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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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-12	Yes	97%
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	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	C*

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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
Civitello, Brenda	Instructional Coach
Clemons, Lydon	Assistant Principal

Duties

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

Cheryl Williams- Headstart Director; organizes and supervises delivery of curriculum to Headstart children and families including coordinating wrap around services and vertical alignment with Kindergarten readiness expectations.

LaToya Dixon- Organizes and supervises delivery of instruction K-12 including teacher supervision, single school culture for safety, SwPBS, budget management, community partnerships, wrap around services and more.

Tamica Williams- Assists principal with supervision of teachers 6-12, students, connecting community partners, Title 1 support, ESP, Field Experience, curriculum implementation & monitoring, data analysis etc...

Jacqueline Brant- Coordinates the delivery and organization of ESE services

Helen Newbold- Coordinates the organization of AVID documentation and AVID training; teacher of AVID elective, supports professional development.

Sandra Owens- responsible for the delivery and supervision of Algebra 1 curriculum; Department

Head for Secondary Math

Brenda Civitello- Single School Culture Coordinator, SBT, Rtl, Supervision of K-5 teachers w/ implementing curriculum, Professional Development support, Testing Coordinator

Lyndon Clemons- Assists principal with supervision of teachers K-5 students, connecting community partners, Bus supervision, athletic department supervision, maintenance team supervision etc...

Morisa Fontaine- Organizes and implements guidance support, scheduling of courses and delivery of support services to students; supervises matriculation of high school students through courses.

Chloe Cantave- Organizes and implements guidance support, scheduling of courses and delivery of support services to students; supervises matriculation of middle school students through courses.

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.

All staff share the responsibility of:

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 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 PAW Tickets. 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.

All staff share the responsibility of:

Infusing 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.

All faculty share the responsibility of:

Sharing 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.

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.

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

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.

Early Warning Systems

Year 2017-18

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	7	8	6	6	2	3	1	4	2	5	0	0	0	44
One or more suspensions	0	1	1	6	2	8	16	12	9	13	4	10	2	84
Course failure in ELA or Math	11	20	23	46	52	31	6	4	12	14	13	4	0	236
Level 1 on statewide assessment	0	0	0	39	26	31	27	25	17	23	15	8	5	216
	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	1	2	4	39	28	27	12	11	12	14	12	5	0	167

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	10	0	0	0	0	0	0	0	0	0	10
Retained Students: Previous Year(s)	0	1	2	8	14	5	12	14	6	11	8	4	1	86

Date this data was collected

Wednesday 9/5/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The areas that performed the lowest were:

3rd grade ELA with 14% proficiency; yes this is a pattern of decline. The next area that performed the lowest was Geometry with a proficiency of 18% which is down from 44%.

Which data component showed the greatest decline from prior year?

3rd grade reading showed the greatest decline from 34% down to 14%. Another area of great decline was Geometry with a decrease from 44% down to 18%.

Which data component had the biggest gap when compared to the state average?

The area that had the largest gap when compared to the State average was 3rd grade reading and Geometry.

Which data component showed the most improvement? Is this a trend?

The areas that showed the most improvement were 4th grade math with an increase of 21%; 8th grade ELA with an increase of 18%; 10th grade ELA with an increase of 19%; 7th grade math with an increase of 14%; Algebra 1 with an increase of 20% and 8th grade science with an increase of 26%. Yes, our goal at Village Academy is to establish continued patterns of improvement through monitoring, support and implementation of small group instruction and best practices.

Describe the actions or changes that led to the improvement in this area.

The use of small group instruction led to improvements in math and the incorporation of additional technology in science (Google Classroom, Lab Rotations, Cornell Notes) as well as more inquiry based labs. The use of the Top Score Writing program contributed towards increases in overall scores for middle and high school ELA. Increases in Algebra 1 scores are attributed to the teacher implementation of best practices, strict monitoring of student achievement and multiple methods of interaction used such as small group instruction, Mobi, District aligned assessments, Algebra Nation etc....

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	38%	55%	60%	35%	44%	55%
ELA Learning Gains	54%	56%	57%	45%	52%	54%
ELA Lowest 25th Percentile	47%	51%	52%	41%	49%	49%
Math Achievement	34%	52%	61%	32%	43%	56%
Math Learning Gains	44%	54%	58%	42%	47%	54%
Math Lowest 25th Percentile	34%	49%	52%	41%	42%	48%
Science Achievement	35%	49%	57%	36%	37%	52%
Social Studies Achievement	45%	72%	77%	53%	66%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	7 (9)	8 (8)	6 (9)	6 (5)	2 (4)	3 (3)	1 (0)	4 (0)	2 (0)	5 (0)	0 (1)	0 (0)	0 (0)	44 (39)
One or more suspensions	0 (3)	1 (5)	1 (6)	6 (11)	2 (9)	8 (4)	16 (8)	12 (21)	9 (13)	13 (10)	4 (3)	10 (14)	2 (8)	84 (115)
Course failure in ELA or Math	11 (22)	20 (23)	23 (16)	46 (52)	52 (56)	31 (7)	6 (28)	4 (31)	12 (8)	14 (9)	13 (9)	4 (3)	0 (3)	236 (267)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	39 (30)	26 (32)	31 (28)	27 (22)	25 (38)	17 (20)	23 (21)	15 (26)	8 (15)	5 (0)	216 (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)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	14%	56%	-42%	57%	-43%
	2017	34%	54%	-20%	58%	-24%
Same Grade Comparison		-20%				
Cohort Comparison						
04	2018	51%	58%	-7%	56%	-5%
	2017	30%	57%	-27%	56%	-26%
Same Grade Comparison		21%				
Cohort Comparison		17%				
05	2018	36%	59%	-23%	55%	-19%
	2017	35%	52%	-17%	53%	-18%
Same Grade Comparison		1%				
Cohort Comparison		6%				
06	2018	37%	53%	-16%	52%	-15%
	2017	35%	54%	-19%	52%	-17%
Same Grade Comparison		2%				
Cohort Comparison		2%				
07	2018	42%	54%	-12%	51%	-9%
	2017	40%	55%	-15%	52%	-12%
Same Grade Comparison		2%				
Cohort Comparison		7%				
08	2018	51%	60%	-9%	58%	-7%
	2017	33%	56%	-23%	55%	-22%
Same Grade Comparison		18%				
Cohort Comparison		11%				
09	2018	38%	56%	-18%	53%	-15%
	2017	44%	54%	-10%	52%	-8%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-6%				
Cohort Comparison		5%				
10	2018	50%	55%	-5%	53%	-3%
	2017	31%	51%	-20%	50%	-19%
Same Grade Comparison		19%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	27%	63%	-36%	62%	-35%
	2017	28%	62%	-34%	62%	-34%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2018	27%	63%	-36%	62%	-35%
	2017	49%	64%	-15%	64%	-15%
Same Grade Comparison		-22%				
Cohort Comparison		-1%				
05	2018	44%	66%	-22%	61%	-17%
	2017	43%	61%	-18%	57%	-14%
Same Grade Comparison		1%				
Cohort Comparison		-5%				
06	2018	33%	56%	-23%	52%	-19%
	2017	37%	55%	-18%	51%	-14%
Same Grade Comparison		-4%				
Cohort Comparison		-10%				
07	2018	29%	39%	-10%	54%	-25%
	2017	15%	38%	-23%	53%	-38%
Same Grade Comparison		14%				
Cohort Comparison		-8%				
08	2018	33%	65%	-32%	45%	-12%
	2017	25%	63%	-38%	46%	-21%
Same Grade Comparison		8%				
Cohort Comparison		18%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	19%	56%	-37%	55%	-36%
	2017					
Cohort Comparison						
08	2018	43%	54%	-11%	50%	-7%
	2017					
Cohort Comparison		43%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	49%	67%	-18%	65%	-16%
2017	41%	66%	-25%	63%	-22%
Compare		8%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	50%	72%	-22%	71%	-21%
2017	60%	73%	-13%	69%	-9%
Compare		-10%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	27%	68%	-41%	68%	-41%
2017	35%	68%	-33%	67%	-32%
Compare		-8%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	62%	62%	0%	62%	0%
2017	42%	59%	-17%	60%	-18%
Compare		20%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	18%	57%	-39%	56%	-38%
2017	44%	55%	-11%	53%	-9%
Compare		-26%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	9	38	41	14	27	20	6	8			
ELL	31	51	40	29	41	38	5	41			
BLK	40	55	49	34	44	33	32	47	100	100	35
HSP	37	46	23	40	49	45	48				
FRL	39	54	47	34	44	34	34	44	100	100	38

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	3	28	28	11	35	33	4				
ELL	24	49	56	27	47	50	9				
BLK	35	51	42	35	52	51	24	50	41	100	29
HSP	45	55	43	40	44	17	48	70			
FRL	35	50	41	35	51	49	28	53	44	97	29

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	3RD GRADE READING
Rationale	Overall (3-12) reading proficiency has declined 1% from 35% to 34%. Additionally, 3rd grade scores compared to the State performance of 57% and District performance of 56%, lags behind at 14%, which has declined from 34% in 2017.
Intended Outcome	The intended outcome is to improve proficiency for 3rd grade reading by at least 20%, from 14% up to 34%
Point Person	Brenda Civitello (brenda.civitello@palmbeachschools.org)

Action Step

Description	<ol style="list-style-type: none"> 1. Implement monitoring of small group instruction- Rigor 2. Standards based planning 3. Provide services with intentional instructional interventions for striving readers 4. Provide extended learning opportunities 5. Provide professional development to build capacity of teachers to equip them with strategies and interventions. 6. Determine Instructional Priority Focus for each week
Person Responsible	Brenda Civitello (brenda.civitello@palmbeachschools.org)

Plan to Monitor Effectiveness

	The following actions steps will be completed to monitor the effectiveness of the plan:
Description	<p>Monitor small groups and student grouping with task aligned to standards Classroom walk throughs (evidence of core actions - target, text, task) analysis of the use of teacher instructional techniques form Domain 2 - Palm Beach Model of Instruction monitor of FSQ and USA to drive instruction PLC Agenda , Notes, Sign ins Tutorial groups will planned and scheduled - monitoring of lesson plans, sign ins Adjustments of support services schedules Professional Development Sessions (Agenda, Sign ins, faculty feedback/ teacher survey on instructional support) Standards based planning ; lesson plan review Data chats will be conducted ; review of reports from EDW; Unify , I-ready Reports Provide services with intentional instructional interventions for striving readers (academic tutor schedule and lesson plans) Provide professional development to build capacity of teachers to equip them with strategies and interventions.</p>
Person Responsible	Latoya Dixon (latoya.dixon@palmbeachschools.org)

Activity #2

Title Geometry proficiency

Rationale Our school's performance in the area of Geometry has declined from 44% in 2017 down to 18% 2018

Intended Outcome The intended outcome is an increase in proficiency from 18% to 28%.

Point Person Tamica Williams (tamica.williams@palmbeachschools.org)

Action Step

Description

1. Teacher will carryout the Standards Based planning for Lessons and implement those plans created with District support personnel.
2. Small group instruction for math groups will be utilized
3. The Mobi will be utilized to increase mobility and utilize pre-determined sample problems as examples
4. Set Instructional Priority Focus for each week

Person Responsible Tamica Williams (tamica.williams@palmbeachschools.org)

Plan to Monitor Effectiveness

Description

1. Classroom walk-throughs (evidence of core actions) and analysis of the use of teacher instructional techniques form Domain 2 - Palm Beach Model of Instruction
2. Teacher planning days after school (PLC agenda, sign in , and notes)
3. Review of lesson plans and student feedback

Person Responsible Tamica Williams (tamica.williams@palmbeachschools.org)

Activity #3

Title Math Achievement grades (3-10)

Rationale

The overall school-wide math achievement has decreased from 35% to 34%, which is significantly lower than the District average of 52% and the State average of 61% (2018). We want to change the pattern which is currently in a downward trend.

Intended Outcome

The intended outcome is to increase overall school-wide math proficiency by 10% which will be an improvement from 34% to 44% for FY 19.

Point Person

Latoya Dixon (latoya.dixon@palmbeachschools.org)

Action Step

Description

1. Small group rotations for math with a teacher led center for students needing additional support will be established.
2. Extended learning opportunities will be created both after school and some pull out during school
3. Monitoring of performance on District Formative assessments.
4. Utilize the support of the district Department of K-12 Curriculum Elementary and Secondary Mathematics

Person Responsible

Tamica Williams (tamica.williams@palmbeachschools.org)

Plan to Monitor Effectiveness

Description

The administrators (Principal, AP's and SSCC) will monitor the use of small groups on select days and establish a pattern for repeating the small groups school wide. Data chats will be conducted quarterly for middle and high school and 2x per Trimester in elementary to discuss patterns and trends in data (District Formatives). Teachers have a collaborative planning day every other week on Wednesdays where administrators will attend to engage in conversation regarding the progress of small groups and district formatives.

Person Responsible

Latoya Dixon (latoya.dixon@palmbeachschools.org)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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.

(Strategic Initiative #9: Develop an approach for bullying prevention)

Addressing "Climate": Principal ensures that relationship-building is a clear priority and engages community stakeholders 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 to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students.

PFEP Link

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

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. Village Academy also utilizes the following:

- Restorative Justice Circles
- Weekly meetings for Student Support Services (Behavior Coach, Guidance, Admin, Social Services Facilitator)
- Behavior Coach
- SSC-B for Classroom Management
- Morning Meetings
- Peer Counseling Elective (middle school)
- Individual Counseling
- Referrals to Chrysalis
- Referrals to SBT
- Partnerships with other agencies (Healthier Delray, Care Giving Youth, Take Stock Mentoring and more)

Single School Culture © for ACADEMICS- Teachers receive training and participate in regularly scheduled PLC meetings that include the following procedures:

- Articulation of academic targets – unpacking of standards
- Development of a data stream
- Analysis of student data and student work
- Alignment of curriculum/instruction/assessment to standards
- Strategies for corrective instruction

Addressing "Academics": Teachers attend PLC meetings where student work and assessments are analyzed to determine areas of strengths and weaknesses to drive reteach instruction. Teachers participate in 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 goals of Single School Culture © for CLIMATE include:

- 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

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. VPK uses 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 into the kindergarten program at Village Academy, we engage in many practices including an open house, registration, visiting classrooms, providing a Summer Transition to Kindergarten Backpack with books, transition activities, and a parent guide for its VPK students.

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

(Strategic Initiative #2: Embed cultural competence, equity and access within instructional practices)
Village will do the following:

- 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 the development of the social-emotional mindsets and behaviors.

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.

Our school will infuse the content required by Florida Statute 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.

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.

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 Practices
- Morning Meetings /The responsive classroom approach
- Behavior Coach
- Individual Counseling
- Referrals to Chrysalis
- Referrals to SBT
- Partnerships with other agencies (Healthier Delray, Care Giving Youth, Take Stock Mentoring and more)

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

Part V: Budget	
Total:	\$73,040.00