

The School District of Palm Beach County

Village Academy On The Art & Sara Jo Kobacker Campus



2022-23 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: 9/6/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (51%) 2018-19: C (52%) 2017-18: C (52%)
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	ATSI
* 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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-12	Yes	100%
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	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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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 partner with community, parents and stakeholders to prepare conscious, critical thinkers who 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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Dixon, Latoya	Principal	<p>The Principal will monitor and work with all staff listed above to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning. Finally, as principal, Mrs. Dixon must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.</p>
Permenter, Kisa	Assistant Principal	<p>As Assistant Principal, Dr. Permenter supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.</p>
Williams, Tamica	Assistant Principal	<p>As Assistant Principal, Ms. Williams supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists</p>

Name	Position Title	Job Duties and Responsibilities
		<p>with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.</p>
Civitello, Brenda	Other	<p>The SSCC, Mrs. Civitello, provides teachers with instructional leadership and support for the continuous academic improvement of all students. Applies principles of the Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process. She assists in ensuring cultural/social competence and responsiveness within the instructional practices and the implementation of the school –wide culture. The SSCC uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet the individual needs of students. Finally. She guides teachers in effectively using data to adjust instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture.</p>
Matilus , Naomie	Reading Coach	<p>The Reading/Literacy Coach, Mrs. Matilus assists with the coordination and implementation of the District approved ELA curriculum, which follows state standards. She utilizes the coaching model (planning, demonstrating, and providing feedback) with teachers at the school site. Provides site based professional development to staff that is aligned to the needs of students based upon student assessment data. Assists administration and the classroom teachers in the interpretation of student assessment data. Participates in professional development and shares the content with school staff. She participates in and facilitates weekly Professional Learning Communities or PLC's. Finally, the Literacy Coach will provide support to classroom teachers in assisting with the Response to Intervention (RTI) process and ensure SIP goals are met for ELA (Reading/Writing). She will also lead standards based planning and follow the FCIM coaching cycle.</p>
Trumble-Thomas , Teresa	Teacher, ESE	<p>The ESE Contact, Ms. Thomas, manages the caseload of ESE students and assists teachers and staff in coordinating ESE Services and related services for students with disabilities. She coordinates, organizes, and facilitates IEP</p>

Name	Position Title	Job Duties and Responsibilities
		meetings to ensure necessary participants are in attendance. Collaborates with teachers to provide suggested strategies and accommodations to best meet the individual needs and assist students in meeting goals as defined in the IEP. Provides families with required information regarding IDEA Procedural Safeguards. Finally, she establishes and maintains cooperative working relationships by consulting regularly with internal and external customers such as: students, parents, teachers, counselors, related service providers, agencies, etc.
Shepherd , Villiardia	ELL Compliance Specialist	<p>The ESOL Contact, Mrs. Shepherd assists school staff with ensuring ESOL program compliance. She works to assist ESOL Resource teaches in implementing school based ESOL services. Collaborates with community agencies and organizations in assisting families to access available resources. Monitors and conducts LEP student assessment and placement procedures. Conducts demonstration lessons for ESOL and support teachers in comprehensible instruction for LEP students. Coordinates ESOL record keeping requirements.</p> <p>Establishes school data collection, analysis, and reporting systems to assess student progress. Finally, she assists school staff in ensuring ESOL program compliance.</p>
Reese, Ashley	Other	<p>The Learning Team Facilitator assists with the coordination and implementation of the District approved ELA curriculum, which follows state standards. She utilizes the coaching model (planning, demonstrating, and providing feedback) with teachers at the school site. Provides site based professional development to staff that is aligned to the needs of students based upon student assessment data. Assists administration and the classroom teachers in the interpretation of student assessment data.</p> <p>Participates in professional development and shares the content with school staff. She facilitates weekly/bi-weekly Professional Learning Communities or PLC's. Finally, the LTF will ensure SIP goals are met for ELA (Reading/ Writing) & Math. She will also lead standards based planning and follow the FCIM coaching cycle.</p>

Demographic Information

Principal start date

Tuesday 9/6/2022, Latoya Dixon

Number of teachers with a 2022 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.*

1

Number of teachers with a 2022 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.*

20

Total number of teacher positions allocated to the school

64

Total number of students enrolled at the school

638

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

5

Identify the number of instructional staff who joined the school during the 2022-23 school year.

8

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	49	50	46	63	38	35	53	40	55	29	16	16	15	505
Attendance below 90 percent	20	13	15	11	11	11	4	1	1	0	1	0	0	88
One or more suspensions	0	0	3	11	2	14	18	11	11	2	1	3	0	76
Course failure in ELA	2	13	18	32	34	24	6	15	18	0	2	1	0	165
Course failure in Math	1	8	13	25	16	0	0	2	15	7	0	0	0	87
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	26	14	29	11	18	17	9	7	8	1	140
Level 1 on 2022 statewide FSA Math assessment	0	0	0	28	21	42	24	32	30	9	8	6	1	201
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	10	13	40	25	36	18	24	19	8	6	6	0	207

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	11	0	0	0	0	1	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Sunday 9/25/2022

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	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 retainers:

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

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	32%	52%	55%				36%	56%	61%
ELA Learning Gains	56%						45%	58%	59%
ELA Lowest 25th Percentile	59%						46%	55%	54%
Math Achievement	18%	45%	42%				35%	53%	62%
Math Learning Gains	55%						52%	55%	59%
Math Lowest 25th Percentile	69%						50%	52%	52%
Science Achievement	20%	48%	54%				26%	45%	56%
Social Studies Achievement	46%	57%	59%				58%	75%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	22%	54%	-32%	58%	-36%
Cohort Comparison		0%				
04	2022					
	2019	43%	62%	-19%	58%	-15%
Cohort Comparison		-22%				
05	2022					
	2019	34%	59%	-25%	56%	-22%
Cohort Comparison		-43%				
06	2022					
	2019	28%	58%	-30%	54%	-26%
Cohort Comparison		-34%				
07	2022					
	2019	36%	53%	-17%	52%	-16%
Cohort Comparison		-28%				
08	2022					
	2019	50%	58%	-8%	56%	-6%
Cohort Comparison		-36%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	37%	65%	-28%	62%	-25%
Cohort Comparison		0%				
04	2022					
	2019	55%	67%	-12%	64%	-9%
Cohort Comparison		-37%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	29%	65%	-36%	60%	-31%
Cohort Comparison		-55%				
06	2022					
	2019	18%	60%	-42%	55%	-37%
Cohort Comparison		-29%				
07	2022					
	2019	8%	35%	-27%	54%	-46%
Cohort Comparison		-18%				
08	2022					
	2019	45%	64%	-19%	46%	-1%
Cohort Comparison		-8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	21%	51%	-30%	53%	-32%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-21%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	33%	51%	-18%	48%	-15%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	26%	69%	-43%	67%	-41%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	45%	72%	-27%	71%	-26%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	75%	69%	6%	70%	5%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	60%	64%	-4%	61%	-1%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	26%	60%	-34%	57%	-31%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	6	52	55	8	46	65	6	28			
ELL	22	56	60	14	55	69	18	22			
BLK	33	57	58	17	53	66	19	45	83	96	23
HSP	23	50		27	72		30	58			
FRL	31	56	59	17	55	70	20	45	85	97	19
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	50
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	47
Total Points Earned for the Federal Index	604
Total Components for the Federal Index	12
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	44

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 percent of students demonstrating prof. in ELA increased from 25% in FY21 to 32% in FY22 making for a difference in improvement of 6.2%. Our WDiag data for Elem ELA was 30% ,Elem FSA was 25%; Elem Math WDiag was 26% and FSA 15%.Fifth grade had the lowest with 5%. Middle school ELA WDiag was 32%, FSA 36% increase of 4%. MS math WDiag 16%, FSA 14% which was 2% lower. Highschool ELA WDiag was 33% and FSA- 41% which is 8% higher than expected.

Overall, improvements with learning gains:

ELA LG for FY 21 to FY 22 showed an increase:

ELA-Gr. 3-10 - 36% to 57% (+21)

SWD Gr. 3-10 19% to 52% (+33)

ELL Gr. 3-10 - 25% to 22% (-3)

Math LG for FY21 to FY 22

Math in gr. 3-10 - 16% to 55% (+39)

Math -SWD 12% to 46% (+34)

Math - ELL 15% to 55% (+40)

ELA FY21 to FY 22:

Gr. 4-15% to 21%

Gr. 7-20% to 35%

Gr. 8-27% to 36%

Gr. 9-33% to 50%

Math FY 21 to FY 22:

Gr. 3 15% to 20%

Gr. 4 10% to 21%

Alg.1 19% to 53%

Geo 11% to 20%

Our data trends depicts a focus on literacy & math that includes remediation of standards and foundational skills to improve rigor. We will target our ELL/SWD. Students will receive strategic support through: technology, small group, tutorials, data chats, student advocate meetings will be established to support the needs of diverse learners.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on this data trend, our focus will be to increase learning gains and achievement for grades 3,5,&10 in ELA and for math grades and in addition to focusing on the needs of our students with disabilities. If we do not support these concerns, we are increasing the learning gaps, and students' improvement journey. When we focus on literacy, math and science with remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas we will support all learners, especially our ESSA identified subgroups.

In ELA the percentage of SWD scoring a level 3 or higher improved from FY 21 to FY 22 in grades 3 -10 (+4) but ELA declined for ELL students in grades 3 - 10 (-3).

For math both subgroups improved from the prior year, SWD improved in grades 3 -10 (+6) and (+2) for ELLs.

The data component that showed the greatest decline from the prior year is ELA 5th gr. and ELA 10th gr. Gr.5 ELA students dropped from 33% to 25% and grade10 dropped from 40% to 28%. In every other grade level ELA proficiency increased.

The lowest performing group was 5th grade math(5% prof.) 5th grade science (7%) and 7th grade math (3% prof).

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

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 22 for K -3 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

To focus on the needs of improving proficiency of our ELLs and SWDs , standards Based Instruction will continue to be a primary focus. Professional learning communities and data chats with teachers and

students will be priority. During these sessions resources and strategies will be unpacked and examined so that instructors will be prepared to deliver instruction that is aligned to grade level standards. Scaffolding and small group differentiation will be a part of the daily instructional blocks. All instructional staff, including ESE and ELL resource teachers will identify students that need additional direct instruction support. They will be pulled during the school day or be selected to attend after school tutorial sessions. There will be priority placed on K - 3 students to attend these special sessions to address foundations skills in reading and math. All targeted students identified for supplemental services will be closely monitored and plans will be created for remediating skills during small group instruction.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Improvements were seen in students' performance in the following ELA grades for 4, 7, 8, and 9 ELA. Math demonstrated an increase in grades 3-4 math; geometry; algebra; grade 8 science; and civics.

ELA FY21 to FY 22:

Gr. 4-15% to 21%

Gr. 7-20% to 35%

Gr. 8-27% to 36%

Gr. 9-33% to 50%

Math FY 21 to FY 22:

Gr. 3 15% to 20%

Gr. 4 10% to 21%

Alg.1 19% to 53%

Geo 11% to 20%

Our subgroups demonstrated a significant increase in learning gains

ELA LG for FY 21 to FY 22 showed an increase:

ELA-Gr. 3-10 - 36% to 57% (+21)

SWD Gr. 3-10 19% to 52% (+33)

ELL Gr. 3-10 - 25% to 22% (-3)

Civics achievement comparison of FY21 to FY19, increased from 37% to 43%. Grade 8 Science increased as well from FY 21 to FY 22 from 15% to 29%.

Actions taken in FY22 to support these improvements were our math and reading tutorials, small group rotations with support staff directly working with targeted students, restructuring groups based on individualized needs and consistent and collaborative planning sessions by teachers along with district support personnel for math and science.

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

The collaboration between district support in the areas of reading, math, science and social studies contributed to overall student achievement. Teachers received on site and on time professional development for planning and delivering standards-based instruction. Data chats with teachers and students lead to increased improvement in proficiency and in learning gains for subgroups. ESE and ELL teachers attended the PLC sessions in order collaborate with the classroom teacher. PLCs played a significant role in creating space for teachers to analyze data to determine what standards needed

remediation and what adjustments needed to be made based on the data. During PLCs, teachers identified specific instructional strategies to address the weak standards that were retaught. We focused on the analysis of formative assessments and use of adaptive technology to differentiate instruction and monitor student progress. Tutorial sessions and targeted small groups were fluid and adjusted according to instructional needs and data findings for core content areas.

In math, students used Iready Math and IXL to build foundational skills. ESE and ELL resource teachers identified students that needed one to one instruction. Additionally, a focus on accommodations and vocabulary was prioritized and data chats were held with students to motivate them to take ownership for learning.

In Civics and Science, explicit instruction along with essential questions and concepts were outlined in bi-weekly instructional focus calendars. Science labs, interactive notebooks and having an inquiry-based approach to learning supported and drove student interest which contributed to students taking ownership for setting goals for improvement.

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

Science, ELA and Math Collaborative Planning -Math teachers will participate in Professional Learning Communities where they will analyze student data. The leadership team will need to work closely with teachers to build capacity with unpacking standards, analyzing data, developing standards based lesson using vetted resources and materials from the District. Professional development opportunities include district support/training, in-school coaching opportunities, and independent study that will support intentional explicit guided instruction. By developing strong teachers, we are able to increase student achievement as well as close the achievement gap.

In PLCs, the use of pacing and focus calendars will need to be developed to include primary and secondary focus for instruction . The plans would reflect the instruction that would support the weakest standards from data sources. To ensure, timely and relevant instructional priorities and strategies, grade level collaboration & strategic action planning sessions will need to occur often once diagnostic, i-Ready, and District Assessment Data are made available.

Adequate monitoring by the leadership will need to take place around pupil progression. The team along with teachers will meet frequently to discuss needs for supplemental instruction, supplemental plans, or a SBT Referral.

The Home School connection between parents, students and teachers is important for student success. School to home communication will keep parents and guardians involved and feeling empowered to support their learner. Teachers will send home progress reports and will conference with families if the student is failing or lacking progress with content.

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.

Professional Development/Professional Learning Communities: Teachers will engage in deep, focused professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Mathematics, and Science, particularly within the ESSA subgroups achieving below the Federal Index. PLCs continue to be an active part of our school schedule; they receive embedded PD.

Teachers will attend professional development and trainings to implement the BEST Standards for reading and math that will support teachers in providing the instructional shifts that will address the three

core actions of the lesson target, teacher and student tasks and the overall culture of learning. Grade levels will attend district professional development for math and literacy cadres. The sessions will serve as resource for plc and planning for instruction for upcoming cycles of instruction.

For the Palm Beach Model of Instruction will have PD on Domain 2: Standards-based instruction. Teachers will receive PD on identifying critical content and how to scaffold grade-level text and task with the new standards and curriculum. A series of PD sessions will be held to support teachers with differentiated instruction. They will be trained how to use vetted materials. Teachers will receive PD on how utilize the decision tree for reading interventions in order to track and monitor student progress.

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

We Focus on effective instruction and student achievement for all students. The primary focus will continue to be on implementing standards-based instruction and differentiating that instruction by providing small group support. Resources and strategies aligned to grade-level standards and scaffolds will be put in place to support students who are not performing at grade level. Afterschool tutorials will begin in October and will run through the end of the year. ESSA Subgroups will be specifically monitored for progress and receive additional support by teachers ensuring instruction to support the specific needs of students. Teachers will focus on targeted groups of students that are in the low 25.

Sustainability will happen by strengthening professional learning communities, instructional coaching cycles, and stands based teaching and learning. The Instructional Leadership Team will continue to meet weekly to address instructional priorities. Admin, teachers, and resource teachers (ESE, ELL, SAI) will collaborate to ensure the academic success of our students is taking place. School-based instructional rounds and collaborative planning with the leadership team, academic coaches, and our single school culture coordinator will be used to identify effective and ineffective instructional practices. The master schedule will support small group instruction where an additional teacher of support such as ESSR support teachers, tutors, SAI, ESOL, and ESE teachers can support across classrooms.

As an early intervention to increase student readiness to enter kindergarten, we offer a school year Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours to meet the state standards.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

If we focus on standards-based instruction to increase learning gains in ELA & Math school-wide, then we will increase student achievement and ensure alignment to the District's Strategic Plan with Theme A-Goal 3, Academic Excellence & growth. Our first instructional priority is to deliver content, concept, or skill that is aligned to the benchmark and intended learning. The results of our ELA achievement was 32% and overall Math achievement was 18%, which was our lowest performing area. When comparing the ELA FSA scores from SY22 with the scores from SY21 there was increase of 6.2%. The ELA school-wide learning gains increased 18.9%, and the learning gains of ELA Low 25% increased by 28.3%. Our ESSA identified subgroups SWDs and ELL's have demonstrated an increase of 4-7% over the past two years according to our ESSA data. Data indicates we need to review what is being taught, how it's being taught and make decisions to facilitate change to support all learners. During FY21, as a designated Targeted Support and Improvement school (CS&I) by FDOE due to its School Grade History of two C's over the past three years of school grades. The gap between 2022 ELA Achievement (32%) and the District average (56%) is 24 percentage points. The gap between 2022 Mathematics Achievement (19%) and the District average (54%) is 35%. Science Achievement declined from 9% to 7% in 2022, reflecting a gap with the District of 41%. ESSA data shows SWD (33%), ELL (40%) do not meet the required federal threshold of 41%.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By February 23, we will increase the overall percentage of students making learning gains on the ELA Progress Monitoring by 5%. We will increase the low 25% learning gains by 5%, an increase to 63.6%. By May 2023, Village Academy School will attempt to further the increase in ELA overall learning gains (56%) and the ELA Low 25% learning gains (58.6) by at least 5%.
Teacher Practice Outcomes:
By February of 2023, 50% of our teachers will be effectively utilize the Gradual Release Model of instruction, by ensuring specific focus on the "you do" of the model, to ensure students can independently work on tasks to demonstrate understanding of the standard. By May 2023, 90% of our teachers will be effectively utilize the Gradual Release Model of instruction, by ensuring specific focus on the "you do" of the model, to ensure students can independently work to demonstrate understanding.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Our goal is to monitor for implementation and for impact. At Village Academy we strategically plan for a variety of monitoring techniques such as: review of lesson plans, data analysis, classroom walks, student work samples/notebook/binder reviews, student attendance, data chats, formal observations, PLC attendance/participation, formative/summative assessments and technology. The monitoring will be overseen by the principal and conducted by the AP's, SSCC, Reading Coach, LTF, ESE & ELL Coordinators and Department Leaders. Progress is reported out in Instructional Leadership Team Meetings.

Person responsible for monitoring outcome:

Latoya Dixon (latoya.dixon@palmbeachschools.org)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

1. Incorporate Small group instruction to support students learning at their ability with a variety of tasks, processes, and products. Small group rotations will continue in ELA classes and Intensive Reading in order to meet the needs of students.
2. FSA tutoring programs will continue both during and afterschool to ensure learning supplemented with additional resources and teacher support. Teacher leaders will select impactful resources and resource teachers and department leaders will participate in the tutorial instruction.
3. Math teachers will incorporate the use of technology-based programs including iReady, Math Nation and IXL. Language Arts teachers will use iReady, Studysync, Reading Plus, novel study, and writing strategies to enhance students ability to integrate knowledge.
4. Professional Learning Community (PLC)/Professional Development will ensure teachers collaborate to focus on best practices and methodologies. PD will support the development of teacher expertise and focus on instructional strategies.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

1. Incorporate small group instruction utilizing USA/FSQ/PBPA/iReady/Reading Plus data to target weaknesses and foundational skills; In PLC's teachers will plan strategies to remediate those identified areas of weakness. The aforementioned assessments/platforms have proven successful in preparing students for the State Assessment.
2. Students who participate in the tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments.
3. Both IXL and Math Nation have aided in significantly increasing student achievement when the programs used with fidelity. The Reading Plus program, iReady, and the incorporation of writing strategies are effective tools that enable teachers to differentiate instruction based on a students specific areas of need.
4. PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Incorporate Small group instruction:
 - a. Students will be assessed using USA's and FSQ's; in both Math and Language Arts. Teacher will utilize Differentiated Instruction strategies and small group instruction in all ELA and Math courses.
 - b. Teachers will analyze student data to determine strengths and weaknesses in content area.
 - c. Teachers will create all small group rotational cycles to ensure all students supported at their abilities (SWDs, ELLs).
 - d. Teachers will create lesson plans utilizing a variety of vetted resources, instructional materials, and teaching methodologies to support all learners.
 - e. Teachers develop ongoing formative assessments to track student learning and adjust instruction.
 - f. Monitoring will occur through the review of lesson plans, conducting teacher data chats, and review of teacher's schedules.

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

2. Tutorials:
 - a. Analyze student data to determine students for tutorial groups and the support necessary.
 - b. Choose research-based supplemental materials and resources to during tutorials.
 - c. Analyze teacher classroom data to determine who will be tutors.
 - d. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials.

- e. Students will be selected and grouped for pullout tutorials, afterschool and Saturday success academies based on the results from FY22 FSA/EOCs, FSQs, USAs and Winter Diagnostics; and ESSA identified subgroups: SWD and ELL.
- f. Monitored by Assistant Principals through the review of data, lesson plans, and conducting observational walks. Other monitoring will take place through the collaboration during PLC's and Department Leader Meetings.

Person Responsible Kisa Permenter (kisa.harley-permenter@palmbeachschools.org)

- 3. Adaptive Technology (IXL, Math Nation, iReady, Reading Plus, Studysync):
 - a. Provide teachers with PD to ensure appropriate use of adaptive technology.
 - b. Develop rotational schedule to ensure all students have access to technology.
 - c. Engage students in small group instruction based on adaptive technology results.
- 4. PLC's/Professional Development:
 - a. PLC schedule for all content area teachers, resource teachers, and electives.
 - b. The PLCs/PD sessions will focus on data analysis and effective instruction
 - c. Reading Coach, LTF, Resource Teachers and Project Ignite Leaders will implement the coaching cycle to increase capacity with the GRRM, small group instruction and differentiated instruction.
 - d. Instructional Coaches and resource teachers will assist with standards-based planning to build teachers capacity with BEST standards.
 - e. Instructional coaches will build professional learning opportunities for teachers to utilize research-based strategies.
 - f. Monitored by AP through the review of student rotations, usage/progress reports, and data analysis.

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

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

If we focus on Standards-based instruction to increase overall K-2 proficiency school-wide in ELA, then we will increase student proficiency in 3rd grade and ensure alignment to the District's Strategic Plan, Theme 1 Academic Excellence and Growth. Our instructional priority is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning. According to the data our students are not entering third grade prepared for the rigor of the standards and state assessment. According to iReady FY 22 data 28% of our incoming third grade students are reading at an on-grade level. iReady also shows that our overall primary grades proficiency is low.

Kindergarten- 8% Proficient

First Grade- 4% Proficient

Second Grade- 9% Proficient

It also gives us data to support a lack of proficiency in K-2 foundational skills

Phonological awareness- 58% Proficient

Phonics- 10% Proficient

High-Frequency Words- 40% Proficient

Vocabulary- 6% Proficient

Due to a lack of foundational skills, students overall reading comprehension proficiency is 12% For literature text and 10% for Nonfiction text.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Our FY22 data shows our third-grade students were only 25% proficient on the FSA. The winter diagnostic also stated that 33 % of students were predicted to be proficient by the FY 23 FSA. This proves that students are entering third grade unprepared for the rigor of the state assessment and standards. By focusing on K-2 ELA, we can support foundational skills that will better prepare them for third grade and beyond. Our goal is to be strategic and focus on standard-based instruction to ensure best practices utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement. The ELA school wide learning gains increased by 19% & LG of ELA Low 25% increased by 28% . Our ESSA identified groups SWDs increased by 4% and our ELL subgroup increased by 6%. Although improvement is seen in this area, we must continue to work to increase the number of proficient readers by grade 3. There is a large gap between 2022 ELA achievement (25%)and the district average (57%) is 32 percentage points. In FY 22 we saw an increase of 1% for gr. 3 , 11% for 4th gr. but a decrease for grade 5 ELA (-8). Data indicates that common and intentional planning for standards based instruction is needed. Interventions and supplemental support services for students along with progress monitoring needs to be on going . ELL and SWD will need targeted instruction based on data findings from iReady, WIDA, and district formative assessments. Our ELL females were at 19% on the Diag but 0% on the FSA; our ELL males were at 14% on the Diag and 15% on FSA; our SWD Fem 33% Diag & 50% on FSA; SWD Males 4% Diag and 0% FSA.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Grade K-2

The measurable outcomes for 2023 are:

February 2023 May 2023

Kindergarten- 10% Proficient 15 % Proficient

First Grade- 10% Proficient 15 % Proficient

Second Grade-15 % Proficient 20 % Proficient

Phonological awareness-60% Proficient 65% Proficient

Phonics-15 % Proficient 20% Proficient

High-Frequency Words- 45% Proficient 50 % Proficient

Vocabulary- 10% Proficient 15% Proficient

Grades 3-5: Measureable Outcome(s)

Grades 3-5

February 2023 May 2023

3rd 30% Proficient 35% Proficient

4th 30% Proficient 35% Proficient

5th 30% Proficient 35% Proficient

By May 2023, Village Academy School will strive to further the increase in ELA overall learning gains (56%) and the ELA Low 25% learning gains (58.6) by at least 5%. Teacher Practice Outcomes:

By February of 2023, 50% of our teachers will be effectively utilize the Gradual Release Model of instruction, by

ensuring specific focus on the “you do” of the model, to ensure students can independently work on tasks to

demonstrate understanding of the standard. By May 2023, 90% of our teachers will be effectively utilize the Gradual Release Model of instruction, by ensuring specific focus on the “you do” of the model, to ensure students can independently work to demonstrate understanding.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Our goal is to monitor for implementation and for impact. At Village Academy we strategically plan for a variety of monitoring techniques such as: review of lesson plans, data analysis, classroom walks, student work samples/notebook/binder reviews, student attendance, data chats, formal observations, PLC attendance/participation, formative/summative assessments and technology. Additionally, monitoring will occur throughout our PLCs. We will use of the instructional walk through tool will identify trends and patterns with the delivery of instruction for the target, tasks and text .

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Dixon, Latoya, latoya.dixon@palmbeachschools.org

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The following evidence-based practices will be implemented:

1. Small group instruction: Teachers and well as supplemental support teachers will provide strategically, differentiated instructional support for all learnings.
2. Professional Development: Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

Instructional practices and interventions such as Reading Recovery, Supplemental Academic Instruction , Leveled Literacy Intervention and Voyager Passport all meet Florida's definition of evidence based practices and programs to yield strong, moderate or promising levels of evidence with student progress.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

1. Incorporate small group instruction utilizing iReady subgroup needs assessment data to meet the students' need for foundational skill practice and to identify areas of weakness for targeted remediation. Weekly benchmark assessments will also be used to support growth within the standards.
2. Teachers will receive ongoing PD to help them plan, organize, and implements consistent and differentiated learning for all students. They will target remediation and enrichment within their planning and PD.
3. PLC's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress. It also supports teacher in collaboration with best teaching strategies.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>As a Develop Literacy Leadership School, Village Academy will develop a Literacy Leadership Team consisting of the following personnel: Administrators: LaToya Dixon, Kisa Permenter, Brenda Civitello, Tamica Williams Reading coach: Naomi Matilus Media specialist: TBA Learning Team Facilitator: Ashley Reese The LLT will develop a plan to monitor the implementation & ensure compliance with the Reading Plan; Walkthroughs for weekly monitoring and supporting reading instruction & intervention (Look For's, CAO updates)</p> <p>Assessment:</p> <ol style="list-style-type: none"> 1. Incorporate Small group instruction; focusing on four aspects of Literacy; writing, reading, speaking & listening) 2. Students will be assessed using FAST K-2 STAR, FAST 3-5 Cambium iReady, Benchmark Unit Assessments and FSQ/USA's in Language Arts. Teacher will utilize Differentiated Instruction strategies and small group instruction (Assessment). 3. Teachers will analyze student data, create all small group rotational cycles, create lesson plans utilizing a variety of resources, & methodologies to support all learners. 4. Implement MTTS framework 	<p>Dixon, Latoya, latoya.dixon@palmbeachschools.org</p>

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Village Academy integrates Single School Culture by sharing our Universal Guidelines (PAWS) and communicating these expectations to parents via student protocols, and monitoring SwPBS through behavior data. Our PBS Team created a behavior matrix and posted expectation posters throughout the school, as well as kid friendly videos. In alignment, to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts. We also have ELL Parent Night twice annually.

Our PBS guidelines and PAWS matrix is evident through specific practices and students will be responsible to abide by the pillars: Positive attitude, Always be respectful and responsible, be Willing to learn and to stay Safe. A single school culture of excellence will also be achieved by using our Student Support Staff Meetings throughout the year. We maintain a single school culture through implementing PAWS, using PAWS tickets, Student of the Month celebrations as well as other student and teacher recognition. All students participate and learn SEL strategies during the fine arts rotation from a specially trained teacher in SEL.

Village Academy implements the mental health lessons mandated by the state of Florida utilizing the Suite360 lessons which are delivered to the students from their content-area teachers. Suite 360 is the curriculum that the school district selected to implement the five-hour state mandated instruction related to youth mental health and awareness. Throughout the suite 360 curriculum, students participated in lessons on the following topics: Mental Health Awareness and Assistance, Healthy Coping Skills for Teens, #STOPTHESTIGMA- The Truth About Mental Health Conditions, Supporting Someone with a Mental Health Condition, Prevention of Substance Misuse, Child Trafficking, and Awareness of Resources and the Process of Assessing Treatment. The School Behavioral Health Professional (SBHP) supports the behavioral and mental health of students. The SBHP position started for the 2019-2020 school year as part of the Marjory Stoneman Douglas High School Public Safety Act to have more mental health professionals in schools and is funded through local referendum dollars. During every parent conference guidance counselors provide 211 packets and inform students about how to call the 2-1-1 line.

Village is an AVID school. Advancement Via Individual Determination's (AVID) mission is to close the achievement gap by preparing all students for college readiness and success in a global society. It is designed to ensure all students, especially the least served students who are in the academic middle to succeed in a rigorous curriculum, complete a rigorous college preparatory path, enter mainstream activities of the school, enroll in four-year colleges, and become educated and responsible participants and leaders in their communities and our society.

Title 1 Parent Engagement events such as STEAM Night, Assessment Ready Night and Summer Stride Night in addition to SAC meetings are held where students and families learn together and strengthen family interactions. The effectiveness of these efforts on student achievement and student discipline are monitored using data from Educational Data Warehouse.

Resources (e.g., clothing, backpacks, supplies) are provided to students experiencing homelessness. Our McKinney Vento Contact, Parent Liaison and School Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met.

Safe and Drug Free Schools initiatives such as Red Ribbon Week and Bullying Prevention Month and other programs that support prevention of violence in and around the school are implement on an ongoing basis. Our school works in concert to prevent the use of alcohol, tobacco, drugs, and foster a safe, drug free learning environment supporting student wellness, student achievement, and appreciation for diversity. The school nurse provides support and nutrition information for those students who have food allergies or have been diagnosed with diabetes.

School faculty & staff collaborate to ensure the effective implementation of school initiatives and other

programs, including weekly PLCs, weekly Administrative Collaboration, monthly ILT meetings, weekly Support Services Meetings to monitor attendance & behaviors. Our counselors and the SBT is key to building a positive culture. Parent Link is used to call the homes of students that are absent. VA works with Roots and Wings to provide incentives to teachers throughout the year for going above and beyond. Additionally teachers are recognized throughout the year.

Village implements multiple measures of analyzing school-wide data that drives the RTI process. Student assessments include but are not limited to STAR, Diagnostics, Performance Matters Assessments, Florida Standards Assessments, iReady, district diagnostics, and RRR. The annual test administered for ELL students is ACCESS.

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

Principal: Promoting collaboration among staff members, with proper focus and leadership, creates a positive environment in which teachers can share best practices that are responsive to student needs. Thus, principals can positively influence their school culture with strategies that encourage collaboration.

School Counselors: Supports a positive culture and environment through SEL lessons that teach student's that they are unique. The SEL and Suite 360 lessons will be done on a rotational basis and through small group interactions as well as whole class lessons. This experience ensures our students, feel safe, welcome, and included.

Support Staff: Our School Behavioral Health Professional and Co-located Therapist work in conjunction with the guidance staff to ensure students are being identified, monitored and supported. The team ensures behavior supports are in place for students exhibiting behaviors that demonstrate need.

Teachers: Incorporate SwPBS; a framework that brings together school communities to develop positive, safe, supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioral and academic outcomes for children and young people. to ensure all students have equitable and equal opportunity to learn in a positive environment. Tier 1: Universal Prevention (All) Tier 1 supports serve as the foundation for behavior and academics. Tier 2: Targeted Prevention (Some) support focuses on improving specific skill deficits students have. Tier 3: Intensive, Individualized Prevention (Few)

In addition, as stipulated within Florida Statute & Policy 2.09 and in alignment to the District's Strategic plan our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction applicable to appropriate grade levels including but not limited to:

(g) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to taught in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

(h) History of African and African Americans including the history of African peoples before the political

conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(p) Study of Hispanics contributions standards prioritize listing Hispanics of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Hispanics to society.

(q) Study of Women's Contributions standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Women to society.

(t) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide. These integrated concepts introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.

Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.