
Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	17
Title I Requirements	24
Budget to Support Goals	26

Village Academy On The Art & Sara Jo Kobacker Campus

400 SW 12TH AVE, Delray Beach, FL 33444

<https://vac.palmbeachschools.org>

Demographics

Principal: Latoya Dixon

Start Date for this Principal: 7/1/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Economically Disadvantaged Students
School Grades History	2018-19: C (52%) 2017-18: C (52%) 2016-17: C (46%) 2015-16: C (42%) 2014-15: C (41%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	17
Title I Requirements	24
Budget to Support Goals	26

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)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
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 conscious, critical thinkers that are equipped to create an equitable and sustainable world.

Provide the school's vision statement.

At Village Academy, we believe that our students are curious, creative, capable, and rich in potential . Our Vision is to empower students and families and prepare a generation of high level learners and college and career ready students.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Tyler, Pamela	Administrative Support	ELL Coordinator; Responsible for monitoring progress of ELL students and coordinating support services for ELL students including support facilitation; Coordinator of ACCESS testing.
Dixon, Latoya	Principal	To serve as the instructional leader of the school; To provide educational leadership and assume final responsibility for the administration, organization, and evaluation of curricular and extra-curricular programs; To serve as chairperson of the administrative team and of the instructional council of the school and to oversee and supervise all programs at the school ;To provide a school atmosphere conducive to effective learning and have productive social interactions; To assure the implementation of all policies, procedures and directives as established by the Superintendent and the School Board of Palm Beach Count; To establish effective communication with parents and others in the community that increases their understanding of school programs and challenges and enlists their support in helping the school better achieve its goals
Williams, Tamica	Assistant Principal	Responsible for coordinating and monitoring the implementation of secondary curriculum; behavior needs of students, professional learning communities, planning for academic initiatives and Title 1 Program Implementation.
Brant, Jacqueline	Teacher, ESE	To oversee the ESE students; grades K - 12; To monitor the progress of the ESE ESSA goals for SWD; To monitor data and complete student IEPs; to engage in data chats with ESE teachers-students; to assist with Title 1 Parent Involvement Plan and School Improvement Plan writing and implementation to ensure compliance
Newbold, Helen	Instructional Coach	AVID Coordinator responsible for monitoring implementation of AVID Program and operation of all AVID elective classes.
Civitello, Brenda	Instructional Coach	To coordinate data collection and analysis, to provide data reports as needed, and to assist with the dissemination of data in a timely manner ; To facilitate professional collaboration meetings as needed (side by side support for PLCs and common planning) ; To coordinate in-service staff development with support of the Professional Development

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	76	51	60	55	44	56	59	52	46	22	42	30	14	607
Attendance below 90 percent	8	3	3	4	3	2	2	3	1	1	2	1	0	33
One or more suspensions	1	3	3	2	2	6	18	15	8	4	8	2	1	73
Course failure in ELA or Math	16	12	25	22	29	37	8	7	6	9	9	6	0	186
Level 1 on statewide assessment	0	0	0	25	14	36	29	25	17	7	21	10	5	189

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	1	5	19	15	31	15	13	7	8	12	7	0	135

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	12	7	14	10	9	12	5	10	6	3	88
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

63

Date this data was collected or last updated

Wednesday 8/7/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	2	4	39	28	27	12	11	12	14	12	5	0	167

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	2	4	39	28	27	12	11	12	14	12	5	0	167

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	36%	56%	61%	35%	46%	57%
ELA Learning Gains	45%	58%	59%	50%	52%	57%
ELA Lowest 25th Percentile	46%	55%	54%	41%	50%	51%
Math Achievement	35%	53%	62%	35%	43%	58%
Math Learning Gains	52%	55%	59%	51%	48%	56%
Math Lowest 25th Percentile	50%	52%	52%	48%	47%	50%
Science Achievement	26%	45%	56%	28%	41%	53%
Social Studies Achievement	58%	75%	78%	52%	67%	75%

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	
Number of students enrolled	76 (0)	51 (0)	60 (0)	55 (0)	44 (0)	56 (0)	59 (0)	52 (0)	46 (0)	22 (0)	42 (0)	30 (0)	14 (0)	607 (0)
Attendance below 90 percent	8 (7)	3 (8)	3 (6)	4 (6)	3 (2)	2 (3)	2 (1)	3 (4)	1 (2)	1 (5)	2 (0)	1 (0)	0 (0)	33 (44)
One or more suspensions	1 (0)	3 (1)	3 (1)	2 (6)	2 (2)	6 (8)	18 (16)	15 (12)	8 (9)	4 (13)	8 (4)	2 (10)	1 (2)	73 (84)
Course failure in ELA or Math	16 (11)	12 (20)	25 (23)	22 (46)	29 (52)	37 (31)	8 (6)	7 (4)	6 (12)	9 (14)	9 (13)	6 (4)	0 (0)	186 (236)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	25 (39)	14 (26)	36 (31)	29 (27)	25 (25)	17 (17)	7 (23)	21 (15)	10 (8)	5 (5)	189 (216)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	22%	54%	-32%	58%	-36%
	2018	14%	56%	-42%	57%	-43%
Same Grade Comparison		8%				
Cohort Comparison						
04	2019	43%	62%	-19%	58%	-15%
	2018	51%	58%	-7%	56%	-5%
Same Grade Comparison		-8%				
Cohort Comparison		29%				
05	2019	34%	59%	-25%	56%	-22%
	2018	36%	59%	-23%	55%	-19%
Same Grade Comparison		-2%				
Cohort Comparison		-17%				
06	2019	28%	58%	-30%	54%	-26%
	2018	37%	53%	-16%	52%	-15%
Same Grade Comparison		-9%				
Cohort Comparison		-8%				
07	2019	36%	53%	-17%	52%	-16%
	2018	42%	54%	-12%	51%	-9%
Same Grade Comparison		-6%				
Cohort Comparison		-1%				
08	2019	50%	58%	-8%	56%	-6%
	2018	51%	60%	-9%	58%	-7%
Same Grade Comparison		-1%				
Cohort Comparison		8%				
09	2019	52%	56%	-4%	55%	-3%
	2018	38%	56%	-18%	53%	-15%
Same Grade Comparison		14%				
Cohort Comparison		1%				
10	2019	37%	54%	-17%	53%	-16%
	2018	50%	55%	-5%	53%	-3%
Same Grade Comparison		-13%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	37%	65%	-28%	62%	-25%
	2018	27%	63%	-36%	62%	-35%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		10%				
Cohort Comparison						
04	2019	55%	67%	-12%	64%	-9%
	2018	27%	63%	-36%	62%	-35%
Same Grade Comparison		28%				
Cohort Comparison		28%				
05	2019	29%	65%	-36%	60%	-31%
	2018	44%	66%	-22%	61%	-17%
Same Grade Comparison		-15%				
Cohort Comparison		2%				
06	2019	18%	60%	-42%	55%	-37%
	2018	33%	56%	-23%	52%	-19%
Same Grade Comparison		-15%				
Cohort Comparison		-26%				
07	2019	8%	35%	-27%	54%	-46%
	2018	29%	39%	-10%	54%	-25%
Same Grade Comparison		-21%				
Cohort Comparison		-25%				
08	2019	45%	64%	-19%	46%	-1%
	2018	33%	65%	-32%	45%	-12%
Same Grade Comparison		12%				
Cohort Comparison		16%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	21%	51%	-30%	53%	-32%
	2018	19%	56%	-37%	55%	-36%
Same Grade Comparison		2%				
Cohort Comparison						
08	2019	33%	51%	-18%	48%	-15%
	2018	43%	54%	-11%	50%	-7%
Same Grade Comparison		-10%				
Cohort Comparison		14%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	26%	69%	-43%	67%	-41%
2018	49%	67%	-18%	65%	-16%
Compare		-23%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	45%	72%	-27%	71%	-26%
2018	50%	72%	-22%	71%	-21%
Compare		-5%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	75%	69%	6%	70%	5%
2018	27%	68%	-41%	68%	-41%
Compare		48%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	60%	64%	-4%	61%	-1%
2018	62%	62%	0%	62%	0%
Compare		-2%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	26%	60%	-34%	57%	-31%
2018	18%	57%	-39%	56%	-38%
Compare		8%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	2	33	36	15	50	45	6	17			
ELL	31	39	38	37	55	46	24	20			
BLK	37	45	48	33	50	50	27	57	96	100	36
HSP	35	52		51	71		26	63			
FRL	36	46	45	35	51	49	26	61	96	100	26
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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	616
Total Components for the Federal Index	12
Percent Tested	100%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners

Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students

Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the greatest decline from the prior year is middle school math- 6th grade math students demonstrated 17% proficiency and 7th grade students demonstrated a 7% proficiency rate and very little learning gains. This decline is due to teacher capacity. This teacher will have the additional support of the ELL resource teacher pushing into regular classes, who has a math background as well. The teacher will also be required to attend bi-weekly PLC's, meet with District support and implement the District Aligned assessments provided by the District in the Performance Matters System.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline from the prior year is middle school math- 6th grade math students demonstrated 17% proficiency and 7th grade students demonstrated a 7% proficiency rate and very little learning gains. This decline is due to teacher capacity. The other area that showed the greatest decline was Biology, dropping 20% from 46% to 26%. This decline is due to teacher commitment and continued struggles with classroom management. Classroom Management training was offered along with other interventions to improve the classroom environment. This teacher has resigned from Village Academy.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap when compared to the state average is science. The state average was 56% and Village Average was 26% resulting in a 30% deficit. Village Academy has 3 areas of science that contribute to this score, 5th, 8th & Biology. The Biology scores declined drastically and decreased the average for science. We also had many students who were originally predicted to be proficient for 8th grade based on the Diagnostic not meet that prediction and score in the range of a high level 2, which was an unexpected decline. All science teachers will implement the regular use of District Aligned Assessments which will be closely monitored by the Assistant Principals and Single School Culture Coordinator during PLC's and through lesson planning. Other areas that show a large gap when compared to the state average are ELA with Village scoring 36% compared to the state at 61%= 25% deficiency; Math, where Village scored 35% compared to the state at 62%= 2% deficiency.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was Social Studies. The 11th grade U.S. History scores improved from 26% up to 75%. The cohort of students were involved in dual enrollment, Take Stock in Children and many other enriching activities. The teacher also began implementing more technology in lesson delivery after becoming a Trailblazer. This improvement raised our overall social studies performance (averaged with Civics) which contributed significantly to maintaining our points earned as a "C".

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

In reflecting on the EWS data, the demographic subgroup of students having less than 90% attendance are the students with disabilities and the Hispanic students (2019). The number of 6th & 7th graders with one or more suspensions is double that of all other grades in elementary and secondary. The percent of elementary students that had failures in ELA or math (ND) were significantly higher in grades 4(65.9%) and grade 5(66.1%) as compared with 2nd & 3rd grade (42%). Kindergarten ELA & math failures were 21% & 24% respectively. Forty-two percent of 9th graders had failures in math or ELA courses (by far the highest number). Regarding the number of level 1 students in each grade level, there is a declining pattern in grades 3,7,8,9. For all other grades there is trend (2016-2019) showing decline at first and then increase. The factors that may have contributed to this are changes in teams and change in structure (from departmentalized to self-contained).

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. 3rd Grade ELA Proficiency
2. Middle School Math
3. Science Proficiency
4. College and Career Readiness-Acceleration
5. Increase ESSA subgroups by 10% as compared with FY 19 data- SWD from 27% to 37% and ELL from 37% to 47%

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELL-ESSA Grade 37% to increase 10% to 47% and ESE ESSA Grade 27% to 37% in alignment to LTO #3, High school graduation.
Rationale	Our ELL population has the second lowest achievement in Math and ELA. Historically, this subgroup has the second lowest performance in achievement throughout several years. The (average all 3 levels) gap of proficiency with our ELL students was 31% as compared to the ESSA minimum proficiency of 41%. Village Academy ELL students need to increase by 10% to meet our Strategic Plan goals.

State the measurable outcome the school plans to achieve	Our measurable goals for FY 20 will be to have a 10% increase in our ELL subgroup in both ELA and Math. This would be an increase from 35% to 45% in ELA and similarly from 35% in Math to 45% in Math. In Algebra 1 our goal is to increase by 5% from 60% to 65%.
Person responsible for monitoring outcome	Latoya Dixon (latoya.dixon@palmbeachschools.org)
Evidence-based Strategy	<ol style="list-style-type: none"> Students will be remediated and enriched through digital and blended learning opportunities using adaptive technology; Achieve 3000, enVision Math, IXL, and Imagine Learning to build content knowledge across content areas. Math curriculum- (1) PBC enVision Math curriculum (2) Math Nation, IXL & Khan Academy for high school math courses. ELA, ELL, and Math teachers will engage in standards based instruction cycle during the collaborative planning time. (1) What do students need to know and understand? (2) How do we teach effectively to ensure all students are learning (3) How do we know the students are learning? (4) What do we do when students are not learning or reaching mastery before expected? (5) Teachers will analyze standards and test Item Specifications during the process. Differentiated small group instruction within all ELA and Math Classrooms through our "double down" strategy from our ELL & ESE support facilitators.
Rationale for Evidence-based Strategy	<ol style="list-style-type: none"> Achieve 3000 offers a success rate of 3.5X evidence growth rate. Lessons are uniquely designed to meet the needs of classrooms with a diverse mix of student abilities and needs: with engaging nonfiction content scaffolds, and linguistic supports for struggling readers and ELL learners, Pro accelerates learning gains and empowers all students. Algebra Nation and Khan Academy offer a significant increase in satisfactory scores at the end of the year and state assessments. Standards based teaching/learning cycle ensures better accountability- holding teachers and schools responsible for what goes on in the classrooms. The practice of aligning learning to standards also helps ensure that a higher level of learning is attained. Differentiated small group instruction is effective because teaching is focused on what the students need to learn. Evidence has demonstrated that ongoing observation of students and systematic assessment enables teachers to support and enhance student learning.

Action Step	
Description	<ol style="list-style-type: none"> &2 Adaptive technology will be offered within all ELA/ELL and Math classrooms with the use of Chromebooks. All students will be expected to utilize the programs a minimum of 60 min per week for ELA and 45 per week for math. Teachers will meet on a consistent rotation during PLC's to review standards, analyze

data demonstrating standards mastery, determine next steps with the instruction of standards and revise as necessary.

4. Teachers will be provided PD and/or mentoring to ensure small group instruction is taking place within their classrooms. Resource teachers will push into the ELA and math classrooms to facilitate the execution of successful differentiated small groups. Teachers will collaboratively practice differentiation in the classroom by:

- Designing lessons based on students' learning styles.

- Grouping students by shared interests, topic, or their ability for assignments.

- Assessing students' learning using formative assessments.

- Managing the classroom to create a safe and supportive environment.

- Continually assessing, reflecting and adjusting lesson content to meet students' needs.

Monitoring for the above action steps will occur through classroom walks, lesson plan review, data analysis, and feedback.

Person

Responsible

Latoya Dixon (latoya.dixon@palmbeachschools.org)

#2	
Title	Math-Increase from 36% to 46% school wide in alignment to LTO 2, high school readiness and LTO 3, High school graduation rate
Rationale	<p>Our Math average school-wide has had very slow growth the last three years. Our average school wide is 35%.</p> <p>When analyzing the scores by grade level the middle school math scores were the lowest with 6th & 7th grade. Middle school math and Geometry at 24%.</p>
State the measurable outcome the school plans to achieve	<p>Our measurable goal for FY 20 in Math will be to have a 10% increase in our school-wide average for Math. This would be an increase from 36% to 46%. Sixth grade math had an average of 18% to 28%. In 7th grade math specifically our goal is to increase from 8% to 30% or by 21%. In Algebra 1 our goal is to increase by 3% up to a proficiency of 63%. In Geometry our goal is to increase proficiency from 26% to 36% or a 10% increase. Our other grade specific goals are as follows:</p> <p>3rd from 37% to 42%</p> <p>4th from 55% to 60%</p> <p>5th from 29% to 34%</p> <p>8th from 45% to 50%</p>
Person responsible for monitoring outcome	Latoya Dixon (latoya.dixon@palmbeachschools.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Students will be remediated and enriched through digital and blended learning opportunities using adaptive technology; enVision Math, IXL, Imagine Learning to build content knowledge across content areas. 2. Math teachers will implement a focused curriculum (1) PBC enVision Math curriculum (2) Success Maker (3) Math Nation, (4) IXL & Khan Academy for high school math courses. 3. ELA, ELL, and Math teachers will engage in standards based instruction cycle during the collaborative planning time. (1) What do students need to know and understand? (2) How do we teach effectively to ensure all students are learning (3) How do we know the students are learning? (4) What do we do when students are not learning or reaching mastery before expected? (5) Teachers will analyze standards and test Item Specifications during the process. 4. Differentiated small group instruction plus our "double down" strategy from our ELL & ESE support facilitators.
Rationale for Evidence-based Strategy	<ol style="list-style-type: none"> 1. enVision Math combines problem-based learning and visual learning to deepen students' conceptual understanding. The IXL math program will support struggling secondary math students & Math Nation & Khan supplement. 2. Algebra Nation and Khan Academy offer a significant increase in satisfactory scores at the end of the year 3. Standards based teaching/learning cycle ensures better accountability- holding teachers and schools responsible for what goes on in the classrooms. The practice of aligning learning to standards also helps ensure that a higher level of learning is attained, guides teachers in the process of assessment and helps keep them on track. 4. Differentiated small group instruction is focused precisely on what the students need to learn next to move forward. Evidence has demonstrated that ongoing observation of students, combined with systematic assessment enables teachers to support and enhance student learning by an increase in the number of students with successful outcomes.
Action Step	

Description	<p>1) Students will be immersed in rigorous tasks encompassing the full intent of the Florida State Standards & the content required by Florida State Statute 1003.42 continuing to develop a single school culture & appreciation of multicultural diversity in alignment to S.B. Policy 209.</p> <p>2) Adaptive technology will be offered within all Math classrooms with the use of Chromebooks. All students will be expected to utilize the programs a minimum of 45 per week for math (iReady, enVision, IXL, Math Nation- Daily).</p> <p>3) Teachers will meet on a consistent rotation during PLC's to review standards, analyze data demonstrating standards mastery, determine next steps with the instruction of standards and revise as necessary.</p> <p>4) Teachers will be provided PD and/or mentoring to ensure small group instruction is taking place within their classrooms. Resource teachers will push into the ELA and math classrooms to facilitate the execution of successful differentiated small groups. Teachers will collaboratively practice differentiation in the classroom by:</p> <ul style="list-style-type: none">-Designing lessons based on students' learning styles.-Grouping students by shared interests, topic, or their ability for assignments.-Assessing students' learning using formative assessments.-Managing the classroom to create a safe and supportive environment.-Continually assessing, reflecting and adjusting lesson content to meet students' needs. <p>Monitoring for the above action steps will occur through classroom walks, lesson plan reviews, data analysis, and feedback.</p>
Person Responsible	Latoya Dixon (latoya.dixon@palmbeachschools.org)

#3	Title	<p>ELA- Increase from 35% to 45% school-wide in alignment to LTO 2, high school readiness and LTO 3, high school graduation rate.</p> <p>Our students have struggled to grow in their proficiency and the average school wide for ELA is 35%. Though our retained 3rd grade students had 100% learning gains the growth is slow and the proficiency is lagging in 3rd grade and 6th grade and some grade levels have shown slight declines from FY 19 to FY 20.</p>
State the measurable outcome the school plans to achieve		<p>Our measurable outcome for the FY 20 school year is to reach a school wide proficiency in ELA (3-10) of 45% which is an increase of 10%. The ELA growth school wide has been slow as the FY 19 performance was also 35%. Specifically the grades levels that are lagging are: 3rd grade at 22% and 6th grade at 28%. Other grades that showed decline are 4th grade down from 50% to 43%, 7th grade down from 41% to 36% and 10th grade down from 50% to 37%. Our grade level goals are as follows:</p> <p>3rd from 22% to 27% 4th from 43% to 48% 5th from 34% to 39% 6th from 28% to 33% 7th from 36% to 41% 8th from 50% to 55% 9th from 52% to 57% 10th from 37% to 42%</p>
Person responsible for monitoring outcome		<p>Latoya Dixon (latoya.dixon@palmbeachschools.org)</p>
Evidence-based Strategy		<ol style="list-style-type: none"> 1. Students will be re-mediated and enriched through digital and blended learning opportunities using adaptive technology; iReady, Reading Plus, Imagine Learning & Achieve 3000 to build content knowledge across content areas. 2. ELA teachers will implement a focused curriculum utilizing PBC ELA curriculum outlined in Scope and Sequences, units of study 3. ELA, ELL, and Math teachers will engage in standards based instruction cycle during the collaborative planning time. (1) What do students need to know and understand? (2) How do we teach effectively to ensure all students are learning (3) How do we know the students are learning? (4) What do we do when students are not learning or reaching mastery before expected? (5) Teachers will analyze standards and test Item Specifications during the process. 4. Differentiated small group instruction within all ELA Classrooms through our "double down" strategy from our ELL & ESE support facilitators.
Rationale for Evidence-based Strategy		<ol style="list-style-type: none"> 1. Achieve 3000 offers a success rate of 3.5X evidenced growth rate. Adaptive technology in use have been selected to build learning and are uniquely designed to meet the needs of classrooms with a diverse mix of student abilities and needs. 2. Reading Plus, iReady and Imagine Learning offer a significant increase in satisfactory scores at the end of the year based on the end of year assessments and growth goals. 3. Standards based teaching/learning cycle ensures better accountability- holding teachers and schools responsible. The practice of aligning learning to standards also helps ensure that a higher level of learning is attained, guides teachers in the process of assessment and helps keep them on track. 4. Differentiated small group instruction is focused precisely on what the students need.

Evidence has demonstrated that ongoing observation of students and systematic assessment enables teachers to support and enhance student learning.

Action Step

- 1) Students will be immersed in rigorous tasks encompassing the full intent of the Florida State Standards & the content required by Florida State Statute 1003.42 continuing to develop a single school culture & appreciation of multicultural diversity in alignment to S.B. Policy 209.
- 2) Adaptive technology will be offered within all ELA classrooms with the use of Chromebooks. All students will be expected to utilize the programs a minimum of 75 minutes per week for ELA (iReady, Reading Plus, Imagine Learning).
- 3) Teachers will meet on a consistent rotation during PLC's to review standards, analyze data demonstrating standards mastery, determine next steps with the instruction of standards and revise as necessary.

Description

4) Teachers will be provided PD and/or mentoring to ensure small group instruction is taking place within their classrooms. Resource teachers will push into the ELA classrooms to facilitate the execution of successful differentiated small groups. Teachers will collaboratively practice differentiation in the classroom by:

- Designing lessons based on students' learning styles.
- Grouping students by shared interests, topic, or their ability for assignments.
- Assessing students' learning using formative assessments.
- Managing the classroom to create a safe and supportive environment.
- Continually assessing, reflecting and adjusting lesson content to meet students' needs.

Monitoring for the above action steps will occur through classroom walks, lesson plan reviews, data analysis, and feedback.

Person

Responsible

Latoya Dixon (latoya.dixon@palmbeachschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

In alignment with the District's Strategic Plan and with the goal to increase the academic instruction of all students- Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards including the content required by Florida State Statute 1003.42 continuing to develop a Single School Culture of excellence in Academics, Behavior, and Climate with an appreciation of multicultural diversity in alignment to S.B. Policy 2.09 with a focus on the instruction of the:

- History of the Holocaust
- History of African Americans
- Study of the contributions of Hispanics and Women to the US, and
- Sacrifices of Veterans in serving our country.
- 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

Within our school, teachers will articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS universal guidelines of students practicing being responsible, respectful and ready to learn. Adults across the campus will clarify their exceptions for positive interpersonal interaction and create the structures for a Single School Culture of excellence by approaching learning through an inquiry framework while working collaboratively in groups using research-based strategies such as focused note-taking, quick writes, quick draws and learning logs to reflect on learning and track progress towards proficiency .

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 Schoolwide Improvement Plan 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 will engage our stakeholders in the planning process by holding a Parent and Family Engagement Input Meeting where parents and school community members can provide input/ suggestions and feedback regarding the events that are planned for the school year. Suggestions and feedback provided by parents will be discussed and implemented for the upcoming school year. Any funds for Parent and Family engagement will be used in conjunction with Parent Trainings such as: STEM Night, FSA Night and Summer Slide Night. All parent trainings will include hands on opportunities to learn programs, strategies or skills to help parents assist their children in the learning process.

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.

Teachers will articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS universal guidelines of students practicing being responsible, respectful and ready to learn. Adults across the campus will clarify their exceptions for positive interpersonal interaction and create the structures for a Single School Culture of excellence.

(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; (SEL&PBL)
- 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 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 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. Inform parents of kindergarten roundup, Provide pre-school activities for Head Start students, and Communicate with local pre-schools

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 training 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.

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, we offer 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.

To help students prepare for the rigor of the SAT, ACT, and CPT tests that are taken during the 11th and 12th grade, Village Academy implements an aggressive assessment schedule to expose students to college preparatory entrance testing formats early in their middle and high school career. College preparation testing consists of 8th-grade students taking the ReadiStep exam (pre-PSAT), 9th grade taking the EXPLORE test (Pre-ACT), and 10th grade taking the PSAT test and the PLAN test (Pre-ACT). 11th-grade students will be required to take the SAT and/or the ACT at least once during the 11th grade.

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.

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. AVID School-Wide Implementation
 Title I funds are used to assist with the purchase of resource teachers, academic tutors, SSCC & Social Services facilitator. In addition, funds are also used to provide staff development in reading, math, writing, science, and AVID strategies used school-wide.
 Title II funds will support curriculum and Marzano professional development opportunities
 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. Additional funds are received through various grants such the Kobacker Foundation , PASS Grant, Head Start.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Village Academy has numerous partnerships with community agencies such as:

- Take Stock in Children which has partnered with Village Academy to sponsor students. Those students will be provided with a 4 year scholarship to any Florida Public University. Take Stock Students also receive tutoring and many other academic and social support services.
- The Achievement Centers for Delray Beach provides support in the areas of adult education, after school programs, family strengthening. The Achievement Center is a nonprofit social services agency, which provides affordable quality care to children whose parents otherwise could not maintain their job or go to school without childcare assistance. The programs are designed to meet a child’s academic, social, emotional and physical needs. Achievement Centers offers toddler, preschool, after-school, teen, adult and family programs. Students receive snack and a supper program was added.
- The Literacy Coalition provides services to parents and the adult community. The program teaches adults the English they need to obtain a family-sustaining job and helps their elementary school age children improve their reading skills. The group that meets is called the Village Readers. Village Readers provides tutoring to parents and students. 80% of Parents that received tutoring demonstrated growth on their English language assessment and 75% of the students that participated demonstrated growth in reading.
- Additional partnerships include: Delray Students First, Teen Outreach Program, Kids and Cops, KOP Mentoring Network, Thrive Delray, Healthier Delray , Roots and Wings and many more.

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.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ELL-ESSA Grade 37% to increase 10% to 47% and ESE ESSA Grade 27% to 37% in alignment to LTO #3, High school graduation.	\$2,196.00
---	--------	--	-------------------

	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			2811 - Village Academy On The Art & Sara Jo Kobacker	School Improvement Funds	589.0	\$2,196.00
			<i>Notes: Decisions regarding school improvement funds will be made with SAC.</i>			
2	III.A.	Areas of Focus: Math-Increase from 36% to 46% school wide in alignment to LTO 2, high school readiness and LTO 3, High school graduation rate				\$0.00
3	III.A.	Areas of Focus: ELA- Increase from 35% to 45% school-wide in alignment to LTO 2, high school readiness and LTO 3, high school graduation rate.				\$0.00
					Total:	\$2,196.00