

The School District of Palm Beach County

Village Academy On The Art & Sara Jo Kobacker Campus



2017-18 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) | 2016-17 Title I School | 2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| Combination School PK-12 | Yes | 99% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 100% |

School Grades History

| Year | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|-------|---------|---------|---------|---------|
| 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 11/8/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

Table of Contents

| | |
|---|-----------|
| Purpose and Outline of the SIP | 4 |
| Differentiated Accountability | 5 |
| Current School Status | 6 |
| Supportive Environment | 6 |
| Family and Community Engagement | 11 |
| Effective Leadership | 12 |
| Public and Collaborative Teaching | 15 |
| Ambitious Instruction and Learning | 17 |
| 8-Step Planning and Problem Solving Implementation | 24 |
| Goals Summary | 24 |
| Goals Detail | 24 |
| Action Plan for Improvement | 27 |
| Appendix 1: Implementation Timeline | 38 |
| Appendix 2: Professional Development and Technical Assistance Outlines | 40 |
| Professional Development Opportunities | 40 |
| Technical Assistance Items | 43 |
| Appendix 3: Budget to Support Goals | 43 |

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 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 | - 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

Additional content required for instruction by Florida Statute 1003.42(2), as applicable to appropriate grade levels, include:

- Declaration of Independence
- Constitution of the United States and the Bill of Rights
- Federalist papers: Republican form of government
- Flag education
- Civil government: functions and interrelationships
- History of the United States

- Principles of Agriculture
- Effects of alcohol and narcotics
- Kindness to animals
- Florida history
- Conservation of natural resources
- Health education
- Free enterprise
- Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

(Strategic Initiative #2: Embed cultural competence, equity and access within instructional practices)

Ensure that relationship-building is a clear priority;

- Identify and engage school community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships (data-based decision making). Identify on-campus “relationship experts” to implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps; Utilize Restorative Justice Circles;
- Select a method/variety of methods that faculty members will use in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students;
- Provide and demonstrate to faculty members simple strategies for gaining information about students’ cultures;
- Assure all teachers will participate in the process of discussing climate guidelines along with their behavioral expectations;
- Provide Professional Development training or collegial support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings;
- Encourage the sharing of short, effective strategies for actualizing Marzano’s Design Question 8: Establishing and Maintaining Effective Relationships with Students;
- Attend District provided Professional Development on multicultural offerings;
- Schedule and plan school wide multicultural projects;
- Embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts);
- Form a representative student task force comprised of representative multicultural groups;
- Provide professional development to staff on increasing positive interactions with students;
- Collect data on ratio of positive interactions (RPI) with students;
- Writing Action Plan goals based on RPI data collected.
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time for the development of the social-emotional mindsets and behaviors that result in positive and supportive relationships between students and teachers.

Single School Culture © for ACADEMICS is a research-based process that utilizes the most effective practices from the Efficacy Institute, Standards in Practice from Education Trust, and Assessment Literacy based on the Stiggins model. Teachers receive training and participate in regularly scheduled Learning Team Meetings that include the following procedures:

- Articulation of academic targets – unpacking of standards
- Development of a data stream
- Analysis of student data (strengths and weaknesses) and student work (rigor and relevance)
- Alignment of curriculum/instruction/assessment to standards
- Sharing strategies for corrective instruction

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

Addressing "Academics": Teachers attend weekly learning team meetings where student work and assessments are analyzed to determine areas of strengths and weaknesses to drive reteach instruction. Teachers also attend weekly collegial planning providing opportunities for teachers to collaborate thereby developing more rigorous lessons. Teachers participate in regular data chats in which they use evidence to show and explain the data about their students, specific ways they are monitoring student progress, analyzing the data, and planning specific next steps to further student growth. Single School Culture © for BEHAVIOR is a uniform set of practices and procedures that are aligned to a school's mission and goals. These practices and procedures are known and used by all staff to positively norm both student and adult actions. The goal of applying the Single School Culture © for BEHAVIOR process is to empower the staff to uniformly address behavior issues that in turn creates an ethos of fairness on a campus.

Addressing "Behavior": The school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and Teaching Expected Behaviors, communicating with parents, and Monitoring SwPBS. The school updates Action Plans during Leadership and Grade Level Team Meetings. The school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and Teaching Expected Behaviors, communicating with parents, and Monitoring SwPBS. The school updates Action Plans during Leadership and Grade Level Team Meetings. The staff has devised a set of expectations for student behavior in the classroom, cafeteria, hallways, etc. Our school instills an appreciation for multicultural diversity through its anti-bullying campaign, structured lessons, and implementation of SwPBS incentive programs such as B.A.G. bucks. Positive classroom behavior is implemented through the use of C.H.A.M.P.S.

Single School Culture © for CLIMATE refers to the emotional atmosphere we generate around us, the "context" of school. Climate involves the perception of stakeholders concerning the fairness, openness, friendliness, ethos of caring, and sense of welcome of the school. It also refers to the degree of satisfaction experienced within its organizational structure. In this process, schools identify the problematic practices and their impact on staff/student morale, achievement, and participation. The goals of Single School Culture © for CLIMATE include maintaining a community in school that:

- Reduces risk factors for students and promotes positive factors
 - Recognizes and values the contributions of all: staff, students, and parents
 - Promotes an atmosphere that encourages positive relationships among all stakeholder groups
- (Strategic Initiative #9: Develop an approach for bullying prevention)

Addressing "Climate": Principal ensures that relationship-building is a clear priority and engages community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships. Our guidance counselor will implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps. Brainstorm with faculty members methods we will use in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students.
(Strategic Initiative #2: Embed cultural competence, equity and access within instructional practices)

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

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

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. Village Academy also utilizes the following:

- Restorative Justice Circles
- Motivational Coach
- Individual Counseling
- Referrals to Chrysalis
- Referrals to SBT
- Partnerships with other agencies (Healthier Delray, Care Giving Youth, Take Stock Mentoring and more)

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

-Village Academy will use the District wide SIS System & school based Plasco systems for data collection of attendance.

-SIS and EDW will be used to identify at-risk behavior students

- A Social Service Facilitator/Parent Liaison will assist with maintaining communication with families

-Utilize existing data systems to identify students who have attendance, behavioral or academic concerns

-Create data decision rules for number of absences or OSS for referrals to SBT

-Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;

-Utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). For example: attendance, course failure, college-career planning gaps (FAFSA completion), etc.

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 | |
| | 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:

- iReady, Read 180, Reading Plus, SAI , iii, approved supplementary programs, and Tutorials through the reading department, Small Group Differentiated Instruction, etc. ;
- 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
- Consideration of individual student needs and IEP goals when planning for intervention strategies in order to close the achievement gap.
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources;
- Create evidence-based interventions to close student need gaps related to earning warning system. For example: Attendance Works National Campaign strategies, targeted solution focused counseling (individual and/or group), parent collaboration/education.

Students with Disabilities (SWD) and Best Practices for Inclusive Education (BPIE)

- Consider individual students 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/438349>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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

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 |
| Newbold, Helen | Instructional Coach |
| Owens, Sandra | Teacher, K-12 |
| 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 |
| Jacqueline Brant | Parent |
| Mark Sauer | Business/Community |
| Angela Burns | Teacher |
| | Parent |
| Katrina VanDewater | Business/Community |
| Michelle Dolan | Parent |
| LoREL Thompson | Teacher |
| Carole Wanio | Education Support Employee |
| Maria Rosales | Business/Community |
| Charles Ridley | Student |
| Genesis Velasquez Hernandez | Student |

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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.

The following grant requests were presented to the SAC for FY 2016-2017 and approved:

1. STEM Night hosted by the South Florida Science Center & Aquarium (SFSCA)- \$500
2. Supplementary funds for elementary students attending K-5 field trips to the (SFSCA)- \$700
3. Guest Author Mark Tyler Noblemen invited by Media Specialist- \$500
4. School Wide Positive Behavior incentive funds- \$1500
5. Village Recycling Program- \$500 ** approved but funds not used and were retracted

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

Florida Statute 24.121(5)(c) places the following requirements on School Improvement fund expenditures:

- 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.
- All SAC funds and grants met the above requirements/guidelines.

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 |
| George, Emerald | Teacher, K-12 |
| Dixon, Latoya | Principal |
| Williams, Cheryl | Assistant Principal |
| 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 |
| Newbold, Helen | Instructional Coach |
| Tyler, Pamela | Other |
| Ivery , Deloris | Teacher, K-12 |
| Matilus , Naomie | Teacher, K-12 |
| Reid , Mosy | Teacher, K-12 |
| Brown , Sharonda | Teacher, K-12 |

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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction. One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities (PLCs). The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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 core values: Goal oriented , academic mission of excellence, that is optimistic and nurturing

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.

Students with Disabilities (SWD) and Best Practices for Inclusive Education (BPIE)

- Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration between special education teachers, general education teachers and related service providers as appropriate.
- Collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans and monitored regularly by school administrators.

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. Efforts also include the following:

- Utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures
- Participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants
- Recruitment of highly qualified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events
- Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time
- Establish and maintain relationships with colleges and officials in the field of education to promote the District
- Maintain regular contact with designated recruiter to improve talent acquisition effectiveness

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.

All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support

include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

Village Academy's ESP Program will be lead by Tamica Williams, Assistant Principal with support from the Principal. The ESP group will meet bi-weekly and address topics relevant to instruction, classroom management, the completion of modules within the e-Campus learning management system. Mentors and mentees will meet to address designated tasks such as observations, feedback and collaborative discussion.

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.

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

- Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
- Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards.
- Alignment of curriculum and instructional materials to the Florida Standards (Programs)
- Use of Professional Learning Communities (PLCs); 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)

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.

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.

- Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
- Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

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

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

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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.

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, Village Academy offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

To assist with the transition of school-based and community children into the kindergarten program at Village Academy, we engage in the following kindergarten transition activities:

Distribution of a Summer Transition to Kindergarten Backpack with books, transition activities, and a parent guide for its enrolled VPK students (provided by the Dept. of Early Childhood Education)

Scheduling of a talk/meeting with preschool children's families

Distribution of a letter, flyer or informational brochure sent to families of preschool children

Holding open house for families of incoming kindergarten children

Scheduling kindergarten registrations at private preschools and centers

Scheduling opportunities for preschool children to visit a kindergarten class and/or meet their future kindergarten teacher

Making plans for preschool children to practice kindergarten routines, such as carrying lunch tray

Scheduling opportunities or creating guides for reading books or having conversations with children about what kindergarten will be like

Providing for the transmittal of written records of a child's experiences or status to the kindergarten

teacher

Providing opportunities for school-based and/or community-based, private preschool teachers to meet with kindergarten teachers to discuss standards and goals for children

Providing of a summer program for rising kindergarten children

Distributing of community resources (e.g., libraries, locations for immunizations and physicals) to enable families to access them during the summer before kindergarten

Providing home learning activities to families to help them prepare children for kindergarten entry

Collaborating with other child and family support agencies to promote school readiness (such as Bridges)

Creating website offerings about transition to kindergarten resources for families

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 web development, AP Human Geography, Economics, marketing, student government, leadership skills. 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. Students can earn certification in the Microsoft Bundle and also in Web Development.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

The following have been identified as areas of need or opportunities for growth at Village Academy based on the most recent data from FSA,SSA (Science & Social Social Studies) data:

1. ELA 3rd-12th- 35%
2. 8th Science- 17%
3. U.S. History 10th- 32%
4. Learning Gains ELA- 50% same as prior year
5. Learning Gains Math- 51% same as prior year

The following have been identified as points of strength:

1. 10th Biology- Increase of 5%
2. Graduation Rate- Predicted 100% FY 17-18
3. Civics- Maintained 58% (small decrease of 1%)
4. Industry Cert- All prior years 0%; predicted industry cert rate significantly higher for FY 17-18
5. Low 25 ELA- 41% increase from prior year
6. Low 25 Math- 48% increase from prior year

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 ensure high school readiness.

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

G094834

Targets Supported 1b

| Indicator | Annual Target |
|-------------------------------|---------------|
| FSA ELA Achievement - Grade 3 | 57.0 |
| FSA ELA Achievement - Grade 3 | 36.0 |
| FSA ELA Achievement | 40.0 |

Targeted Barriers to Achieving the Goal 3

- Limited teacher capacity to facilitate PLCs

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
- social service facilitator

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 8/14/2017 to 6/2/2018

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 ensure high school readiness. **1a**

G094835

Targets Supported **1b**

| Indicator | Annual Target |
|-------------------------------------|---------------|
| High School Readiness | 75.0 |
| FSA ELA Achievement | 40.0 |
| Algebra I EOC Pass Rate | 40.0 |
| High School Readiness | 40.0 |
| 4-Year Grad Rate (Standard Diploma) | 96.0 |

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 8/14/2017 to 6/1/2018

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

G094834

G1.B1 Limited teacher capacity to facilitate PLCs 2

B255068

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

S269501

Strategy Rationale

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

Action Step 1 5

The single school culture coordinator and the learning team facilitator will work closely with teachers to build capacity through common planning and during professional learning communities. (K-12 Teachers)

Person Responsible

Brenda Civitello

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

Action Step 2 5

During PLC/Common planning teachers will be supported in analysis of data to support student targets in areas of deficiency. (K-12 Teachers)

Person Responsible

Helen Newbold

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

sign ins , minutes, agenda, lesson plans , scheduling of planning days, data reports - formative assessments

Action Step 3 5

During PLC/Common planning teachers will be supported to unpack standards and create learning targets and scales to guide relevant instructional practices. (K-12 Teachers)

Person Responsible

Helen Newbold

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

sign ins , minutes, agenda, lesson plans (3 Text, Target, Task) , scales , scheduling of planning days, data reports -formative assessments

Action Step 4 5

During PLC/Common planning teachers will share best instructional practices [sharing strategies, learning walks, modeling of lessons] (K-12 Teachers)

Person Responsible

Helen Newbold

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

sign ins , minutes, agenda, lesson plans (3 Targets, Text , Task) , scheduling of planning days, data reports -formative assessments

Action Step 5 5

Administrators will conduct data chats with teachers to discuss student progress as it relates to classroom observations and alignment to student data. (K-12 Teachers)

Person Responsible

Latoya Dixon

Schedule

Every 6 Weeks, from 10/9/2017 to 6/1/2018

Evidence of Completion

Observation Reports ; LSI Tracker , CWT notes ; data reports (FSQ , USAs, RRR, i-ready reports)

Action Step 6 5

Administrators will provide specific feedback to teachers regarding next steps for improving effective relevant instruction to students. (K-12 Teachers)

Person Responsible

Latoya Dixon

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

feedback provided to teachers, lesson plans, data notes

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 8/14/2017 to 6/1/2018

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 6/2/2018

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.

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

G094835

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

B255071

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

S269504

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 8/15/2017 to 6/2/2018

Evidence of Completion

purchase order requisition

Action Step 2 5

Secondary resource teacher will promote and foster college readiness with secondary students.

Person Responsible

Andria Heaven

Schedule

Daily, from 8/14/2017 to 6/2/2018

Evidence of Completion

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

Action Step 3 5

After school tutorial will be offered to targeted students

Person Responsible

Brenda Civitello

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

Action Step 4 5

The social service facilitator\ parent liaison will collaborate with teachers to provide parents with training opportunities that will assist them in supporting their students at home. The social service facilitator will also promote a positive 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

Weekly, from 8/14/2017 to 6/8/2018

Evidence of Completion

parent training invitations/flyers, agendas, sign in , handouts, parent evaluations from training sessions ;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 9/4/2017 to 6/1/2018

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 8/14/2017 to 6/1/2018

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 9/4/2017 to 6/1/2018

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

B255072

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

S269505

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

Person Responsible

Andria Heaven

Schedule

Quarterly, from 9/4/2017 to 6/1/2018

Evidence of Completion

AVID Site Team Agendas/minutes; PLC Agenda/Notes; student work samples

Action Step 2 5

The Learning Team Facilitator and Single School Culture Coordinator 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 8/14/2017 to 6/1/2018

Evidence of Completion

Support/coaching 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 6/1/2018

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

Helen Newbold

Schedule

Monthly, from 9/4/2017 to 6/2/2018

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

Latoya Dixon

Schedule

Monthly, from 9/4/2017 to 6/1/2018

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 8/14/2017 to 6/1/2018

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 9/4/2017 to 6/1/2018

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

Latoya Dixon

Schedule

Monthly, from 8/14/2017 to 6/1/2018

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 |
|-------------------------|--|-------------------|-------------------------------|--|------------------------|
| 2018 | | | | | |
| G2.MA1 M384661 | All data pre and post strategy sessions will be collected and assessed for teacher capacity... | Dixon, Latoya | 8/14/2017 | Data will show strategies implemented and how effective the instruction and plans are. | 6/1/2018 quarterly |
| G1.B1.S1.MA1 M384648 | The Administration will provide actionable feedback and follow up notes for next steps regarding... | Dixon, Latoya | 8/14/2017 | Meeting notes, agendas, sign ins, coaching log and reflective template | 6/1/2018 weekly |
| G1.B1.S1.A1 A359977 | The single school culture coordinator and the learning team facilitator will work closely with... | Civitello, Brenda | 8/14/2017 | Coaching log (pre conference notes, planning agendas, sign in sheets, observation notes, and lesson plans), | 6/1/2018 daily |
| G1.B1.S1.A2 A359978 | During PLC/Common planning teachers will be supported in analysis of data to support student... | Newbold, Helen | 8/14/2017 | sign ins , minutes, agenda, lesson plans , scheduling of planning days, data reports -formative assessments | 6/1/2018 biweekly |
| G1.B1.S1.A3 A359979 | During PLC/Common planning teachers will be supported to unpack standards and create learning... | Newbold, Helen | 8/14/2017 | sign ins , minutes, agenda, lesson plans (3 Text, Target, Task) , scales , scheduling of planning days, data reports -formative assessments | 6/1/2018 biweekly |
| G1.B1.S1.A4 A359980 | During PLC/Common planning teachers will share best instructional practices [sharing strategies,... | Newbold, Helen | 8/14/2017 | sign ins , minutes, agenda, lesson plans (3 Targets, Text , Task) , scheduling of planning days, data reports -formative assessments | 6/1/2018 biweekly |
| G1.B1.S1.A5 A359981 | Administrators will conduct data chats with teachers to discuss student progress as it relates to... | Dixon, Latoya | 10/9/2017 | Observation Reports ; LSI Tracker , CWT notes ; data reports (FSQ , USAs, RRR, i-ready reports) | 6/1/2018 every-6-weeks |
| G1.B1.S1.A6 A359982 | Administrators will provide specific feedback to teachers regarding next steps for improving... | Dixon, Latoya | 8/14/2017 | feedback provided to teachers, lesson plans, data notes | 6/1/2018 biweekly |
| G2.B1.S1.MA1 M384654 | After data is collected and evaluated, reflection, remediation or enhancement will occur | Williams, Tamica | 9/4/2017 | All evaluative data and strategies for implementation will be collected to analyze progress of initiatives. Teacher will meet during collaborative planning sessions for support | 6/1/2018 monthly |
| G2.B1.S1.MA1 M384655 | Administration will collect data to track student progress. | Dixon, Latoya | 9/4/2017 | Data Feedback Forms and iObservation forms will be collected, | 6/1/2018 monthly |
| G2.B1.S1.MA3 M384656 | Supplemental classroom teachers' and resource teachers' position documentation will be reviewed and... | Dixon, Latoya | 8/14/2017 | Title I Programming Evidence Reflection Template, meeting agendas, logs, evidence of student progress | 6/1/2018 monthly |
| G2.B1.S1.A3 A359987 | After school tutorial will be offered to targeted students | Civitello, Brenda | 8/14/2017 | Master Schedule/ teacher loads showing class assignments; student rosters, sample lesson plans | 6/1/2018 daily |
| G2.B2.S1.MA1 M384657 | The admin team will monitor classroom instruction , review data and analyze for overall student... | Dixon, Latoya | 8/14/2017 | classroom visits, descriptive feedback , lessons plan adjustments based on feedback, data analysis for core content areas; data chats with teachers and students | 6/1/2018 monthly |
| G2.B2.S1.MA1 M384658 | The admin team will monitor for daily WICOR strategies implemented in daily instruction | Dixon, Latoya | 9/4/2017 | Classroom walkthroughs (feedback i-observation), support with teacher individual growth plans , lesson plans | 6/1/2018 monthly |
| G2.B2.S1.MA3 M384659 | The admin team will collect, review, and reflect upon documentation for the coach position. | Dixon, Latoya | 8/14/2017 | Title I Programming Evidence Reflection Template | 6/1/2018 monthly |
| G2.B2.S1.MA4 M384660 | Administration will collect data to track student progress. | Dixon, Latoya | 9/4/2017 | Data Feedback Forms and iObservation forms will be collected | 6/1/2018 monthly |
| G2.B2.S1.A1 A359989 | AVID training will conducted throughout the school year through common planning , PDD, and PLC... | Heaven , Andria | 9/4/2017 | AVID Site Team Agendas/minutes; PLC Agenda/Notes; student work samples | 6/1/2018 quarterly |

Palm Beach - 2811 - Village Academy On The Art & Sara Jo Kobacker - 2017-18 SIP
Village Academy On The Art & Sara Jo Kobacker Campus

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|-------------------------|---|------------------|-------------------------------|---|-------------------|
| G2.B2.S1.A2 A359990 | The Learning Team Facilitator and Single School Culture Coordinator will work collaboratively with... | Dixon, Latoya | 8/14/2017 | Support/coaching logs and work samples (artifacts from training , coaching notes, and lesson plans from lessons modeled) | 6/1/2018 daily |
| G2.B2.S1.A3 A359991 | Teachers Leaders will collaborate during the summer to analyze trends in data, prioritize needs... | Dixon, Latoya | 8/14/2017 | collaborative planning schedule, agendas, sign ins, notes and/or work products | 6/1/2018 one-time |
| G1.MA1 M384653 | The administration team will analyze the percent of students that are reading on grade level (RRR... | Dixon, Latoya | 8/14/2017 | 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 , | 6/2/2018 biweekly |
| G1.B1.S1.MA1 M384647 | 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. | 6/2/2018 biweekly |
| G2.B1.S1.A1 A359985 | Teachers will incorporate WICOR Strategies into their daily lessons using supplemental... | Heaven , Andria | 8/15/2017 | purchase order requisition | 6/2/2018 daily |
| G2.B1.S1.A2 A359986 | Secondary resource teacher will promote and foster college readiness with secondary students. | Heaven , Andria | 8/14/2017 | Master Schedule/ teacher loads showing class assignments; student rosters, sample lesson plans | 6/2/2018 daily |
| G2.B2.S1.A4 A359992 | Teachers will attend school base and district sponsored professional development offerings to... | Newbold, Helen | 9/4/2017 | sub slips, agendas, TDEs for off campus, PD Agendas, sign ins; handouts/presentations from campus PD | 6/2/2018 monthly |
| G2.B1.S1.A4 A359988 | The social service facilitator\ parent liaison will collaborate with teachers to provide parents... | Williams, Tamica | 8/14/2017 | parent training invitations/flyers, agendas, sign in , handouts, parent evaluations from training sessions ;sample communications: notes in student agendas, emails, newsletter, flyers, call outs , call logs, conference notes, marquee or edline page photos | 6/8/2018 weekly |

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

During PLC/Common planning teachers will be supported in analysis of data to support student targets in areas of deficiency. (K-12 Teachers)

Facilitator

Brenda Civitello; Helen Newbold

Participants

K-12 Teachers

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

PD Opportunity 2

During PLC/Common planning teachers will be supported to unpack standards and create learning targets and scales to guide relevant instructional practices. (K-12 Teachers)

Facilitator

Brenda Civitello; Helen Newbold

Participants

K-12 Teachers

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

PD Opportunity 3

During PLC/Common planning teachers will share best instructional practices [sharing strategies, learning walks, modeling of lessons] (K-12 Teachers)

Facilitator

Brenda Civitello; Helen Newbold ; Administrators

Participants

K-12 Teachers

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

PD Opportunity 4

Administrators will conduct data chats with teachers to discuss student progress as it relates to classroom observations and alignment to student data. (K-12 Teachers)

Facilitator

Administrators

Participants

K-12 Teachers

Schedule

Every 6 Weeks, from 10/9/2017 to 6/1/2018

PD Opportunity 5

Administrators will provide specific feedback to teachers regarding next steps for improving effective relevant instruction to students. (K-12 Teachers)

Facilitator

Administrators

Participants

K-12 Teachers

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

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

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

Andria Heaven

Participants

Teachers

Schedule

Quarterly, from 9/4/2017 to 6/1/2018

PD Opportunity 2

The Learning Team Facilitator and Single School Culture Coordinator will work collaboratively with classroom teachers to plan(common planning) and identify strategies for instruction for the academic success of all students .

Facilitator

Helen Newbold ; Brenda Civitello

Participants

Teachers

Schedule

Daily, from 8/14/2017 to 6/1/2018

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 single school culture coordinator and the learning team facilitator will work closely with teachers to build capacity through common planning and during professional learning communities. (K-12 Teachers) | \$0.00 |
| 2 | G1.B1.S1.A2 | During PLC/Common planning teachers will be supported in analysis of data to support student targets in areas of deficiency. (K-12 Teachers) | \$0.00 |
| 3 | G1.B1.S1.A3 | During PLC/Common planning teachers will be supported to unpack standards and create learning targets and scales to guide relevant instructional practices. (K-12 Teachers) | \$0.00 |
| 4 | G1.B1.S1.A4 | During PLC/Common planning teachers will share best instructional practices [sharing strategies, learning walks, modeling of lessons] (K-12 Teachers) | \$0.00 |
| 5 | G1.B1.S1.A5 | Administrators will conduct data chats with teachers to discuss student progress as it relates to classroom observations and alignment to student data. (K-12 Teachers) | \$0.00 |
| 6 | G1.B1.S1.A6 | Administrators will provide specific feedback to teachers regarding next steps for improving effective relevant instruction to students. (K-12 Teachers) | \$0.00 |
| 7 | G2.B1.S1.A1 | Teachers will incorporate WICOR Strategies into their daily lessons using supplemental instructional resources. | \$0.00 |
| 8 | G2.B1.S1.A2 | Secondary resource teacher will promote and foster college readiness with secondary students. | \$0.00 |
| 9 | G2.B1.S1.A3 | After school tutorial will be offered to targeted students | \$0.00 |
| 10 | G2.B1.S1.A4 | The social service facilitator\ parent liaison will collaborate with teachers to provide parents with training opportunities that will assist them in supporting their students at home. The social service facilitator will also promote a positive 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. | \$0.00 |
| 11 | G2.B2.S1.A1 | AVID training will conducted throughout the school year through common planning , PDD, and PLC sessions. | \$0.00 |
| 12 | G2.B2.S1.A2 | The Learning Team Facilitator and Single School Culture Coordinator will work collaboratively with classroom teachers to plan(common planning) and identify strategies for instruction for the academic success of all students . | \$0.00 |
| 13 | 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 . | \$0.00 |
| 14 | G2.B2.S1.A4 | Teachers will attend school base and district sponsored professional development offerings to support academic initiatives and professional growth plans | \$0.00 |
| Total: | | | \$0.00 |