

The School District of Palm Beach County

Village Academy On The Art & Sara Jo Kobacker Campus



2016-17 Schoolwide Improvement Plan

Village Academy On The Art & Sara Jo Kobacker Campus

400 SW 12TH AVE, Delray Beach, FL 33444

<https://vac.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-12	Yes	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	C	C

**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 11/16/2016.

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 a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Village Academy On The Art & Sara Jo Kobacker Campus

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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 applicable 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

b. 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.

c. 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.

d. 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 weekly 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.

3. Early Warning Systems

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

a. 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

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

1. *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	9	8	9	5	4	3	0	0	0	0	1	0	0	39
One or more suspensions	3	5	6	11	9	4	8	21	13	10	3	14	8	115
Course failure in ELA or Math	22	23	16	52	56	7	28	31	8	9	9	3	3	267
Level 1 on statewide assessment	0	0	0	30	32	28	22	38	20	21	26	15	0	232
	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	6	7	6	32	38	8	21	29	12	13	9	9	1	191

c. 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.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Village Academy 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. Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems has been a priority for the school. We send out questionnaires, share information at School Advisory Meetings, and hold quarterly events where families and community members can become more informed and active participants in the schools goals and mission.

In addition to the previous years support systems, we have developed and implemented a

comprehensive school counseling program with dedicated time to develop, implement and evaluate parent meetings/workshops on topics such as developing school success skills, building a college-going culture through the Eight Components of College and Career Readiness (aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into postsecondary), and developing growth mindsets in children.

2. 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Tyler, Pamela	Teacher, K-12
Williams, Cheryl	Assistant Principal
Dixon, Latoya	Principal
Williams, Tamica	Assistant Principal
Brant, Jacqueline	Teacher, ESE
Twiggs, Natasha	Instructional Coach
Solis, Shannon	Instructional Coach
Owens, Sandra	Instructional Coach
Hildebert, Katia	School Counselor
Latour , Phara	School Counselor
Madison, Kenya	School Counselor
Heaven , Andria	Teacher, K-12
Civitello, Brenda	Other
Clemons, Lydon	Assistant Principal

b. Duties

1. 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.

2. 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 a Reading Coach, Math Coach, and Resource Teachers. 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 to 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
LaToya Dixon	Principal
Kenya Madison	Teacher
Carole Wanio	Education Support Employee
Jacqueline Brant	Parent
Mariana Durante	Parent
Katrina Van Dewater	Parent
Mark Sauer	Business/Community
Michelle Dolan	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

The 2016-2015 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.

b. 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.

c. 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.

2. 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.

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

Yes

a. 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.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
	Teacher, K-12
Solis, Shannon	Instructional Coach
George, Emerald	Teacher, K-12
Dixon, Latoya	Principal
Williams, Cheryl	Assistant Principal
Twiggs, Natasha	Instructional Coach
Williams, Tamica	Assistant Principal
Heaven , Andria	Teacher, K-12
Brant, Jacqueline	Teacher, ESE
Lyons, Gwen	Teacher, K-12
Burns, Angela	Teacher, K-12
Civitello, Brenda	Other

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. Public and Collaborative Teaching

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

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

During collaborative planning sessions , teachers and administrative staff meet on a regular basis by content area to have focused sessions to help support and build teacher capacity to increase student achievement . 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 collaborative planning sessions, teachers have an on going opportunity to unpack Florida Standards, plan and discuss reading , writing, math and science that align to the standards.

2. 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.

3. 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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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).

b. Instructional Strategies

1. 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 case manager will also provide case management and interventions for students in Tier III.

Accommodations can be integrated into lesson plans

UDL (Universal Design for Learning)

2. 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: 720

Development of a after school tutorial(enrichment/remediation) 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: After School Program

Minutes added to school year: 720

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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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 FLKRS. 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 kindergarten roundup
2. Provide pre-school activities for Head Start students
3. Communicate with local pre-schools

b. College and Career Readiness

1. 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 ReadStep 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

2. 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 Human Geography, 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.

3. 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.

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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 deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade.

- G2.** If we deliver effective and relevant instruction to meet the needs of all students, then we will increase the high school graduation rate.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade. **1a**

G083779

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	57.0
FSA ELA Achievement	31.0

Targeted Barriers to Achieving the Goal **3**

- Limited teacher capacity to facilitate PLCs
- Intervention Services for RTI and SBT Process
- Consistent and relevant communication with Parents, students, and community stake holders concerning academic, safety, social emotional development

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Single School Culture Coordinator Title Funding to purchase supplemental positions Provided adaptive technology (I-ready) Regional Office Support District Professional Development Districts Strategic Plan
- parent liaison

Plan to Monitor Progress Toward G1. **8**

The administration team will analyze the percent of students that are reading on grade level (RRR data), FSQ , USA will monitored monthly by grade level. Student progress on adaptive technology (i-ready) will be monitored .

Person Responsible

Latoya Dixon

Schedule

Biweekly, from 8/9/2016 to 6/2/2017

Evidence of Completion

RRR , lesson plans, notes from the collaborative planning sessions . i-ready reports, diagnostic reports , (performance matters/ EDW reports) . percent of students scoring level 3 or higher ,

G2. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase the high school graduation rate. 1a

G083780

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	96.0
FSA ELA Achievement	50.0
Algebra I EOC Pass Rate	50.0

Targeted Barriers to Achieving the Goal 3

- Providing differentiated instruction; large class sizes make individualized instruction challenging . Consistently implementing higher order question. Address scheduling and additional time for enrichment or remediation.
- Professional Development - Training new staff

Resources Available to Help Reduce or Eliminate the Barriers 2

- collaborative planning sessions
- AVID Site Team
- AVID Weekly

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Latoya Dixon

Schedule

Quarterly, from 9/5/2016 to 5/1/2017

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 deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade. **1**

 G083779

G1.B1 Limited teacher capacity to facilitate PLCs **2**

 B222504

G1.B1.S1 Provide and promote a culture of learning and development for all teachers by providing job embedded professional development . **4**

 S234786

Strategy Rationale

To promote, empower and build upon teacher capacity .
To increase teacher ownership of PLC's

Action Step 1 **5**

The reading coach will closely work with k - 5 teachers to build capacity through the coaching cycle .

Person Responsible

Natasha Twiggs

Schedule

Daily, from 8/9/2016 to 6/2/2017

Evidence of Completion

Coaching log (pre conference notes, planning agendas, sign in sheets, observation notes, and lesson plans)

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The Administration will provide actionable feedback and follow up notes for next steps regarding reading instruction .

Person Responsible

Latoya Dixon

Schedule

Weekly, from 8/9/2016 to 6/2/2017

Evidence of Completion

Meeting notes, agendas, sign ins, coaching log and reflective template

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

The admin team will develop a shared commitment and shared leadership with active collaboration during planning sessions to ensure academic success for all students

Person Responsible

Latoya Dixon

Schedule

Biweekly, from 8/9/2016 to 6/2/2017

Evidence of Completion

Increased percentage of teachers leading planning sessions with accountable and actionable talk that aligns with standards and goals; teachers analyzing data with actionable steps to impact instruction; teachers unpacking standards and reviewing student work samples.

G1.B2 Intervention Services for RTI and SBT Process 2

B222505

G1.B2.S1 Teachers will provide differentiated instruction to meet the needs of all students . Students will be provided interventions specific to areas needing additional support . 4

S234787

Strategy Rationale

Students receiving extended learning opportunities to address areas of deficiency will have an opportunity to make progress with the necessary support

Action Step 1 5

Tutorial and intervention services will be set up for struggling readers

Person Responsible

Brenda Civitello

Schedule

Weekly, from 8/15/2016 to 3/31/2017

Evidence of Completion

collaborative planning schedule, agendas, sign ins, notes and/or work products

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

The admin team will monitor daily instruction and small groups and review progress of intervention services

Person Responsible

Lydon Clemons

Schedule

Biweekly, from 12/12/2016 to 6/2/2017

Evidence of Completion

lesson plans, grouping list with feedback and interventions , progress notes

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

The admin team will schedule student progress meetings and data chats with teachers and students

Person Responsible

Latoya Dixon

Schedule

Monthly, from 9/26/2016 to 6/2/2017

Evidence of Completion

Teacher and Admin Data binder , SBT agenda /notes, student work samples

G1.B3 Consistent and relevant communication with Parents, students, and community stake holders concerning academic, safety, social emotional development 2

 B222506

G1.B3.S1 Establish and involve positive behavior support committee to create campus wide universal guidelines for behavior expectations for climate and culture. 4

 S234788

Strategy Rationale

Coordinating a set of guidelines for behavioral expectations within schools will help students, parents and community develop positive relationships among students, staff, and community in a safe learning environment.

Action Step 1 5

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

Person Responsible

Kenya Madison

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

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

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

The discipline dash board will be monitored and various other reports that indicate school discipline data/incidents.

Person Responsible

Kenya Madison

Schedule

Monthly, from 8/30/2016 to 6/2/2017

Evidence of Completion

discipline data reports (incidents , suspension rates)

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

The admin team monitor monthly reports and provide suggestions and interventions for improved behavior.

Person Responsible

Lydon Clemons

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Monthly Discipline Discipline Reports, Agenda/notes, sign in from PBS meetings

G2. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase the high school graduation rate. 1

G083780

G2.B1 Providing differentiated instruction; large class sizes make individualized instruction challenging . Consistently implementing higher order question. Address scheduling and additional time for enrichment or remediation. 2

B222507

G2.B1.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

S234789

Strategy Rationale

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

Action Step 1 5

Teachers will incorporate WICOR Strategies into their daily lessons using supplemental instructional resources.

Person Responsible

Andria Heaven

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

purchase order requisition

Action Step 2 5

Middle School resource teacher will promote and foster college readiness with middle school students.

Person Responsible

Andria Heaven

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Master Schedule/ teacher loads showing class assignments; student rosters, sample lesson plans

Action Step 3 5

High School resource teacher will promote and foster college readiness with high school students and support the vertical articulation of AVID from Elementary level through 12th Grade .

Person Responsible

Shannon Solis

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Master Schedule/ teacher loads showing class assignments; student rosters, sample lesson plans

Action Step 4 5

After school tutorial will be offered to targeted students

Person Responsible

Brenda Civitello

Schedule

Weekly, from 2/1/2017 to 3/31/2017

Evidence of Completion

tutorial schedule, invitations/flyers; tutorial packets: teacher time sheets, student sign in for all days on the time sheet; lesson plans for all days on the time sheet.

Action Step 5 5

The out of system temporary parent liaison will collaborate with teachers to provide parents with training opportunities that will assist them in supporting their students at home.

Person Responsible

Tamica Williams

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

parent training invitations/flyers, agendas, sign in , handouts, parent evaluations from training sessions

Action Step 6 5

Strengthen school to home and home to school communication to ensure parents are given timely notification of events, meetings, training's, and information regarding their students' academic progress.

Person Responsible

Tamica Williams

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

sample communications: notes in student agendas, emails, newsletter, flyers, call outs , call logs, conference notes, marquee or edline page photos

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

Administration will collect data to track student progress.

Person Responsible

Latoya Dixon

Schedule

Monthly, from 9/5/2016 to 5/29/2017

Evidence of Completion

Data Feedback Forms and iObservation forms will be collected,

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

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

Person Responsible

Latoya Dixon

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Title I Programming Evidence Reflection Template, meeting agendas, logs, evidence of student progress

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

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

Person Responsible

Tamica Williams

Schedule

Monthly, from 9/5/2016 to 5/1/2017

Evidence of Completion

All evaluative data and strategies for implementation will be collected to analyze progress of initiatives. Teacher will meet during collaborative planning sessions for support

G2.B2 Professional Development - Training new staff 2

B222508

G2.B2.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

S234790

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 will conducted throughout the school year through common planning , PDD, and PLC sessions.

Person Responsible

Shannon Solis

Schedule

Quarterly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Action Step 2 5

Academic coaches will work collaboratively with classroom teachers to plan(common planning) and identify strategies for instruction for the academic success of all students .

Person Responsible

Latoya Dixon

Schedule

Daily, from 8/17/2016 to 6/3/2017

Evidence of Completion

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

Action Step 3 5

Teachers Leaders will collaborate during the summer to analyze trends in data, prioritize needs formulate an action plan and develop strategies to support the action plan .

Person Responsible

Latoya Dixon

Schedule

On 6/9/2017

Evidence of Completion

collaborative planning schedule, agendas, sign ins, notes and/or work products

Action Step 4 5

Teachers will attend school base and district sponsored professional development offerings to support academic initiatives and professional growth plans

Person Responsible

Natasha Twiggs

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

sub slips, agendas, TDEs for off campus, PD Agendas, sign ins; handouts/presentations from campus PD

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

The admin team will monitor for daily WICOR strategies implemented in daily instruction

Person Responsible

Schedule

Monthly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Classroom walkthroughs (feedback i-observation), support with teacher individual growth plans , lesson plans

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

The admin team will collect, review, and reflect upon documentation for the coach position.

Person Responsible

Latoya Dixon

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Title I Programming Evidence Reflection Template

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Administration will collect data to track student progress.

Person Responsible

Latoya Dixon

Schedule

Monthly, from 9/5/2016 to 5/29/2017

Evidence of Completion

Data Feedback Forms and iObservation forms will be collected

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

The admin team will monitor classroom instruction , review data and analyze for overall student improvement

Person Responsible

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

classroom visits, descriptive feedback , lessons plan adjustments based on feedback, data analysis for core content areas; data chats with teachers and students

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B2.S1.A1 A302409	Tutorial and intervention services will be set up for struggling readers	Civitello, Brenda	8/15/2016	collaborative planning schedule, agendas, sign ins, notes and/or work products	3/31/2017 weekly
G2.B1.S1.A4 A302414	After school tutorial will be offered to targeted students	Civitello, Brenda	2/1/2017	tutorial schedule, invitations/flyers; tutorial packets: teacher time sheets, student sign in for all days on the time sheet; lesson plans for all days on the time sheet.	3/31/2017 weekly
G2.MA1 M307031	All data pre and post strategy sessions will be collected and assessed for teacher capacity...	Dixon, Latoya	9/5/2016	Data will show strategies implemented and how effective the instruction and plans are.	5/1/2017 quarterly
G2.B1.S1.MA1 M307024	After data is collected and evaluated, reflection, remediation or enhancement will occur	Williams, Tamica	9/5/2016	All evaluative data and strategies for implementation will be collected to analyze progress of initiatives. Teacher will meet during collaborative planning sessions for support	5/1/2017 monthly
G2.B1.S1.MA1 M307025	Administration will collect data to track student progress.	Dixon, Latoya	9/5/2016	Data Feedback Forms and iObservation forms will be collected,	5/29/2017 monthly
G2.B2.S1.MA4 M307030	Administration will collect data to track student progress.	Dixon, Latoya	9/5/2016	Data Feedback Forms and iObservation forms will be collected	5/29/2017 monthly
G1.MA1 M307023	The administration team will analyze the percent of students that are reading on grade level (RRR...	Dixon, Latoya	8/9/2016	RRR , lesson plans, notes from the collaborative planning sessions . i-ready reports, diagnostic reports , (performance matters/ EDW reports) . percent of students scoring level 3 or higher ,	6/2/2017 biweekly
G1.B1.S1.MA1 M307017	The admin team will develop a shared commitment and shared leadership with active collaboration...	Dixon, Latoya	8/9/2016	Increased percentage of teachers leading planning sessions with accountable and actionable talk that aligns with standards and goals; teachers analyzing data with actionable steps to impact instruction; teachers unpacking standards and reviewing student work samples.	6/2/2017 biweekly
G1.B1.S1.MA1 M307018	The Administration will provide actionable feedback and follow up notes for next steps regarding...	Dixon, Latoya	8/9/2016	Meeting notes, agendas, sign ins, coaching log and reflective template	6/2/2017 weekly
G1.B1.S1.A1 A302408	The reading coach will closely work with k - 5 teachers to build capacity through the coaching...	Twiggs, Natasha	8/9/2016	Coaching log (pre conference notes, planning agendas, sign in sheets, observation notes, and lesson plans)	6/2/2017 daily
G1.B2.S1.MA1 M307019	The admin team will schedule student progress meetings and data chats with teachers and students	Dixon, Latoya	9/26/2016	Teacher and Admin Data binder , SBT agenda /notes, student work samples	6/2/2017 monthly
G1.B2.S1.MA1 M307020	The admin team will monitor daily instruction and small groups and review progress of intervention...	Clemons, Lydon	12/12/2016	lesson plans, grouping list with feedback and interventions , progress notes	6/2/2017 biweekly
G1.B3.S1.MA1 M307021	The admin team monitor monthly reports and provide suggestions and interventions for improved...	Clemons, Lydon	8/15/2016	Monthly Discipline Discipline Reports, Agenda/notes, sign in from PBS meetings	6/2/2017 monthly
G1.B3.S1.MA1 M307022	The discipline dash board will be monitored and various other reports that indicate school...	Madison, Kenya	8/30/2016	discipline data reports (incidents , suspension rates)	6/2/2017 monthly
G1.B3.S1.A1 A302410	The PBS team will meet biweekly to review and monitor school wide implementation of PBS	Madison, Kenya	8/15/2016	Bi- weekly meetings will be held with items on the agenda that address school data for behavioral incidents and	6/2/2017 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				implementation of the universal guidelines	
G2.B1.S1.MA3 M307026	Supplemental classroom teachers' and resource teachers' position documentation will be reviewed and...	Dixon, Latoya	8/15/2016	Title I Programming Evidence Reflection Template, meeting agendas, logs, evidence of student progress	6/2/2017 monthly
G2.B1.S1.A1 A302411	Teachers will incorporate WICOR Strategies into their daily lessons using supplemental...	Heaven , Andria	8/15/2016	purchase order requisition	6/2/2017 daily
G2.B1.S1.A2 A302412	Middle School resource teacher will promote and foster college readiness with middle school...	Heaven , Andria	8/15/2016	Master Schedule/ teacher loads showing class assignments; student rosters, sample lesson plans	6/2/2017 daily
G2.B1.S1.A3 A302413	High School resource teacher will promote and foster college readiness with high school students...	Solis, Shannon	8/15/2016	Master Schedule/ teacher loads showing class assignments; student rosters, sample lesson plans	6/2/2017 daily
G2.B1.S1.A5 A302415	The out of system temporary parent liaison will collaborate with teachers to provide parents with...	Williams, Tamica	8/15/2016	parent training invitations/flyers, agendas, sign in , handouts, parent evaluations from training sessions	6/2/2017 daily
G2.B1.S1.A6 A302416	Strengthen school to home and home to school communication to ensure parents are given timely...	Williams, Tamica	8/15/2016	sample communications: notes in student agendas, emails, newsletter, flyers, call outs , call logs, conference notes, marquee or edline page photos	6/2/2017 daily
G2.B2.S1.MA1 M307027	The admin team will monitor classroom instruction , review data and analyze for overall student...		8/29/2016	classroom visits, descriptive feedback , lessons plan adjustments based on feedback, data analysis for core content areas; data chats with teachers and students	6/2/2017 monthly
G2.B2.S1.MA1 M307028	The admin team will monitor for daily WICOR strategies implemented in daily instruction		9/12/2016	Classroom walkthroughs (feedback i-observation), support with teacher individual growth plans , lesson plans	6/2/2017 monthly
G2.B2.S1.MA3 M307029	The admin team will collect, review, and reflect upon documentation for the coach position.	Dixon, Latoya	8/15/2016	Title I Programming Evidence Reflection Template	6/2/2017 monthly
G2.B2.S1.A1 A302417	AVID training will conducted throughout the school year through common planning , PDD, and PLC...	Solis, Shannon	9/1/2016		6/2/2017 quarterly
G2.B2.S1.A4 A302420	Teachers will attend school base and district sponsored professional development offerings to...	Twiggs, Natasha	9/1/2016	sub slips, agendas, TDEs for off campus, PD Agendas, sign ins; handouts/presentations from campus PD	6/2/2017 monthly
G2.B2.S1.A2 A302418	Academic coaches will work collaboratively with classroom teachers to plan(common planning) and...	Dixon, Latoya	8/17/2016	Academic Coach schedule, logs and work samples (artifacts from training , coaching notes, and lesson plans from lessons modeled)	6/3/2017 daily
G2.B2.S1.A3 A302419	Teachers Leaders will collaborate during the summer to analyze trends in data, prioritize needs...	Dixon, Latoya	8/1/2016	collaborative planning schedule, agendas, sign ins, notes and/or work products	6/9/2017 one-time

V. Professional Development Opportunities

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade.

G1.B1 Limited teacher capacity to facilitate PLCs

G1.B1.S1 Provide and promote a culture of learning and development for all teachers by providing job embedded professional development .

PD Opportunity 1

The reading coach will closely work with k - 5 teachers to build capacity through the coaching cycle .

Facilitator

Natasha Twiggs

Participants

K- 5 Reading Teachers

Schedule

Daily, from 8/9/2016 to 6/2/2017

G1.B3 Consistent and relevant communication with Parents, students, and community stake holders concerning academic, safety, social emotional development

G1.B3.S1 Establish and involve positive behavior support committee to create campus wide universal guidelines for behavior expectations for climate and culture.

PD Opportunity 1

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

Facilitator

Kenya Madison

Participants

K- 12 Teachers

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

G2. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase the high school graduation rate.

G2.B1 Providing differentiated instruction; large class sizes make individualized instruction challenging . Consistently implementing higher order question. Address scheduling and additional time for enrichment or remediation.

G2.B1.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 .

PD Opportunity 1

High School resource teacher will promote and foster college readiness with high school students and support the vertical articulation of AVID from Elementary level through 12th Grade .

Facilitator

Shannon solis and Andria Heaven

Participants

9- 12 teachers

Schedule

Daily, from 8/15/2016 to 6/2/2017

PD Opportunity 2

Strengthen school to home and home to school communication to ensure parents are given timely notification of events, meetings, training's, and information regarding their students' academic progress.

Facilitator

Tamica Williams and Rhonda Williams

Participants

k - 12 teachers and staff

Schedule

Daily, from 8/15/2016 to 6/2/2017

G2.B2 Professional Development - Training new staff

G2.B2.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 will conducted throughout the school year through common planning , PDD, and PLC sessions.

Facilitator

Shannon Solis and Andria Heaven

Participants

Teachers

Schedule

Quarterly, from 9/1/2016 to 6/2/2017

PD Opportunity 2

Academic coaches will work collaboratively with classroom teachers to plan(common planning) and identify strategies for instruction for the academic success of all students .

Facilitator

Natasha Twiggs and Sandra Owens

Participants

Teachers

Schedule

Daily, from 8/17/2016 to 6/3/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	The reading coach will closely work with k - 5 teachers to build capacity through the coaching cycle .				\$73,154.55
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	100-Salaries	2811 - Village Academy On The Art & Sara Jo Kobacker	Title I, Part A	1.0	\$73,154.55
			<i>Notes: Reading Coach - Natasha Twiggs</i>			
2	G1.B2.S1.A1	Tutorial and intervention services will be set up for struggling readers				\$1,545.93
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	2811 - Village Academy On The Art & Sara Jo Kobacker	Title I, Part A		\$1,545.93
			<i>Notes: part time in system for tutorials</i>			
3	G1.B3.S1.A1	The PBS team will meet biweekly to review and monitor school wide implementation of PBS				\$0.00
4	G2.B1.S1.A1	Teachers will incorporate WICOR Strategies into their daily lessons using supplemental instructional resources.				\$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	2811 - Village Academy On The Art & Sara Jo Kobacker	Title I, Part A		\$1,200.00
			<i>Notes: Supplies : Paper Chart paper posters project display boards ink certificates</i>			
5	G2.B1.S1.A2	Middle School resource teacher will promote and foster college readiness with middle school students.				\$66,953.77
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	2811 - Village Academy On The Art & Sara Jo Kobacker	Title I, Part A	1.0	\$66,342.45
			<i>Notes: salary and benefits (Andria Heaven)</i>			
	5100	750-Other Personal Services	2811 - Village Academy On The Art & Sara Jo Kobacker	Title I, Part A		\$611.32
			<i>Notes: Subs</i>			
6	G2.B1.S1.A3	High School resource teacher will promote and foster college readiness with high school students and support the vertical articulation of AVID from Elementary level through 12th Grade .				\$66,953.77
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

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	5100	100-Salaries	2811 - Village Academy On The Art & Sara Jo Kobacker	Title I, Part A	1.0	\$66,342.45
			<i>Notes: salaries and benefits (Shannon Solis)</i>			
	5100	100-Salaries	2811 - Village Academy On The Art & Sara Jo Kobacker	Title I, Part A		\$611.32
			<i>Notes: subs</i>			
7	G2.B1.S1.A4	After school tutorial will be offered to targeted students				\$1,545.93
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	2811 - Village Academy On The Art & Sara Jo Kobacker	Title I, Part A		\$1,545.93
			<i>Notes: part time in system for tutorials</i>			
8	G2.B1.S1.A5	The out of system temporary parent liaison will collaborate with teachers to provide parents with training opportunities that will assist them in supporting their students at home.				\$12,724.80
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	750-Other Personal Services	2811 - Village Academy On The Art & Sara Jo Kobacker	Title I, Part A		\$12,000.00
			<i>Notes: salaries and benefits (Rhonda Turner- Williams)</i>			
	6150	510-Supplies	2811 - Village Academy On The Art & Sara Jo Kobacker	Title I, Part A		\$724.80
			<i>Notes: training supplies : refreshments ink paper markers folders colored paper pens/ pencils</i>			
9	G2.B1.S1.A6	Strengthen school to home and home to school communication to ensure parents are given timely notification of events, meetings, training's, and information regarding their students' academic progress.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	510-Supplies	2811 - Village Academy On The Art & Sara Jo Kobacker	Title I, Part A		\$1,000.00
			<i>Notes: student agendas</i>			
	6150	510-Supplies	2811 - Village Academy On The Art & Sara Jo Kobacker	Title I, Part A		\$500.00
			<i>Notes: communication supplies : white and colored paper , ink</i>			
10	G2.B2.S1.A1	AVID training will conducted throughout the school year through common planning , PDD, and PLC sessions.				\$0.00
11	G2.B2.S1.A2	Academic coaches will work collaboratively with classroom teachers to plan(common planning) and identify strategies for instruction for the academic success of all students .				\$73,154.55
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	100-Salaries	2811 - Village Academy On The Art & Sara Jo Kobacker	Title I, Part A	1.0	\$73,154.55

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						<i>Notes: 1.0 Math Coach - Sandra Owens</i>
12	G2.B2.S1.A3	Teachers Leaders will collaborate during the summer to analyze trends in data, prioritize needs formulate an action plan and develop strategies to support the action plan .				\$1,011.60
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	100-Salaries	2811 - Village Academy On The Art & Sara Jo Kobacker	Title I, Part A		\$1,011.60
						<i>Notes: Subs for collaborative planning</i>
13	G2.B2.S1.A4	Teachers will attend school base and district sponsored professional development offerings to support academic initiatives and professional growth plans				\$1,011.61
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	750-Other Personal Services	2811 - Village Academy On The Art & Sara Jo Kobacker	Title I, Part A		\$1,011.61
						<i>Notes: subs for PD</i>
					Total:	\$300,756.51