

The School District of Palm Beach County

Village Academy On The Art & Sara Jo Kobacker Campus



2021-22 Schoolwide Improvement Plan

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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>

Demographics

Principal: Latoya Dixon

Start Date for this Principal: 9/10/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
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	
* 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.

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-12	Yes	98%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Village Academy is to partner with community, parents and stakeholders to prepare conscious, and 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 create a culture where students are inspired to discover their voice and sense of purpose, empowered to become scholarly stewards of their community and planet , and well prepared for postsecondary success.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
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.
Civitello, Brenda	Other	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
Matilus , Naomie	Reading Coach	Reading support, curriculum support, teacher mentor, professional learning communities, collaboration, small group support, implementation and supervision of initiatives.
Permenter, Kisa	Assistant Principal	Responsible for coordinating and monitoring the implementation of elementary curriculum; behavior needs of students, professional learning communities, planning for academic initiatives, ESP, Title 1 co-contact, Safety and more.

Demographic Information

Principal start date

Friday 9/10/2021, Latoya Dixon

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

13

Total number of teacher positions allocated to the school

61

Total number of students enrolled at the school

674

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

Identify the number of instructional staff who joined the school during the 2021-22 school year.

6

Demographic Data**Early Warning Systems****2021-22****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	60	51	57	61	34	58	50	54	58	30	22	18	12	565	
Attendance below 90 percent	19	12	19	9	17	2	1	2	1	1	0	0	0	83	
One or more suspensions	0	1	2	3	15	5	11	6	4	0	1	1	0	49	
Course failure in ELA	16	21	27	26	55	16	13	34	13	12	1	3	10	247	
Course failure in Math	10	19	22	27	56	22	16	25	19	21	7	2	6	252	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	24	38	14	22	25	22	13	7	2	9	176	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	31	47	31	30	38	27	27	10	2	3	246	
Number of students with a substantial reading deficiency	0	14	35	32	17	36	13	20	22	14	8	11	2	224	
ELA FY21 Diagnostics Lvl 1&2	0	0	0	7	25	46	33	38	46	17	17	11	0	240	
Math FY21 Diagnostics Lvl 1&2	0	0	0	6	24	45	34	42	40	11	0	0	0	202	

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	14	19	23	33	55	23	34	43	23	23	7	3	8	308	

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	2	1	2	7	0	0	2	1	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	1	1	0	0	1	0	0	0	3

Date this data was collected or last updated

Monday 9/20/2021

2020-21 - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	19	12	19	9	17	2	1	2	1	1	0	0	0	83
One or more suspensions	0	1	2	3	15	5	11	6	4	0	1	1	0	49
Course failure in ELA	16	21	27	26	55	16	13	34	13	12	1	3	10	247
Course failure in Math	10	19	22	27	56	22	16	25	19	21	7	2	6	252
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Indicator	Grade Level														Total
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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	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				36%	56%	61%	38%	55%	60%
ELA Learning Gains				45%	58%	59%	54%	56%	57%
ELA Lowest 25th Percentile				46%	55%	54%	47%	51%	52%
Math Achievement				35%	53%	62%	34%	52%	61%
Math Learning Gains				52%	55%	59%	44%	54%	58%
Math Lowest 25th Percentile				50%	52%	52%	34%	49%	52%
Science Achievement				26%	45%	56%	35%	49%	57%
Social Studies Achievement				58%	75%	78%	45%	72%	77%

Grade Level Data Review - State Assessments

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	2021					
	2019	22%	54%	-32%	58%	-36%
Cohort Comparison						
04	2021					
	2019	43%	62%	-19%	58%	-15%
Cohort Comparison		-22%				
05	2021					
	2019	34%	59%	-25%	56%	-22%
Cohort Comparison		-43%				
06	2021					
	2019	28%	58%	-30%	54%	-26%
Cohort Comparison		-34%				
07	2021					
	2019	36%	53%	-17%	52%	-16%
Cohort Comparison		-28%				
08	2021					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	50%	58%	-8%	56%	-6%
Cohort Comparison		-36%				
09	2021					
	2019	52%	56%	-4%	55%	-3%
Cohort Comparison		-50%				
10	2021					
	2019	37%	54%	-17%	53%	-16%
Cohort Comparison		-52%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	37%	65%	-28%	62%	-25%
Cohort Comparison						
04	2021					
	2019	55%	67%	-12%	64%	-9%
Cohort Comparison		-37%				
05	2021					
	2019	29%	65%	-36%	60%	-31%
Cohort Comparison		-55%				
06	2021					
	2019	18%	60%	-42%	55%	-37%
Cohort Comparison		-29%				
07	2021					
	2019	8%	35%	-27%	54%	-46%
Cohort Comparison		-18%				
08	2021					
	2019	45%	64%	-19%	46%	-1%
Cohort Comparison		-8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	21%	51%	-30%	53%	-32%
Cohort Comparison						
08	2021					
	2019	33%	51%	-18%	48%	-15%
Cohort Comparison		-21%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	26%	69%	-43%	67%	-41%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	45%	72%	-27%	71%	-26%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	75%	69%	6%	70%	5%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	60%	64%	-4%	61%	-1%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	26%	60%	-34%	57%	-31%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress monitoring also allows teachers and administrators to track students' academic progress or growth across the entire school year. Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction. Various reports will be used to monitor and support student learning: Grades K-2 we will use iReady for Fall, Winter & Spring. In grades 3-5 we will use USA's, iReady and Success Maker (3 times per year) in the Fall, Winter and Spring to monitor the progress in reading and math. Additionally, there will be more frequent assessments (USA's) utilized to make informed instructional decisions for lesson planning and delivering differentiated instruction.

iReady provides user-friendly dashboards and clear reports with actionable data that give teachers a foundational understanding of students' strengths and areas of need. Unit Standardized Assessments (USAs) gives teachers data on how well the students have mastered the standard. iReady also supports the monitoring of student learning and provides ongoing feedback that instructors can use to make adjustments to instruction to improve student learning. The SuccessMaker program is an adaptive learning program that continuously personalizes math instruction for student growth and differentiation.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	16.7%	11.5%	15.5%
	Economically Disadvantaged	16.9%	11.7%	15.8%
	Students With Disabilities	11.8%	0	0
	English Language Learners	21.4%	6.7%	13.3%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	56.7%	61.7%
	Economically Disadvantaged	N/A	57.6%	62.7%
	Students With Disabilities	N/A	53.3%	60.0%
	English Language Learners	N/A	66.7%	73.3%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	2	19	24	2	12	22	4	14			
ELL	25	39	41	12	15	27	3	43			
BLK	26	39	33	12	17	23	18	44	62	100	47
HSP	31	32		18	7		23	60			
FRL	25	37	30	12	16	22	17	45	67	100	50
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	38
Total Points Earned for the Federal Index	463
Total Components for the Federal Index	12
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	15
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	27
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	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	31
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The following data was reported from the State of Florida FSA Portal, State accountability page: The data component that showed the greatest decline from the prior year is 4th grade math- 4th grade math students demonstrated 10% proficiency dropping from 55%. Algebra students declined from 60% down to 19%. Eighth grade math students declined by 25% from 45% down to 20%. In math every grade level 3-10 plus EOC's declined in proficiency. The lowest performing group was 7th grade regular students with a 0% proficiency. Teachers will have the additional support of the ELL resource teacher pushing into regular classes, who has a math background as well. With a large percentage of ESE & ELL students, our focus will be on meeting our goals for ESSA which is to improve each area by 10%. ELL ESSA is 37% and ESE ESSA is 27%. . Additionally according to iReady Diagnostics and RRR, equally about 40% of FY 20 3rd grade students were performing 1-2

levels below grade level. The teachers will 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.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The data component that showed the greatest decline from the prior year is 4th grade math- 4th grade math students demonstrated 10% proficiency dropping from 55%. Algebra students declined from 60% down to 19%. Eighth grade math students declined by 25% from 45% down to 20%. In math every grade level 3-10 plus EOC's declined in proficiency. The lowest performing group was 7th grade regular students with a 0% proficiency.

The Diagnostic Data (ELA) from FY20 to FY 21 showed a decrease in proficiency of 6.4%. The results were inconsistent with classroom performance and local assessments, which showed a more significant decline. Factors that influenced the scores included students taking the exam at home and supervision limited by virtual proctoring.

FSA Math

FY 19 to FY 21- Difference

3rd grade- 37% to 15% = -22%

4th grade- 55% to 10% = -45%

5th grade- 29% to 19% = -20%

6th grade- 18% to 13% = -5%

7th grade- 8% to 0% = -8%

8th grade- 45% to 20 = -25%

Algebra- 60% to 19% = -41%

Geometry- 26% to 11% = -15%

FSA ELA

FY 19 to FY 21- Difference

3rd grade- 22% to 24% = +2%

4th grade- 43% to 15% = -28%

5th grade- 34% to 33% = -1%

6th grade- 28% to 31% = +3%

7th grade- 36% to 20% = -16%

8th grade- 50% to 27 = -23%

9th grade- 52% to 33% = -19

10th grade - 37% to 40% = +3

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factors were the large percentage of students that were virtual. Ninety percent of our high school students were fully virtual. The technology divide, parental supervision, and the nature of the content all contributed to the outcome of our student's mathematics performance. The actions that will be taken are to engage in team planning with the new Algebra Resource Teacher, improve the monitoring system for teachers taking District assessments, improve the monitoring of small group instruction and implementing the Project Ignite Instructional Leaders best practices.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data component that showed the most improvement was Biology. The scores improved from 26% to 45% a 19% improvement. The 11th grade U.S. History scores improved from 75% up to 83%. 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. The 6th grade ELA students improved from 28% to 31%, a 3% improvement. The 10th grade ELA students improved by 3% from 37% to 40%. Common planning for teachers where teachers unpacked standards, backward design lessons from assessments, and using standard based question stems contributed to the progress.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The teachers that showed the most improvement are those that stayed with their traditional practices during face to face instruction. The Biology teacher provided hand written notes weekly that were scanned as a PDF and shared with students. The ELA teacher continued with very rigorous prescribed writing practice and the 6th grade ELA teacher implemented similar small group model as Intensive Reading for her students. The US History teacher utilized District assessments and used Gateway materials and a large amount of multimedia. In elementary it should be noted that 3rd grade increased by 2% and 5th grade maintained their proficiency of 33% which was only 1% less than FY 19 FSA. Those elementary teams spend the greatest amount of time in common planning. For writing in 5th grade teachers used TOP Score with fidelity. Third grade students received targeted support in small group by the Reading Coach and the SSCC. Afterschool tutorials were implemented in both 3rd grade classrooms.

What strategies will need to be implemented in order to accelerate learning?

In order to accelerate learning in mathematics we need to remediate what was lost in the virtual year of FY 20. This will require well planned small group instruction, monitoring of District assessments and increased student recognition. Teachers will implement the use of bellringers to review targeted standards for remediation and videos (Look For's) from the District Math Department to inform their instruction. Tutorials and afterschool support will begin in November of 2021. Planning for AMP in 3rd grade is in progress. The vacant ESSR positions that need to be filled that will support this effort are as follows: Secondary Intensive Math Resource, Elementary Acceleration Resource Teacher.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Instructional Leadership Team will utilize best practices as learned from the Project Ignite Traction for School Improvement. Our ILT will utilize the 5 Star protocol to narrow the 45 day focus on the goals and needs. The ILT will implement the monitoring practices with DIL's and Team Leaders as well as support staff. For K-2 the Reading Coach will engage in the full coaching cycle with teachers, the ILT will conduct instructional walkthrough's, utilize adaptive technology with fidelity and implement the new K-2 Advanced Benchmark system with fidelity.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We will utilize the 3 year ESSR positions (Algebra, LTF, Reading Recovery) by including those personnel in goal setting, small group push in and pull out, and afterschool tutorials. Instructional Leadership Team will utilize best practices as learned from the Project Ignite Traction for School Improvement. Our ILT will utilize the 5 Star protocol to narrow the 45 day focus on the goals and needs. The ILT will implement the monitoring practices with DIL's and Team Leaders as well as support staff. Teachers will offer afterschool tutoring and through the monitoring of the District

formatives, iReady, Reading Plus we will increase student recognition to encourage improving performance with students.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:	Our ESSA Data for ESE (27%) and ELL (37%) students is unchanged. The performance of our ESE and ELL students is even lower than that of 2019 due to the decreases in FSA performance in ELA and Math. According to the FY 21 FSA data within the Principal's Dashboard (EDW A0636) the school wide ELA performance is 36% and the Math performance is 4%. The ESE and ELL performance for females AND males in this area is unfortunately a 0% for High School and Middle School.
Measurable Outcome:	The specific measurable outcome for our ESE/ELL students will be to increase the ESSA ratings by 5%, ESE= 32% and ELL 42%. Our FY 21 proficiency for ESE/ELL student was 0% (high school), in middle school 10% for ELL males and 5% ELL females and middle school SWD was 0%. For elementary school ELL females scored 20% in ELA and ELL males 0% in ELA; for SWD in elementary 0% in ELA & Math according to the Principal's Dashboard (A0636). For HS Math the female/male SWD and ELL was 0%. For MS Math SWD, 0% females and 5% of males; for MS ELL males and female are 6%. For elementary only the ELL females had an 8%, ELL males scored a 0% as well as SWD 0%.
Monitoring:	The ESSA goals will be monitored by the ILT consisting of the Principal, SSCC, Reading Coach, ESE Coordinator, ELL Coordinator and Assistant Principals. The ILT will review results from monthly teacher and student data chats to monitor the L25, and targeted subgroups. Also, the DIL's and teacher leaders will be accountable for following the District scope and Sequence and utilizing District Formatives to inform decision making on small group instruction, tutorials, and pull out/ push in support.
Person responsible for monitoring outcome:	Latoya Dixon (latoya.dixon@palmbeachschools.org)
Evidence-based Strategy:	The evidence based strategies that will be implemented for this Area of Focus will be Instructional practices that are outlined in the Palm Beach Focus Model of Instruction which includes standards based planning, standards based instruction and conditions for learning. All through the establishment of consistent PLCs. During PLC's teachers will engage in the practice of backwards design planning, small group planning and unpacking the standards.
Rationale for Evidence-based Strategy:	The rationale for selecting these strategies is that through the PLC, DIL/Team Leader Meetings, teachers and support staff will use best practices from the Focused Model of Instruction. Teachers will be able to organize students, analyze data, and adjust instruction in order for students to effectively demonstrate a progression of learning.

Action Steps to Implement

ELA and Math teachers will engage in standards based instruction cycling through the collaborative planning time. During this time teachers will analyze data from District Formatives, unpack standards and utilize the Item Specs and BEST Standards to plan rigorous units with learning targets improvement.

Person Responsible Brenda Civitello (brenda.civitello@palmbeachschools.org)

Support staff will play a key role in this process by doing the following: double down push in support by the ESE and ELL support staff; providing remediation support for pre-requisite skills for low performing and L25 students.

Person Responsible Naomie Matilus (naomie.matilus@palmbeachschools.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	This Area of Focus was identified from the 2020 FSA data. Only 13% of VA students were proficient in math. Additionally, there were significant declines in proficiency in grade level and subjects as was shared in Section 2 of the Needs Assessment/Analysis. For example, in Algebra scores dropped from 60% down to 19% and in 5th grade scores dropped from 29% down to 9% and in 4th grade scores dropped from 55% down to 10%. Ninety percent of the high school students were virtual in FY 20 and the losses sustained in mathematics are significantly detrimental to student's progress. The losses must be remediated.
Measurable Outcome:	Our overall school wide proficiency for math was 13%.The specific measurable outcome for our math proficiency for FY 21-22 will be to reach a school wide proficiency in math of 23%. This will be an a 10% increase in math proficiency. In addition to a school-wide increase of 10% in math we would like our math teachers to have a 10% increase in learning gains as well.
Monitoring:	This Area of Focus will be monitored in a number of ways, starting with the ILT (Instructional Leadership Team) meetings where those assigned to monitor the areas of math will share observational data, District Formatives data and other anecdotal data about progress in mathematics classes. We will use the District Formative data (FSQ/USA) to guide the decision making process for determining small group instruction and pull out instruction. We will monitor the L25 specifically throughout the year in PLC's. The following personnel through PLC's will collaborate with classroom teachers regarding best practices, lesson planning, and student data: SSCC, Algebra Resource, Team Leaders, DIL's, AP's and Principal.
Person responsible for monitoring outcome:	Latoya Dixon (latoya.dixon@palmbeachschools.org)
Evidence-based Strategy:	The root cause of School Improvement Failure is lack of systems approaches. The evidence based strategy of ILT's is being implemented with a 45 day focus on a "ROCK" (goal) that has been identified. The key questions that will guide us involve examining the instructional core. The key questions that will guide the conversations are: "What do we want students to know?", and "How do we teach effectively to ensure all students are learning or making adequate progress?", "How will we measure their learning?", "What do we do when the students are not learning or reaching mastery?".
Rationale for Evidence-based Strategy:	The rational for selecting this strategy is that Village Academy is a part of Project Ignite, where a District appointed Instructional Leadership Team member supports Village two days a week on Tuesdays and Wednesdays. This key personnel will meet with our ILT, support the development of a a PLC schedule, unpacking standards, share best practices, and evaluate the alignment of standards based lesson planning with timely and targeted instructional delivery.

Action Steps to Implement

PLC meetings will be scheduled to review standards, analyze data, plan for small groups for remediation: teachers will be provided with PD, and or mentoring to ensure small group instruction, identification of resources (adaptive technology) and implementation of lesson plans.

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

Data chats conducted by teachers, ESE resource, and ELL resource will be done monthly in order to focus students on goals, progress and provide timely support for struggling students.

Person Responsible	Teresa Trumble-Thomas (teresa.trumblethomas@palmbeachschools.org)
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#3. Instructional Practice specifically relating to ELA

This area of focus is important because student proficiency has significantly declined in the last two years negatively impacting adequate yearly progress and preparedness with prerequisite skills for the next grade level. Particularly with literacy proficiency at 3rd grade the deficiencies are highly important because this is the grade where students shift from learning to read, to reading to learn. Student's reading proficiency is the single most important factor in high school readiness and post graduate success. Students who are not proficient readers are highly unlikely to obtain a post-secondary degree, and make an impact as a productive global citizen.

Area of Focus Description and Rationale:

The schoolwide ELA proficiency for FY 21 was 26% which is a 14% decline from 2019 proficiency of 39%. The decline in ELA proficiency from FY 19 to FY 21 for grades 3-10 is as follows:
FY 19 to FY 21- Difference
3rd grade- 22% to 24% = +2%
4th grade- 43% to 15% = -28%
5th grade- 34% to 33% = -1%
6th grade- 28% to 31% = +3%
7th grade- 36% to 20% = -16%
8th grade- 50% to 27 = -23%
9th grade- 52% to 33% = -19
10th grade - 37% to 40% = +3

Measurable Outcome:

The desired outcome for Village Academy for the FY 22 schoolyear is to increase ELA proficiency by 10%. The specific measurable outcome for our ESE/ELL students will be to increase the ESSA ratings by 5%, ESE= 32% and ELL 42%. Our FY 21 proficiency for ESE/ELL student was 0% (high school), in middle school 10% for ELL males and 5% ELL females and middle school SWD was 0%. For elementary school ELL females scored 20% in ELA and ELL males 0% in ELA; for SWD in elementary 0% in ELA & Math according to the Principal's Dashboard (A0636). For HS Math the female/male SWD and ELL was 0%. For MS Math SWD, 0% females and 5% of males; for MS ELL males and female are 6%. For elementary only the ELL females had an 8%, ELL males scored a 0% as well as SWD 0%.

Monitoring:

This Area of Focus will be monitored in a number of ways, starting with the ILT (Instructional Leadership Team) meetings where those assigned to monitor the areas of ELA will share observational data, District Formatives data and other anecdotal data about progress in ELA classes. We will use the District Formative data (FSQ/USA) to guide the decision making process for determining small group instruction and pull out instruction. We will monitor the L25 specifically throughout the year in PLC's. The following personnel through PLC's will collaborate with classroom teachers regarding best practices, lesson planning, and student data: SSCC, Reading Coach, Team Leaders, DIL's, AP's and Principal.

Person responsible for monitoring outcome:

Naomie Matilus (naomie.matilus@palmbeachschools.org)

Evidence-based Strategy:

1. PLCs will be conducted to ensure teachers maintain focus on standards, best practices and data analysis. PLC's allow teachers to collaboratively plan, improve teaching skills and improve the academic performance of students.

**Rationale
for
Evidence-
based
Strategy:**

2. ILT: The root cause of School Improvement Failure is lack of systems approaches. The evidence based strategy of ILT's is being implemented with a 45 day focus on a "ROCK" (goal) that has been identified. The key questions that guide us involve examining the instructional core. The key questions that will guide the conversations are: "What do we want students to know?", and "How do we teach effectively to ensure all students are learning or making adequate progress?", "How will we measure their learning?", "What do we do when the students are not learning or reaching mastery?".
3. Small group differentiation allows teachers to meet the needs of a diverse student group & adapt instruction.
 1. PLCs allow the opportunity for teachers, administrators and content experts to collaboratively unite towards improved instruction and to develop lesson plans geared towards student achievement.
 2. ILT: The rationale for selecting this strategy is that Village Academy is a part of Project Ignite, where a District appointed Instructional Leadership Team member supports Village two days a week on Tuesdays and Wednesdays. This key personnel will meet with our ILT, support the development of a PLC schedule, unpacking standards, share best practices, and evaluate the alignment of standards based lesson planning with timely and targeted instructional delivery.
 - Research-based information as to how this strategies will support student learning.
 3. Small group differentiation allows teachers to meet the needs of a diverse student group & adapt instruction

Action Steps to Implement

1. PLCs will be on a 7-9 day cycle where content experts collaboratively unite towards improved instruction and to develop lesson plans geared towards student achievement. The key questions that guide us involve examining the instructional core. The key questions that will guide the conversations are: "What do we want students to know?", and "How do we teach effectively to ensure all students are learning or making adequate progress?", "How will we measure their learning?", "What do we do when the students are not learning or reaching mastery?".
 - a. PLC meeting schedules will be created utilizing the master board. The TSL Specialist will collaborate with DIL's and Team leaders in order to create the most impactful schedule.
 - b. Review standards, analyze data,
 - c. Lesson plan for small groups for remediation/enrichment
 - d. Teachers will be provided with PD, and or mentoring to ensure small group instruction, identification of resources (adaptive technology) and implementation of lesson plans.

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

2. The ILT process will help administration and teaching team define common issues that we are having then test and share the solutions to those issues within a PLC setting.
 - a. The ILT will work on a 45 cycle to address a Problem of Instructional Practice (POIP) that is connected to the instructional core, is observable, actionable and connects to a broader strategy of improvement. Data chats conducted by teachers, ESE resource, and ELL resource will be done monthly in order to focus students on goals, progress and provide timely support for struggling students.

Person Responsible Latoya Dixon (latoya.dixon@palmbeachschools.org)

3. Differentiation of instruction
 - a. Students will be assessed utilizing the progress monitoring tools
 - b. Teachers will analyze data to make instructional decisions on the content of the standards that need to be remediated/enriched.
 - c. The teacher's schedule and lesson plans will ensure all students have equitable and equal access to

small group rotations

d. Teachers will reassess and reteach as needed

e. Students will utilize adaptive technology to supplement learning

e. Student groups are fluid and adjusted according to data findings.

Person
Responsible Brenda Civitello (brenda.civitello@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.floridaschools.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

The data on SafeSchoolforAlex.org was generated from the 2019-2020 School Year. According to the data, Village Academy ranked 190 out of 313 combination schools statewide. We ranked #11 of 19 combination schools in the county. It was reported that Village had 1.3 incidents per 100 students and when compared to all combination schools statewide, Village falls in the high category. Our school ranking is based on the incident rate per 100 students. The incidents of crime, violence, and disruptive behaviors are organized into three categories: violent incidents, property incidents and drug/public order incidents. For violent incidents Village's Statewide rank was 228 / 313; County Rank was 16/19 and per each 100 students was 1.26. For Property Incidents Village ranked very low with a Statewide rank of 1 / 313, county rank of 1/19 and we had zero incidents per 100 students. Village also ranked very low with Drug/Public Order Incidents on the State and County level with a rank of 1 of 313, and 1 / 19 countywide. Our total reported suspensions for 2019-2020 was very high with a Statewide rank of 263 / 313; County rank of 18 / 66; 11 suspensions per 100 and total reported suspensions of 87. Though our OSS has consistently declined from 2014 (129), 2015 (83), 2016 (66), 2017 (67), 2018 (58), 2019 (46) there is improvement to be made in the area of discipline for Out of School Suspension.

This data will be shared with the SwPBS Team and a plan to revisit best practices in discipline will be presented to the teachers in the October faculty meeting. Items to be revisited and reviewed for retraining are the use of the Corrective Behavior Incident Form and modeling what corrective conversations look like with students. The use of phone logs, requests for parent conferences and school based disciplinary measures prior to the writing of referrals and issuing suspensions will be a goal for our discipline data. The role and best practices for our School Monitor will also be discussed in leadership and the role that position serves in impacting positive student behaviors.

In alignment with the District's Strategic Plan - 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

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

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. When school resumes fully face to face parent trainings will include hands on opportunities to learn programs, strategies or skills to help parents assist their children in the learning process. To adjust the support of our families additional virtual opportunities will be provided. To support SEL & family needs we have a co-located therapist, School Behavioral Health Professional, 3 guidance counselors, Family Service Facilitator in Head Start, and a Social Services Facilitator.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Village Academy has numerous partnerships with community agencies such as Take Stock in Children, ACCF, The Literacy Coalition, The Set Neighborhood Alliance & The Coalition and Project Uplift. 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. The Coalition is a table of engaged strategic partners working together to implement community engagement opportunities, teacher support and training to teachers at Village Academy. Project Uplift by Roots and Wings purchases guided reading tutorial materials and funds staff to carry out the tutorials. Roots and Wings also invests in teacher recognition to encourage teachers to go above and beyond!

Additional partnerships include: Delray Students First, Teen Outreach Program, Kids and Cops, KOP Mentoring Network and many more. The School Advisory Council has many functions. Some of which include: Developing partnerships with the school community and discussing elements around school improvement. The SAC meets monthly and has a range of membership including parents, community members, students, teachers and more.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00