborate with faculty and staff to coordinate academic communication and parent trainings

Person Responsible

Tamica Williams

Schedule

On 6/3/2016

Evidence of Completion

schedule , agenda, sign in , hand out from parent training sessions , parent evaluation , and sample communication (flyers)

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Administration will conform continued usage

Person Responsible

Tamica Williams

Schedule

Quarterly, from 9/30/2015 to 6/3/2016

Evidence of Completion

Emails and reports will be run for file. Focused feedback to teachers with admin initials on parent communication logs and student agenda books.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Surveys will be administered asking families about school communication

Person Responsible

Sharese Gillard

Schedule

On 6/3/2016

Evidence of Completion

Surveys will be administered to allow families to share how effective the communication strategies worked.

G2.B3 lack of parent attendance at parent conferences `2`

🔍 B196089

G2.B3.S1 Invite parents, students, and family members to attend meetings to strategize student growth and college preparation. `4`

🔍 S207812

Strategy Rationale

Parents and students will be aware of academic expectations and requirements for college and career readiness

Action Step 1 `5`

Encourage and Invite parents to attend meetings such as Open House , Parent Nights, parent conferences

Person Responsible

Jacqueline Brant

Schedule

On 6/3/2016

Evidence of Completion

collection of flyers/invites for meetings agenda ;sign in sheets , conference notes

Action Step 2 `5`

Parent/teacher Conferences

Person Responsible

Jacqueline Brant

Schedule

Every 2 Months, from 9/30/2015 to 6/3/2016

Evidence of Completion

conference notes and individual goal forms

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

Review of agenda, goal sheets, sign in sheets, and conference notes

Person Responsible

Jacqueline Brant

Schedule

Every 2 Months, from 9/30/2015 to 6/3/2016

Evidence of Completion

Data will be collected from sign in sheets , agendas, conference notes

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

All documents will be collected and a survey will be administered

Person Responsible

Jacqueline Brant

Schedule

Quarterly, from 9/30/2015 to 6/3/2016

Evidence of Completion

G3. If we have fidelity of school wide initiatives such as AVID, small group instruction for academic content areas, and balanced literacy , then all students will have the necessary skills and strategies that are essential to college and career readiness . 1

🔍 G075093

G3.B1 Consistently implementing higher order questions 2

🔍 B196091

G3.B1.S1 Using Costa's and Webb's Depth of Knowledge questioning protocals and scaffolding. [copy] 4

🔍 S207813

Strategy Rationale

Using these systems help students understand the complexity of the content helping them dig deeper into the skills and knowledge needed to be ready for assessments and college.

Action Step 1 5

Teacher's will be observed on their ability to ask high order questions on a regular basis

Person Responsible

Latoya Dixon

Schedule

Quarterly, from 9/30/2015 to 6/1/2016

Evidence of Completion

iObservation tool

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Teachers will be evaluated for using high order questioning in the classrooms

Person Responsible

Latoya Dixon

Schedule

Quarterly, from 9/30/2015 to 6/1/2016

Evidence of Completion

iObservation

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

iObservation will be used to evaluate the strategy and data will be pulled for assessment leading to professional development opportunities.

Person Responsible

Latoya Dixon

Schedule

Quarterly, from 9/30/2015 to 6/1/2016

Evidence of Completion

Reports from iObservation will be pulled looking at the depth of learning concepts.

G3.B1.S2 WICOR Strategies `4`

🔑 S207814

Strategy Rationale

These strategies help students to comprehend ideas and concepts as well as express thoughts at progressively more complex levels.

Action Step 1 `5`

Teachers will incorporate WICOR Strategies into their daily lessons.

Person Responsible

Tamica Williams

Schedule

On 6/1/2016

Evidence of Completion

Teachers will be observed during walk throughs

G3.B2 Providing differentiated instruction; large class sizes make individualized instruction challenging 2

🔑 B196092

G3.B2.S1 Provide a system of support to students during the instructional block for various academic content areas that will foster small group instruction with individualized goals for students . 4

🔑 S207815

Strategy Rationale

Having the ability to target instruction for individual student needs towards proficiency.

Action Step 1 5

Consistently assess student progress by monitoring student work samples and progress towards goals.

Person Responsible

Latoya Dixon

Schedule

Biweekly, from 9/30/2015 to 6/3/2016

Evidence of Completion

Lesson plan checklist

Action Step 2 5

Analyze student progress through periodic classroom and District assessments

Person Responsible

Jennifer Poorman

Schedule

Biweekly, from 9/5/2015 to 5/1/2016

Evidence of Completion

Data will be shared at LTM meetings

Action Step 3 `5`

iObservation will be used to observe teacher's use of higher order questioning

Person Responsible

Latoya Dixon

Schedule

Quarterly, from 9/5/2015 to 5/1/2016

Evidence of Completion

iObservation feedback tool

Action Step 4 `5`

Additional classroom teachers will allow for smaller class size , expanded course offerings, and serving targeted students in a smaller class environment.

Person Responsible

Latoya Dixon

Schedule

Daily, from 8/17/2015 to 6/3/2016

Evidence of Completion

Schedules, sample lesson plans, rosters of students served

Action Step 5 `5`

Additional support to students through small group instruction (resource teachers)

Person Responsible

Latoya Dixon

Schedule

Daily, from 8/17/2015 to 6/3/2016

Evidence of Completion

Schedules, sample lesson plans, rosters of students served

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Administration will collect data

Person Responsible

Latoya Dixon

Schedule

Monthly, from 9/5/2014 to 5/29/2015

Evidence of Completion

Data Feedback Forms and iObservation forms will be collected,

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Supplemental classroom teachers' and resource teachers' position documentation will be reviewed and reflected upon.

Person Responsible

Latoya Dixon

Schedule

Semiannually, from 1/4/2016 to 6/3/2016

Evidence of Completion

Title I Programming Evidence Reflection Template

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

After data is collected and evaluated, reflection, remediation or enhancement will ensue

Person Responsible

Latoya Dixon

Schedule

Monthly, from 9/5/2014 to 5/1/2015

Evidence of Completion

All evaluative data and strategies for implementation will be collected to analyze progress of initiatives. Teacher will meet with learning teams for support.

G3.B3 Professional Development - Training new staff 2

B196093

G3.B3.S1 Professional development opportunities will strengthen and support teachers in their implementation of AVID methodologies, reading interventions , balanced literacy , Marzano Protocols for strategies towards deliberate practice with instruction. 4

S207816

Strategy Rationale

This in turn, improves best practices across the school site which helps to increase students' critical reading and writing skills. This leads to success in college and career readiness.

Action Step 1 5

AVID training (booster session) will be apart of PDD and LTM sessions.

Person Responsible

Latoya Dixon

Schedule

Quarterly, from 9/1/2015 to 9/1/2016

Evidence of Completion

Action Step 2 5

Academic coaches will work collaboratively with classroom teachers to plan and identify strategies for instruction

Person Responsible

Latoya Dixon

Schedule

Daily, from 8/17/2015 to 6/3/2016

Evidence of Completion

Academic Coach schedule, logs and work samples (artifacts from training , coaching notes, and lesson plans from lessons modeled)

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.A1	The Positive Behavior Support (PBS) will write behavioral expectations	Williams, Tamica	8/31/2015	Campus walk throughs will be completed to confirm placement of posters and the placement of the matrix of behavioral expectations in classrooms and common areas	6/3/2016 one-time
G1.B3.S1.A1	Announcements will be made weekly to promote awareness of PBS and school wide behavioral expecations	Madison, Kenya	9/30/2015		6/3/2016 weekly
G1.B3.S2.A1	PBS climate school wide - evidence poster and signs	Williams, Tamica	8/31/2015	behavior matrix posted around campus (classrooms, common areas)	7/4/2016 monthly
G2.B1.S1.A1	Parent Liaison will coordinate school to home communication through various media methods	Dixon, Latoya	8/17/2015	Emails ; parent link records, and flyers	6/3/2016 weekly
G2.B3.S1.A1	Encourage and Invite parents to attend meetings such as Open House , Parent Nights, parent conferences	Brant, Jacqueline	9/30/2015	collection of flyers/invites for meetings agenda ;sign in sheets , conference notes	6/3/2016 one-time
G3.B1.S1.A1	Teacher's will be observed on their ability to ask high order questions on a regular basis	Dixon, Latoya	9/30/2015	iObservation tool	6/1/2016 quarterly
G3.B1.S2.A1	Teachers will incorporate WICOR Strategies into their daily lessons.	Williams, Tamica	10/1/2015	Teachers will be observed during walk throughs	6/1/2016 one-time
G3.B2.S1.A1	Consistently assess student progress by monitoring student work samples and progress towards goals.	Dixon, Latoya	9/30/2015	Lesson plan checklist	6/3/2016 biweekly
G3.B3.S1.A1	AVID training (booster session) will be apart of PDD and LTM sessions.	Dixon, Latoya	9/1/2015		9/1/2016 quarterly
G2.B1.S1.A2	Edline will be monitored for teacher participation	Williams, Tamica	9/30/2015	Edline reports	6/5/2016 biweekly
G2.B3.S1.A2	Parent/teacher Conferences	Brant, Jacqueline	9/30/2015	conference notes and individual goal forms	6/3/2016 every-2-months
G3.B2.S1.A2	Analyze student progress through periodic classroom and District assessments	Poorman, Jennifer	9/5/2015	Data will be shared at LTM meetings	5/1/2016 biweekly
G3.B3.S1.A2	Academic coaches will work collaboratively with classroom teachers to plan and identify strategies for instruction	Dixon, Latoya	8/17/2015	Academic Coach schedule, logs and work samples (artifacts from training , coaching notes, and lesson plans from lessons modeled)	6/3/2016 daily
G2.B1.S1.A3	Student agenda books will be monitored for two communication between parent and teacher.	Gillard, Sharese	9/30/2015	student agenda books , planners, parent conference notes and parent/ teacher communication log	6/3/2016 every-2-months
G3.B2.S1.A3	iObservation will be used to observe teacher's use of higher order questioning	Dixon, Latoya	9/5/2015	iObservation feedback tool	5/1/2016 quarterly
G2.B1.S1.A4	Parent Liaison will collaborate with faculty and staff to coordinate academic communication and parent trainings	Williams, Tamica	9/30/2015	schedule , agenda, sign in , hand out from parent training sessions , parent evaluation , and sample communication (flyers)	6/3/2016 one-time
G3.B2.S1.A4	Additional classroom teachers will allow for smaller class size , expanded course offerings, and serving targeted students in a smaller class environment.	Dixon, Latoya	8/17/2015	Schedules, sample lesson plans, rosters of students served	6/3/2016 daily
G3.B2.S1.A5	Additional support to students through small group instruction (resource teachers)	Dixon, Latoya	8/17/2015	Schedules, sample lesson plans, rosters of students served	6/3/2016 daily
G1.MA1	student incidents, district assessments for reading	Williams, Tamica	8/31/2015	student discipline reports , district assessment	6/3/2016 monthly
G1.B2.S1.MA1	The PBS team will meet biweekly to review and monitor school wide implementation of PBS	Madison, Kenya	8/31/2015	Bi-weekly meetings will be held. with items on the agenda that address school data for behavioral incidents	6/3/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				and implementation of the universal guidelines.	
G1.B2.S1.MA1	Monthly discipline reports will be pulled to monitor student incidents	Williams, Tamica	8/31/2015	student incident reports	6/3/2016 monthly
G1.B3.S1.MA1	Survey will be administered asking staff and student about school communication with PBS initiatives and behavioral expectations	Madison, Kenya	9/30/2015	Surveys will be administered to allow students to share how effective the communication of PBS initiatives worked.	6/3/2016 every-2-months
G1.B3.S1.MA1	Administration will confirm that announcements are made weekly	Dixon, Latoya	9/30/2015	Announcements forms with written record of the announcement made to students and staff regarding PBS initiatives	6/3/2016 weekly
G1.B3.S2.MA1	monthly discipline reports will be pulled to monitor incidence	Gillard, Sharese	8/31/2015	student incident reports	6/3/2016 monthly
G1.B3.S2.MA1	spot check for the placement of posters and the matrix in classroom and common areas ; students and teachers identify where and what the matrix represents ; monitor common language use for PBS/matrix	Gillard, Sharese	8/31/2015	monitor the number of discipline	6/3/2016 monthly
G2.MA1	The survey data will be assessed on parent attendance	Brant, Jacqueline	9/30/2015	The survey results will be documented and any changes needed will be assessed and added.	6/3/2016 one-time
G2.B1.S1.MA1	Surveys will be administered asking families about school communication	Gillard, Sharese	9/30/2015	Surveys will be administered to allow families to share how effective the communication strategies worked.	6/3/2016 one-time
G2.B1.S1.MA1	Administration will conform continued usage	Williams, Tamica	9/30/2015	Emails and reports will be run for file. Focused feedback to teachers with admin initials on parent communication logs and student agenda books.	6/3/2016 quarterly
G2.B3.S1.MA1	All documents will be collected and a survey will be administered	Brant, Jacqueline	9/30/2015		6/3/2016 quarterly
G2.B3.S1.MA1	Review of agenda, goal sheets, sign in sheets, and conference notes	Brant, Jacqueline	9/30/2015	Data will be collected from sign in sheets , agendas, conference notes	6/3/2016 every-2-months
G3.MA1	All data pre and post strategy sessions will be collected and assessed for teacher capacity development.	Dixon, Latoya	9/5/2014	Data will show strategies implemented and how effective the instruction and plans are.	5/1/2015 quarterly
G3.B1.S1.MA1	iObservation will be used to evaluate the strategy and data will be pulled for assessment leading to professional development opportunities.	Dixon, Latoya	9/30/2015	Reports from iObservation will be pulled looking at the depth of learning concepts.	6/1/2016 quarterly
G3.B1.S1.MA1	Teachers will be evaluated for using high order questioning in the classrooms	Dixon, Latoya	9/30/2015	iObservation	6/1/2016 quarterly
G3.B2.S1.MA1	After data is collected and evaluated, reflection, remediation or enhancement will ensue	Dixon, Latoya	9/5/2014	All evaluative data and strategies for implementation will be collected to analyze progress of initiatives. Teacher will meet with learning teams for support.	5/1/2015 monthly
G3.B2.S1.MA1	Administration will collect data	Dixon, Latoya	9/5/2014	Data Feedback Forms and iObservation forms will be collected,	5/29/2015 monthly
G3.B2.S1.MA3	Supplemental classroom teachers' and resource teachers' position documentation will be reviewed and reflected upon.	Dixon, Latoya	1/4/2016	Title I Programming Evidence Reflection Template	6/3/2016 semiannually

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.

G3. If we have fidelity of school wide initiatives such as AVID, small group instruction for academic content areas, and balanced literacy , then all students will have the necessary skills and strategies that are essential to college and career readiness .

G3.B1 Consistently implementing higher order questions

G3.B1.S1 Using Costa's and Webb's Depth of Knowledge questioning protocals and scaffolding. [copy]

PD Opportunity 1

Teacher's will be observed on their ability to ask high order questions on a regular basis

Facilitator

Shannon Solis

Participants

Teachers

Schedule

Quarterly, from 9/30/2015 to 6/1/2016

G3.B1.S2 WICOR Strategies

PD Opportunity 1

Teachers will incorporate WICOR Strategies into their daily lessons.

Facilitator

Shannon Solis

Participants

Teachers

Schedule

On 6/1/2016

G3.B3 Professional Development - Training new staff

G3.B3.S1 Professional development opportunities will strengthen and support teachers in their implementation of AVID methodologies, reading interventions , balanced literacy , Marzano Protocols for strategies towards deliberate practice with instruction.

PD Opportunity 1

AVID training (booster session) will be apart of PDD and LTM sessions.

Facilitator

Shannon Solis, Jennifer Poorman

Participants

Teachers

Schedule

Quarterly, from 9/1/2015 to 9/1/2016

PD Opportunity 2

Academic coaches will work collaboratively with classroom teachers to plan and identify strategies for instruction

Facilitator

Natasha Twiggs and Shannon Solis

Participants

Teachers

Schedule

Daily, from 8/17/2015 to 6/3/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B2.S1.A1	The Positive Behavior Support (PBS) will write behavioral expectations				$0.00
2	G1.B3.S1.A1	Announcements will be made weekly to promote awareness of PBS and school wide behavioral expecations				$0.00
3	G1.B3.S2.A1	PBS climate school wide - evidence poster and signs				$0.00
4	G2.B1.S1.A1	Parent Liaison will coordinate school to home communication through various media methods				$6,204.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		$6,204.00
			Notes: Tobie Kasimer-Parent Liaison Salary and Benefits			
5	G2.B1.S1.A2	Edline will be monitored for teacher participation				$0.00
6	G2.B1.S1.A3	Student agenda books will be monitored for two communication between parent and teacher.				$0.00
7	G2.B1.S1.A4	Parent Liaison will collaborate with faculty and staff to coordinate academic communication and parent trainings				$17,967.56
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2811 - Village Academy On The Art & Sara Jo Kobacker	Title I Part A		$16,752.85
			Notes: Part-time Parent Liaison - Terrence Atkinson			
			2811 - Village Academy On The Art & Sara Jo Kobacker	Title I Part A		$1,214.71
			Notes: Supplies for parent training sessions and communication (paper, ink, refreshments, pens, pencils, etc..)			
8	G2.B3.S1.A1	Encourage and Invite parents to attend meetings such as Open House , Parent Nights, parent conferences				$0.00
9	G2.B3.S1.A2	Parent/teacher Conferences				$0.00
10	G3.B1.S1.A1	Teacher's will be observed on their ability to ask high order questions on a regular basis				$0.00
11	G3.B1.S2.A1	Teachers will incorporate WICOR Strategies into their daily lessons.				$0.00
12	G3.B2.S1.A1	Consistently assess student progress by monitoring student work samples and progress towards goals.				$0.00

Budget Data

13	G3.B2.S1.A2	Analyze student progress through periodic classroom and District assessments					$0.00
14	G3.B2.S1.A3	iObservation will be used to observe teacher's use of higher order questioning					$0.00
15	G3.B2.S1.A4	Additional classroom teachers will allow for smaller class size , expanded course offerings, and serving targeted students in a smaller class environment.					$162,521.16
		Function	Object	Budget Focus	Funding Source	FTE	2015-16
				2811 - Village Academy On The Art & Sara Jo Kobacker	Title I Part A	0.5	$32,504.23
				Notes: 0.5 Math Classroom Teacher (expand course offerings) Whittaker			
				2811 - Village Academy On The Art & Sara Jo Kobacker	Title I Part A	1.0	$65,008.45
				Notes: 1.0 High Reading Teacher (reduce class size and serve more students than law requires) - Ivery			
				2811 - Village Academy On The Art & Sara Jo Kobacker	Title I Part A	1.0	$65,008.48
				Notes: 1.0 Middle School Reading Teacher (reduce class size and serve more students than law requires) - T. Brown			
16	G3.B2.S1.A5	Additional support to students through small group instruction (resource teachers)					$32,504.23
		Function	Object	Budget Focus	Funding Source	FTE	2015-16
				2811 - Village Academy On The Art & Sara Jo Kobacker	Title I Part A	0.5	$32,504.23
				Notes: 0.5 Secondary Resource Teacher (push in and pull out services to students) Solis			
17	G3.B3.S1.A1	AVID training (booster session) will be apart of PDD and LTM sessions.					$0.00
18	G3.B3.S1.A2	Academic coaches will work collaboratively with classroom teachers to plan and identify strategies for instruction					$35,945.40
		Function	Object	Budget Focus	Funding Source	FTE	2015-16
				2811 - Village Academy On The Art & Sara Jo Kobacker	Title I Part A	0.5	$35,945.40
				Notes: 0.5 Elementary Reading Coach (build capacity of Elementary teachers)			
						Total:	$255,142.35