
Title I Comprehensive Schoolwide Plan

VILLAGE ACADEMY ON THE ART & SARA JO KOBACKER CAMPUS (2811)

ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Village Academy's grades 3-10 ELA Performance on PM2 is 21%. Our school wide goal is to reach 35% Concerning the achievement levels of students, there is a pattern of struggling readers performing 1-2 levels below grade level and this pattern holds steady from Kindergarten through high school. For the last 6-10 years the school wide reading proficiency has not surpassed 35%. The following areas were identified by Team Leaders and Department Heads as areas of improvement for students in grades 3-10: The Reporting Category of Integration of Knowledge and Ideas and Key Ideas and Details were concerns across all grade levels.

2. List the root causes for the needs assessment statements you prioritized.

There is a new Benchmark curriculum adopted in FY 22 for grades K-2 and FY 23- for grades 3-5 and Studysync for grades 6-12. Teachers and students are still acclimating to the new Benchmark and standards. Students are tested on standards that have not been taught yet in the new curriculum which requires standards taught in tandem. rather than aiming to master them in isolation. Teachers have not had an adequate amount of professional development on stacking standards and are teaching standards in tandem. It is noted that students school wide are performing lower in the area of Poetry and Prose. The District is currently in the process of rolling out continuous training in K12 ELA and Reading curriculum. As training comes out our Instructional Leadership Team must personalize it to create training in PLC's and after school based on student and teacher needs.

3. Share possible solutions that address the root causes.

Some solutions that address our root causes are for us to encourage our teachers to attend District trainings on how to improve instruction with the strategy of stacking standards. As a school we are currently customizing professional development to build our teacher capacity to interact with both Benchmark Advanced and Study Sync curriculum to meet the needs of our diverse learners. Teachers will use PLC's to plan for teaching targeted reading strategies on specific days, using select graphic organizers, using daily bell ringers/exit tickets to address the concern and using question stems to give students the opportunity to create questions. A PLC calendar will continue to be implemented with notes/sign in's being due to admin monthly. Collaborative team and grade level meetings to inform and target the transition from Prek-Head Start to Kindergarten should be planned and implemented with fidelity. Additionally, assisting with reducing language barriers and providing tutorial programs with measurable outcomes will also address root causes. Students that reach middle school having historically performed at a level 1 will be referred to School Based Team. Additional supplemental technology such as Nearpod, Flocabulary, Kahoot, Kami will enhance instruction and make learning more accessible to our diverse learners. Re-hiring a Reading Coach to support both the elementary and secondary teachers will support the professional development of teachers by engaging them in the coaching cycle. Additionally our second SSCC will support teachers in PLC doing lesson planning, analysis of assessment and training. Teachers will implement a new curriculum called UFLI and Heggarty to support phonics.

4. How will school strengthen the PFEP to support ELA?

- Communication

Teachers will communicate with parents and students using Google Classroom. Teachers will push bi-weekly progress reports through SIS to provide regular updates on grades and progress. The PFEP activities will include more opportunities for parents to understand how to help their children access and utilize resources for reading. Notices will be sent out in a more timely manner; The messages will be repeated more frequently; continue use of labels for student agenda ; schedule parent meetings take advantage of this time Use of social media platforms, and pre-schedule LF's to attend all the parent trainings thereby removing language barriers.

- Parent Training

Teachers will provide parents with training on how to use Google Classroom and to check their child's progress and assist their child at home. Parents will be provided with SIS instructions at Parent Conferences. The parent trainings offered will be tweaked based on parent feedback during SAC Meetings and parent surveys given throughout the year in order to tailor the training that parents receive. We can offer more flexibility with trainings based on real time feedback and input. Including the involvement of the Behavioral Health Specialist and Family and Community Engagement Specialist will strengthen parent trainings. .

5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- **School**

In the Parent Compact the FY 25 ELA Goal will be added. This will emphasize the importance of setting goals and involving families in monitoring goals. Teachers will work with guidance to schedule quarterly parent conferences to support students.

- **Students**

Reading Every Night will continue to be included in the School Parent Compact. Parents will receive training during select PFEP activities to show them how to navigate Google Classroom and SIS to increase parent supervision of academics. The students and teachers section of the Compact will include engaging in quarterly (or by Trimester) data chats with teachers and setting smaller short term goals each term that they will revisit regularly.

- **Parents**

Checking homework for all grade levels will be added to the Parent Responsibility section of the School Parent Compact in addition to attending a minimum of two parent conferences per year.

- **Staff Training**

ELA/Reading teachers will be invited to attend PFEP events and to provide best practices for supporting students in reading. At least 1 of the Staff Trainings that are offered should be presented by a qualified professional with a unique perspective to offer regarding parent engagement. The second staff training will continue to be focused around how to engage parents in relevant conversations about their child's data and curriculum resources. Additional Professional Development and recurring PLCs to educate and reeducate staff on what communication systems are approved for communicating with parents. Other - Invites for exhibition days/nights ; Use Google meets and the parent as a guardian ;encouraging all family supports (not limiting to the parent or guardian).

- **Accessibility**

During PFEP events presenters will explain the different technology tools and platforms being used in the classroom (Nearpod, immersive reading tools, and NEWSELA to assist ELL and ESE students) so parents can support their child's learning. Parents with special needs will be identified during parent events and also through call outs and surveys from teachers that will be sent home with students. Those parents will be connected with relevant departments, offered individualized times to come in for translation services and one on one assistance from our Social Services Facilitator, Language Facilitators, ESE/ELL contacts and instructional leaders.

Math

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

The FY 23 school wide proficiency on PM2 in grades 3-10 for math is 12%, which is a 2% decrease from FY 23 PM2. The PM2 proficiencies by grade level are as follows: 3rd-19%; 4th- 13%, 5th-24%, 6th- 28%, 7th- 30%, 8th-17%, Algebra Midterm 39% meeting threshold, Geometry 42% meeting threshold.

2. List the root causes for the needs assessment statements you prioritized.

The root causes for the identified weaknesses are as follows: Students proceed through grade levels lacking foundational math skills such as number sense, integer rules and math vocabulary. The infrequency of PLC's/ Common Planning is impactful on the planning process; Teachers/Support staff work in isolation focusing on their specific content PD ; The lack of opportunities to collaborate impact the collegiality and support that could enhance instructional planning and delivery. The structure of the master board presents a challenge to serve students with deficiencies in content areas. Teachers lack time and strategies to meet as a department to plan intentionally and to collaborate around school improvement needs PD and instruction.

3. Share possible solutions that address the root causes.

To address the systemic math weaknesses, collaborative team and grade level meetings to inform and target the transition from Pre-K/Head Start to Kindergarten should be planned and implemented with fidelity. Creating a PD Crosswalk between Early Learning Standards and Kindergarten Readiness, there should be a focus of Early Childhood and Pre-K instructors. Early Parent involvement and guidance in understanding the standards will increase the math readiness of Pre-K and Kindergarten students. Identifying vessels of support and intervention such as Google Classroom will work to strengthen parent and family engagement. Identifying, promoting and actively using supports and interventions will be strong solutions to the historically low math performance of Village Academy students. As a best practice administration will monitor data and best practices between Pre-K and Kindergarten Teams. Additionally the following are solutions to the root causes: Hiring additional staff to support small group instruction and utilizing academic tutors. Parent training for families for literacy and math support (PreK-12th); Providing tutorials; PLC support for core instruction and resources to support students that are deficient in skills for academic areas; Analysis of data , Modeling, co-teaching , and coaching teachers through lessons and planning for relevant and timely instruction to meet the needs of students; providing support with planning and using Masterboard scheduling to provide additional opportunities for rigorous coursework (AMP) and academic supports for students. Increasing word problem practice, peer coaching during small groups and Friday reviews will support solutions for elementary classrooms. Providing supplementary technology such as Graspable Math and IXL schoolwide will support building foundational skills. Additionally assisting with reducing language barriers and providing tutorial programs with measurable outcomes will also address root causes.

4. How will school strengthen the PFEP to support Math?

- Communication

The PFEP activities will include more opportunities for parents to understand how to help their children access and utilize resources for math. Notices will be sent out in a more timely manner; The messages will be repeated more frequently; continue use of labels for student agenda ; schedule parent meetings take advantage of this time Use of social media platforms, and pre-schedule LF's to attend all the parent trainings thereby removing language barriers. Additional headsets for parents that need translation may need to be purchased.

- Parent Training

The parent trainings offered will be tweaked based on parent feedback during SAC Meetings and parent surveys given throughout the year in order to tailor the training that parents receive. We can offer more flexibility with trainings based on real time feedback and input. Including the involvement of the Behavioral Health Specialist and Family and Community Engagement Specialist will strengthen parent trainings.

5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

- **School**

The school will provide increased communication to parents regarding math data, math resources and opportunities to have parents collaborate with teachers and engage in projects

- **Students**

Students will engage in quarterly (or by Trimester) data chats with teachers and set smaller short term goals each term that they will revisit regularly.

- **Parents**

Parents will sign off each quarter (or Trimester) on progress reports in order to stay engaged in their child's progress and provide feedback and communication to directly address their concerns and their child's needs.

- **Staff Training**

At least 1 of the Staff Trainings that are offered should be presented by a qualified professional with a unique perspective to offer regarding parent engagement. The second staff training will continue to be focused around how to engage parents in relevant conversations about their child's data and curriculum resources. Additional Professional Development and recurring PLCs to educate and reeducate staff on what communication systems are approved for communicating with parents. Other - Invites for exhibition days/nights ; Use Google meets and the parent as a guardian ; Saturday meetings, encouraging all family supports(not limiting to the parent or guardian).

- **Accessibility**

Parents with special needs will be identified during parent events and also through call outs and surveys from teachers that will be sent home with students. Those parents will be connected with relevant departments, offered individualized times to come in for translation services and one on one assistance from our Social Services Facilitator, Language Facilitators, ESE/ELL contacts and instructional leader

Science

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

The School wide proficiency levels for science if averaged based on the Winter Diagnostic and Bio Midterm is 41% which is 6% higher than the end of year average of 35% for FY 23. FY 23 Biology EOC score was 48% and the Winter Diagnostic shows 90% students passed the Midterm. However, 5th grade Winter Diagnostic shows 5th grade average is 42%. The concern is proficiency for 5th grade as FY23 State Science Assessment score was 14%.

2. List the root causes for the needs assessment statements you prioritized.

The root causes for science performances are as follows: Students lack the consistent exposure to science content in primary years and face challenges with comprehension due to vocabulary and reading proficiency levels. Students also have limited inquiry/lab based experiences in elementary that enhance the learning of science content. Collaboration at the secondary level poses challenges due to the Masterboard and in turn leaves secondary teachers without collaborative planning partners. The lack of opportunities to collaborate impact the collegiality and support that could enhance instructional planning and delivery.

3. Share possible solutions that address the root causes.

Possible solutions to address root causes are as follows: Collaborative team and grade level meetings in K-5 and 6-10 to intentionally plan for units of study and select/align labs for each unit will ensure comprehensive instruction. Early Parent involvement and guidance in understanding the standards will increase the science literacy of elementary students and create a stronger knowledge base moving forward to secondary. Identifying vessels of support and intervention such as Google Classroom will work to strengthen parent and family engagement. Identifying, promoting and actively using supports and interventions will be strong solutions to the historically low science performance of Village Academy students. Teachers should monitor data and best practices. Hiring additional staff to support small group instruction and utilizing academic tutors will provide support for learning. Additional solutions that address the root causes are: Parent training for families for science support (PreK-12th); Providing tutorials; PLC support for core instruction and resources to support students that are deficient in skills; Analysis of data, Modeling, co-teaching, and coaching teachers through lessons and planning for relevant and timely instruction to meet the needs of students; providing support with planning and using Masterboard scheduling to provide additional opportunities for rigorous coursework and academic supports for students. Continued work around strengthening the STEM initiatives and implementing Project Based Learning at the elementary level will strengthen the science literacy and inquiry skills of upcoming cohort(s) of students. Students will participate in science tutorials, science club and use new material from J&J Bootcamp to support focused instruction. Finally, assisting with reducing language barriers and providing tutorial programs with measurable outcomes will also address root causes.

4. How will school strengthen the PFEP to support Science?

- **Communication**

The PFEP activities will include more opportunities for parents to understand how to help their children access and utilize resources for science. Notices will be sent out in a more timely manner; The messages will be repeated more frequently; continue use of labels for student agenda ; schedule parent meetings take advantage of this time Use of social media platforms, and pre-schedule LF's to attend all the parent trainings thereby removing language barriers.

- **Parent Training**

The parent trainings offered will be tweaked based on parent feedback during SAC Meetings and parent surveys given throughout the year in order to tailor the training that parents receive. We can offer more flexibility with trainings based on real time feedback and input. Including the involvement of the Science Instructional Leaders and Parent Liaison/Social Services Facilitator will strengthen parent trainings. .

5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

- **School**

In the Parent Compact the FY 24 Science Goal will be added. This will emphasize the importance of setting goals and involving families in monitoring goals. Teachers will work with guidance to schedule quarterly parent conferences to support students.

- **Students**

Parents will receive training during select PFEP activities to show them how to navigate Google Classroom and SIS to increase parent supervision of academics. The students and teachers section of the Compact will include engaging in quarterly (or by Trimester) data chats with teachers and setting smaller short term goals each term that they will revisit regularly.

- **Parents**

Checking homework for all grade levels will be added to the Parent Responsibility section of the School Parent Compact.

- Staff Training

At least 1 of the Staff Trainings that are offered should be presented by a qualified professional with a unique perspective to offer regarding parent engagement. The second staff training will continue to be focused around how to engage parents in relevant conversations about their child's data and curriculum resources. Additional Professional Development and recurring PLCs to educate and reeducate staff on what communication systems are approved for communicating with parents. Other - Invites for exhibition days/nights ; Use Google meets and the parent as a guardian ; Saturday meetings, encouraging all family supports(not limiting to the parent or guardian).

- Accessibility

Parents with special needs will be identified during parent events and also through call outs and surveys from teachers that will be sent home with students. Those parents will be connected with relevant departments, offered individualized times to come in for translation services and one on one assistance from our Social Services Facilitator, Language Facilitators, ESE/ELL contacts and instructional leaders. During PFEP events teachers will explain the various technology tools and platforms used to enhance accessibility and deliver science instruction (IXL, Nearpod, SLSO, Kami, Flocabulary etc.)

Social Studies

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

For Civics the FY 24 Winter Diagnostic predicted proficiency is 41% , which is higher than the FY23 Civics EOC score of 32%. For US History the Midterm average was 48% which is higher than the FY 23 US History EOC score of 35%. The Civics and U.S. History average based on Winter Diagnostic/Midterm is $48\% + 11\% / 2 = 44.5\%$ This is a potential increase of 9% from the FY 23 combined Social Studies score (school wide) of 33.5%.

2. List the root causes for the needs assessment statements you prioritized.

The root causes as identified by teachers are: Limited time in elementary for direct instruction with social studies; Teachers lack support in delivery of core instruction such as PD and the instructional processes; The infrequency of PLC's/ Common Planning is a hindrance; Teachers/Support staff work in isolation focusing on their specific content PD ; The lack of opportunities to collaborate impact the collegiality and support that could enhance instructional planning and delivery. The structure of the master board presents a challenge to serve students. Teachers lack time and strategies to meet as a department to plan intentionally and to collaborate around school improvement needs, PD and instruction.

3. Share possible solutions that address the root causes.

Identifying vessels of support and intervention such as Google Classroom and adaptive technologies/curricular supports in social studies will work to strengthen student performance as well as parent and family engagement. Identifying, promoting and actively using supports and interventions will be strong solutions to the historically low reading performance (which correlate to social studies) of Village Academy students. Hiring additional staff to support small group instruction and utilizing academic tutors will provide support for learning. Additionally, the following will be solutions that address the root causes: Providing tutorials; PLC support for core instruction and resources to support students that are deficient in skills for academic areas; Analysis of data , Modeling, co-teaching , and coaching teachers through lessons and planning for relevant and timely instruction to meet the needs of students; providing support with planning and using Masterboard scheduling to provide additional opportunities for rigorous coursework and academic supports for students. Finally, assisting with reducing language barriers and providing tutorial programs with measurable outcomes will also address root causes.

4. How will school strengthen the PFEP to support Social Studies?

- Communication

The PFEP activities will include more opportunities for parents to understand how to help their children access and utilize resources for reading. Notices will be sent out in a more timely manner; The messages will be repeated more frequently; continue use of labels for student agenda ; schedule parent meetings take advantage of this time Use of social media platforms, and pre-schedule LF's to attend all the parent trainings thereby removing language barriers. Additional headsets may need to be purchased.

- **Parent Training**

The parent trainings offered will be tweaked based on parent feedback during SAC Meetings and parent surveys given throughout the year in order to tailor the training that parents receive. We can offer more flexibility with trainings based on real time feedback and input. Including the involvement of the Behavioral Health Specialist and Family and Community Engagement Specialist will strengthen parent trainings.

5. How will each stakeholder group strengthen the School-Parent Compact to support Social Studies?

- **School**

The school will provide increased communication to parents regarding social studies data, social studies resources and opportunities to have parents collaborate with teachers and engage in projects.

- **Students**

Students will engage in quarterly (or by Trimester) data chats with teachers and set smaller short term goals each term that they will revisit regularly.

- **Parents**

Parents will sign off each quarter (or Trimester) on progress reports in order to stay engaged in their child's progress and provide feedback and communication to directly address their concerns and their child's needs.

- **Staff Training**

At least 1 of the Staff Trainings that are offered should be presented by a qualified professional with a unique perspective to offer regarding parent engagement. The second staff training will continue to be focused around how to engage parents in relevant conversations about their child's data and curriculum resources. Additional Professional Development and recurring PLCs to educate and reeducate staff on what communication systems are approved for communicating with parents. Other - Invites for exhibition days/nights ; Use Google meets and the parent as a guardian ; Saturday meetings, encouraging all family supports(not limiting to the parent or guardian).

- Accessibility

Parents with special needs will be identified during parent events and also through call outs and surveys from teachers that will be sent home with students. Those parents will be connected with relevant departments, offered individualized times to come in for translation services and one on one assistance from our Social Services Facilitator, Language Facilitators, ESE/ELL contacts and instructional leaders.

Acceleration Success

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

The categories for Village Academy Acceleration have both increased and decreased as predicted by the following: FY 23 High School Acceleration is 43% and Middle School Acceleration is at 7%; Currently, our 12th graders have accelerated success of 56.2% (EDW-RUOOY0642). Our goal is to improve upon the most recent acceleration from FY 23 which was: High School 19% and Middle School 86% (two separate cells). The Acceleration does reflect our challenges with reading proficiency. Our number of Seniors and Juniors that can be scheduled into accelerated coursework or Industry Certification courses is impacted by the number of students that need to be scheduled into a supportive Intensive Reading course in order to provide students with a scaffold for reaching a graduation concordance score or passing an FSA Retakes test. A priority is to ensure high schools students receive support for passing the PERT for dual enrollment and that students also are scheduled into rigorous coursework and or a course where they have the opportunity to earn an industry certification. We have a total of 5 AICE courses in FY 24 which is an increase from FY 23 (two AICE courses) which should improve acceleration in the future. Selecting the accelerated courses that are both a good fit for students, the current faculty certification and that fit well into the Masterboard can be an ongoing challenge with acceleration.

2. List the root causes for the needs assessment statements you prioritized.

The root causes for the identified weaknesses are as follows: The infrequency of PLC's/ Common Planning is inconsistent; Teachers/Support staff work in isolation focusing on their specific content PD ; The lack of opportunities to collaborate impact the collegiality and support that could enhance instructional planning and delivery. The structure of the master board presents a challenge to serve students with deficiencies in content areas. Teachers lack time and strategies to meet as a department to plan intentionally and to collaborate around school improvement needs, PD and instruction. The most important root cause is the design in the Master Schedule which so far only has two AICE courses. Due to low enrollment most of our teachers have 3 preps which creates restrictions with adding additional advanced coursework to our Masterboard. We do plan to continue AICE General Papers & AICE Lang as well as adding Calculus for students who completed Pre-calc this year in order to provide an opportunity for students to take additional advanced coursework. Additionally, our CTE teachers must attend additional training in order to expand their certification and ability to teach more diverse CTE courses and computer languages such as Cybersecurity, Javascript and Python. Our CTE teachers also need training in supplemental materials (robotics) to incorporate and build up the middle and high school programs and expand coding activities.

3. Share possible solutions that address the root causes.

The first solution to address the root cause for low acceleration is to problem solve how to offer additional AICE courses (such as Global Perspectives or AICE Lang). Offering an additional AICE courses will create additional opportunities for students to participate in rigorous coursework even as Seniors and may potentially reduce a prep for select teachers. Another solution is to have more frequent collaborative team and grade level meetings to inform and target the transition from Middle to High school, which will strengthen Freshman/Sophomore students eligible to take an AICE course . Allowing opportunities for vertical alignment between middle and high school teachers will be a supportive solution. Systemic performance issues such as low scores on PERT Tests and low GPA's can be addressed by addressing equity issues in grading and by including PERT Tutoring in the funds set aside for tutorial. Hiring additional staff to support small group instruction and utilizing academic tutors will provide support for acceleration. Additionally, the following will be solutions that address the root causes: Parent training for families for literacy and math support (PreK-12th); Providing tutorials; PLC support for core instruction and resources to support students that are deficient in skills for academic areas; Analysis of data , Modeling, co-teaching , and coaching teachers through lessons and planning for relevant and timely instruction to meet the needs of students; providing support with planning and using Masterboard scheduling to provide additional opportunities for rigorous coursework and academic supports for students. Finally, assisting with reducing language barriers and providing tutorial programs with measurable outcomes will also address root causes.

4. How will school strengthen the PFEP to support Acceleration Success?

- **Communication**

The PFEP activities will include more opportunities for parents to understand how to help their children can take advantage of acceleration opportunities and the benefits to their academic career. Notices will be sent out in a more timely manner; The messages will be repeated more frequently; continue use of labels for student agenda ; schedule parent meetings take advantage of this time Use of social media platforms, and pre-schedule LF's to attend all the parent trainings thereby removing language barriers. Additional headsets may need to be purchased.

- **Parent Training**

The parent trainings offered will be tweaked based on parent feedback during SAC Meetings and parent surveys given throughout the year in order to tailor the training that parents receive. We can offer more flexibility with trainings based on real time feedback and input. Including the involvement of the Behavioral Health Specialist and Social Services Facilitator/Parent Liaison will strengthen parent trainings.

5. How will each stakeholder group strengthen the School-Parent Compact to support Acceleration Success?

- **School**

The school will provide increased communication to parents regarding reading data, reading resources and opportunities to have parents collaborate with teachers and engage in projects.

- **Students**

Students will engage in quarterly (or by Trimester) data chats with teachers and set smaller short term goals each term that they will revisit regularly.

- **Parents**

Parents will sign off each quarter (or Trimester) on progress reports in order to stay engaged in their child's progress and provide feedback and communication to directly address their concerns and their child's needs.

- **Staff Training**

The topic of student acceleration will be added to parent conferences when addressing academics. Additional Professional Development and recurring PLCs to educate and reeducate staff on what topics should be addressed to support parents. Other - Invites for exhibition days/nights ; Use Google meets ; encouraging all family supports(not limiting to the parent or guardian).

- **Accessibility**

Parents with special needs will be identified during parent events and also through call outs and surveys from teachers that will be sent home with students. Those parents will be connected with relevant departments, offered individualized times to come in for translation services and one on one assistance from our Social Services Facilitator, Language Facilitators, ESE/ELL contacts and instructional leaders.

Graduation Rate

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

2. List the root causes for the needs assessment statements you prioritized.

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

4. How will school strengthen the PFEP to support Graduation Rate?

How will school strengthen the PFEP to support Graduation Rate?

- How will school strengthen the PFEP to support Graduation Rate?

This school has chosen to be exempt from this area.

- Communication

This school has chosen to be exempt from this area.

- Parent Training

This school has chosen to be exempt from this area.

5. How will each stakeholder group strengthen the School-Parent Compact to support Graduation Rate?

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This school has chosen to be exempt from this area.

- School

This school has chosen to be exempt from this area.

- Students

This school has chosen to be exempt from this area.

- Parents

This school has chosen to be exempt from this area.

- Staff Training

This school has chosen to be exempt from this area.

- Accessibility

This school has chosen to be exempt from this area.

Action Step: Classroom Instruction

Provide students with increased access to instructional support through: lowering average class sizes in intensive classes and those focused upon remediation, responsive technology to individualize learning, tutorial opportunities outside of the school day, and providing necessary targeted instructional materials.

Budget Total: \$148,047.00

Acct Description	Description								
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified teachers to facilitate after-school tutorial sessions in the areas of Reading/English Language Arts (R/ELA), mathematics, and core-required classes, as well as SAT and ACT, and for students in Kindergarten (K) through twelfth (12th) grade who perform below grade level expectations, to begin in October 2024.	10	\$37.00	2	1.5	20	Certified	Original	\$22,200.00

Acct Description	Description										
Computer HW; non-cap	Item						Quantity	Rate	Type	Total	
	Headphones to provide student access to adaptive technology						10	\$70.00	Original	\$700.00	
Out-of-system Tutors	Item		Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Long-term Out of System Tutor to provide pushing and pull out academic support in Reading/English Language Arts (R/ELA), Mathematics, Science, and Social Studies to students in Kindergarten through twelfth (12th) grades who perform grade-level expectations, prioritized by grade level needs.		1	\$15.00	5	7	38	Non-Certified	Original	\$19,950.00	
Resource Teacher	The Reading Resource Teacher will provide intensive reading instruction for students in Kindergarten (K) through sixth (6th) targeting students scoring the lowest 25% per grade level, level 1 and 2 students, and students failing to show academic gains on formative, summative, and diagnostic assessments.										
Supplies	Item			Quantity	Rate	Supply Type		Type	Total		
	Top Score Writing Curriculum			1	\$2,500.00	Instructional Materials		Original	\$2,500.00		
	General Supplies (Binders, Cardstock, notebooks, paper, dividers, folders, markers, pens, pencils, paper, post-its, student white boards)			1	\$8,033.73	General Supplies		Original	\$8,033.73		
Ink Cartridges for printing of student work			8	\$115.00	Technology		Original	\$920.00			

Acct Description	Description											
	<table border="1"> <thead> <tr> <th data-bbox="426 206 1220 277">Item</th> <th data-bbox="1220 206 1367 277">Quantity</th> <th data-bbox="1367 206 1530 277">Rate</th> <th data-bbox="1530 206 1770 277">Supply Type</th> <th data-bbox="1770 206 1900 277">Type</th> <th data-bbox="1900 206 2024 277">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total					
Item	Quantity	Rate	Supply Type	Type	Total							
	Iready Magnetic Readers grades 3-5	1	\$2,398.27	Instructional Materials	Original	\$2,398.27						
	JJ Science Bootcamp -3 teachers grade 5	1	\$3,190.00	Instructional Materials	Original	\$3,190.00						
	Paper, Case	150	\$32.00	General Supplies	Original	\$4,800.00						
Online subscription	<table border="1"> <thead> <tr> <th data-bbox="426 643 1457 727">Item</th> <th data-bbox="1457 643 1604 727">Quantity</th> <th data-bbox="1604 643 1770 727">Rate</th> <th data-bbox="1770 643 1900 727">Type</th> <th data-bbox="1900 643 2024 727">Total</th> </tr> </thead> </table>		Item	Quantity	Rate	Type	Total					
Item	Quantity	Rate	Type	Total								
	IXL Secondary ELA, Math, Science site license to provide differentiated instructional online activities for approximately 150 students in sixth (6th) through twelfth (12th) grades		1	\$3,600.00	Original	\$3,600.00						
Social Service Facilitator	The Social Service Facilitator will support the needs of resiliency for students K-12 through one-on-one classroom support, small groups, classroom visits, progress monitoring for academics, behavioral referrals for comprehensive wrap around services, and the overall collaboration with School Counselors, co-located Therapist, School Behavioral Health Professionals, and parent and community stakeholders.											

Action Step: Professional Development

Ensure dedicated in-house ongoing professional support and outside-of-school access to teacher training opportunities.

Budget Total: \$119,145.00

Acct Description	Description																													
Teacher Collaboration	<table border="1"> <thead> <tr> <th data-bbox="457 175 1014 251">Item</th> <th data-bbox="1024 175 1161 251">Quantity</th> <th data-bbox="1171 175 1287 251">Rate</th> <th data-bbox="1297 175 1392 251">Days</th> <th data-bbox="1402 175 1497 251">Hours</th> <th data-bbox="1507 175 1623 251">Weeks</th> <th data-bbox="1633 175 1770 251">Certified</th> <th data-bbox="1780 175 1896 251">Type</th> <th colspan="2" data-bbox="1906 175 2011 251">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="457 267 1014 565">All content area teachers will collaborate and unpack best standards to prepare for the alignment of instruction, along with developing a pacing calendar to match units of instruction and alignment to root, causes an action step outlined in the SWP and PFEP</td> <td data-bbox="1024 267 1161 565">22</td> <td data-bbox="1171 267 1287 565">\$25.00</td> <td data-bbox="1297 267 1392 565">2</td> <td data-bbox="1402 267 1497 565">4</td> <td data-bbox="1507 267 1623 565">1</td> <td data-bbox="1633 267 1770 565">Certified</td> <td data-bbox="1780 267 1896 565">Original</td> <td colspan="2" data-bbox="1906 267 2011 565">\$4,400.00</td> </tr> </tbody> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total		All content area teachers will collaborate and unpack best standards to prepare for the alignment of instruction, along with developing a pacing calendar to match units of instruction and alignment to root, causes an action step outlined in the SWP and PFEP	22	\$25.00	2	4	1	Certified	Original	\$4,400.00	
Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total																						
All content area teachers will collaborate and unpack best standards to prepare for the alignment of instruction, along with developing a pacing calendar to match units of instruction and alignment to root, causes an action step outlined in the SWP and PFEP	22	\$25.00	2	4	1	Certified	Original	\$4,400.00																						
Single School Culture Coordinator	<p>The Single School Culture Coordinator (260 days) will work closely with administration and all teachers to provide support in aligning instruction through analysis of student performance on formative, summative, and diagnostic assessment and to drive school-based and classroom-based instructional decisions; using data to assist teachers in planning classroom instruction and grouping students to maximize learning; coordinating parent trainings to aid them in driving instructional improvement at home in all content areas; and observing classroom instruction, providing feedback, implementing an ongoing coaching model, providing teacher with individualized best-practice strategies and resources.</p>																													
Supplies	<table border="1"> <thead> <tr> <th data-bbox="457 959 1318 1068">Item</th> <th data-bbox="1329 959 1465 1068">Quantity</th> <th data-bbox="1476 959 1602 1068">Rate</th> <th data-bbox="1612 959 1791 1068">Supply Type</th> <th data-bbox="1801 959 1927 1068">Type</th> <th colspan="2" data-bbox="1938 959 2020 1068">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="457 1084 1318 1182">Ink cartridges for data reports and professional development sessions</td> <td data-bbox="1329 1084 1465 1182">8</td> <td data-bbox="1476 1084 1602 1182">\$120.00</td> <td data-bbox="1612 1084 1791 1182">Technology</td> <td data-bbox="1801 1084 1927 1182">Original</td> <td colspan="2" data-bbox="1938 1084 2020 1182">\$960.00</td> </tr> </tbody> </table>										Item	Quantity	Rate	Supply Type	Type	Total		Ink cartridges for data reports and professional development sessions	8	\$120.00	Technology	Original	\$960.00							
Item	Quantity	Rate	Supply Type	Type	Total																									
Ink cartridges for data reports and professional development sessions	8	\$120.00	Technology	Original	\$960.00																									

Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

Budget Total: \$26,717.00

Acct Description	Description								
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified staff to host parent data meetings by quarter or trimester to address strengths and deficiencies in core content areas	8	\$25.00	2	1	1	Certified	Original	\$400.00
Social Service Facilitator	The Social Service Facilitator will support the resiliency education needs of students K-12 by connecting families to community based organizations and other school based services (behavioral referrals for comprehensive wrap around services, and the overall collaboration with School Counselors, co-located Therapist, School Behavioral Health Professionals) to assist in removing barriers to improve academic success of their child.								
Out-of-system Subs for Parent Conferences	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Substitutes Days to cover classes for third (3rd) grade parent conference- grade level and promotion requirements, good cause, will be discussed and parents will have an opportunity to have one on one conferencing about their students individual progress	4	\$16.00	1	7	1	Non-Certified	Original	\$448.00
Childcare	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Non-Certified staff to host childcare for parents attending parent trainings	2	\$27.00	2	1	1	Non-Certified	Original	\$106.00

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Ink cartridges for printing parent training materials	4	\$125.00	Technology	Original	\$500.00

Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

1. Mission Statement

The Parent & Family Engagement Mission of Village Academy is to enhance parental involvement and increase the resources for parents in order to empower families to support their children's academic endeavors through providing parent trainings, workshops and initiatives throughout the school year and beyond.

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
LaToya Dixon	Principal
Tamica Williams	Assistant Principal
Jimmy Rojas	Assistant Principal
Brenda Civitello	Single School Culture Coordinator
Villardia Shepherd	ELL Coordinator
Sara Selznick	Community Member/ SAC Member
Crystal Liberia	Single School Culture Coordinator
Montre Bennett	Parent
Anthony Ankapong	Parent

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

Some key personnel selected to be in the PFEP group have a key role in school-wide curriculum implementation, monitoring and parental involvement. Other members selected were invited to volunteer. The community member & SAC member is the co-founder of Thrive Collective (a community asset development firm that supports capacity building efforts of residents, grassroots non-profits, and small businesses, entrepreneurs and grassroots nonprofits in capacity building and resource development, specifically in marginalized communities and communities of color.). Parents and community members will be invited to participate through a Parent Link call out, invitation flyers, school website with students. Regarding the School Advisory Council, the procedures for electing staff, community and student representatives as per the SAC Bylaws will be followed and nominations and voting will be conducted in a public meeting. All discussions regarding selecting of group members will be documented in the minutes recorded during the meeting.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

Stakeholders will offer their input during the Parent and Family Engagement Plan meeting during PFEP trainings, and in SAC meetings. The meeting dates for SAC are as follows (4th Wednesday of each month at 6:00 p.m.): 8/22/24, 8/28/24, 9/25/24, 10/23/24, 11/20/24, 1/22/25, 2/26/25, 3/19/25, 4/23/25. During the meetings parents will be presented with the titles, descriptions and prior year's attendance for each of the main events identified in our PFEP and parents will also be made aware of the other supporting events that take place throughout the year. Parents will have the opportunity to provide feedback regarding the PFEP events/trainings and are asked for input and changes OR to continue the same events for the next school year. Additionally, in our PFEP meeting we reviewed feedback from parent evaluations, notes taken from meetings & parent surveys. Minutes from the Input Meeting will be recorded and the Parent Input checklist will be used to ensure all topics are addressed. The input from stakeholders will be documented in a variety of ways such as: minutes from meetings, parent training surveys, informal meetings, notes on poster paper etc.... The feedback will be kept for communication records in a binder managed by the Social Services Facilitator. The leadership team will generate notes regarding the CNA during Leadership Meetings and those notes will serve as additional evidence. Separate staff, parent, and leadership CNA development meetings will be held.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

The Title I (PFEP) Parent and Family Engagement Funds will be used to pay for supplies that will be utilized by parents/school families during parent trainings. Parents received the opportunity to provide input regarding how the funds should be spent during the meeting and were given examples of acceptable ways to spend the funds. Parents in attendance expressed that the current ways the funds were being spent were acceptable to them. Funds are being used for SSF, parent training supplies- ink and cartridges, childcare, parent support by staff, Sub for Parent-Teacher conferences ,etc. Any adjustments will be communicated to the Title 1 Specialist.

Name	Title
LaToya Dixon	Principal
Tamica Williams	Assistant Principal
Jimmy Rojas	Assistant Principal
Brenda Civitello	Single School Culture Coordinator
Crystal Liberia	Single School Culture Coordinator

Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

1. What is the actual date, time and location of the Annual Meeting?

The Annual Meeting will be held in September 26, 2024 at 5:30 p.m. in the media center.

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

Parents teachers and the community members will be notified of the annual meeting for village Academy families through a number of methods. The meeting date will be displayed on the school marquee . One Voice will be used for the call out and will include text and email notification. Additionally, an announcement will be posted on the school web page, invitations will be sent home during seventh hour class (7th period class or P7) for students in grades 6- 12 and for PK-5 students, their homeroom teacher will provide them with the invitation.

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

The resources that will be prepared for the annual title one meeting are as follows: a PowerPoint to include topics that must be presented to the SAC and school community such as: ESSA Section 1114(b)(6); Explanation of the CNA; School Wide Data; Parent's Rights to Know; PFEP; Compact; ESSA grade; School Grade Analysis. Customization of Annual Meeting resources from Title I S harepoint site will be done.

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Parent Communication 101

- What specific strategy, skill or program will staff learn to implement with families?

Teachers will share what systems are being used for communicating with parents. Department leaders will share initiatives for connecting with families such as: How to use the SIS system to push progress reports and how to use the Parent Link system to send mass emails to their rostered students.

- What is the expected impact of this training on family engagement?

The expected impact of this training is to improve the involvement of parents in their child's education by increasing communication regarding academic progress, class projects and initiatives.

- What will teachers submit as evidence of implementation?

Sample parent link communication reports

- Month of Training

August 2024

- Responsible Person(s)

Tamica Williams, LaToya Dixon, Jimmy Rojas

2. Reflection/Evaluation of Training #1

- Name and Brief Description

Parent Communication 101

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Parent data chats

- What specific strategy, skill or program will staff learn to implement with families?

Teachers will be able to share student performance data with parents in order to involve parents in academic goal planning

- What is the expected impact of this training on family engagement?

Parents will learn how to use SIS to view student data and will be more involved in setting academic goals for their child(ren)

- What will teachers submit as evidence of implementation?

Parent Link messages to families, notes

- Month of Training

October 2024

- Responsible Person(s)

TBD

4. Reflection/Evaluation of Training #2

- Name and Brief Description

Parent data chats

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

1. Parent and Family Capacity Building Training #1

- Name of Training

STEM Night

- What specific strategy, skill or program will parents learn to implement with their children at home?

To support student learning parents will be able to participate with their child in 20 tables of science , technology, and math based inquiry activities such as Lego robotics, making slime, investigating insects, and learning about the human body. The intent is to involve parents in science based activities to promote participation in learning science and technology.

- Describe the interactive hands-on component of the training.

Parents will participate in grade-level-appropriate hands on inquiry based activity such as lego robotics, view constellations, SFSCA will provide 20 tables of science ,technology, and math based inquiry activities for parents to participate with their children. The intent is to involve parents in science based activities to promote participation in learning science and technology.

- What is the expected impact of this training on student achievement?

As a result of this training the culture of STEM at Village Academy will be strengthened significantly and we are will find more ways to have students showcase their work, accomplishments and discoveries through events such as this. Parents will be able to recreate some of the activities to practice the inquiry process with their children and students will be more engaged in STEM learning and have a growing interest in taking STEM courses.

- Date of Training

October 2024

- Responsible Person(s)

Tamica Williams, LaToya Dixon, Jimmy Rojas, Brenda Civitello

- Resources and Materials

Supplies, notebooks etc...raffle prizes

- Amount (e.g. \$10.00)

0

3. Parent and Family Capacity Building Training #2

- Name of Training

FAST Night

- What specific strategy, skill or program will parents learn to implement with their children at home?

FAST Night (Florida Assessment of Student Thinking) will be a parent training with the objective of familiarizing parents with what the FL FAST test will look like, how to access the platform and how to help their child prepare for the assessment.

- Describe the interactive hands-on component of the training.

This training will provide an opportunity to navigate a practice test and observe the level of difficulty required to navigate and answer the questions. Students will also access their FL FAST portal through SIS and discuss their scores with parents. Teachers will circulate to assist with questions. Parents will be shown study tools such as Khan Academy, PAPER and CPALMS.

- What is the expected impact of this training on student achievement?

The expected impact on student achievement is that parents will in turn increase the monitoring of their child's assignments and grades and students will access the study tools such as Khan Academy and other learning tools provided by the District in order to increase their learning gains and reach their growth goals. The training will also include aspects of the use of iReady, Reading Plus, Khan Academy, Sample problems and test taking strategies to support parents in preparing their children for the Progress Monitoring assessments. We will also show parents the Florida Fast Portal, practice tests, and model how to navigate the portal.

- Date of Training

January 2025

- Responsible Person(s)

Tamica Williams, LaToya Dixon, Jimmy Rojas, Brenda Civitello

- Resources and Materials

Supplies, raffles, prizes

- Amount (e.g. \$10.00)

0

5. Parent and Family Capacity Building Training #3

- Name of Training

Summer Stride Night

- What specific strategy, skill or program will parents learn to implement with their children at home?

Engagement strategies for summer enrichment such as apps from Learning Tools, Reading Programs, Math programs and programs/organizations from the City of Delray. Summer acceleration opportunities will be shared and parents will make a Summer Learning Plan for their child.

- Describe the interactive hands-on component of the training.

Families will be provided with helpful information from guest speakers from the Library, City, ACCF and more. Parents will create a Summer Learning Plan with the assistance of staff.

- What is the expected impact of this training on student achievement?

Parents will be able to navigate District resources to plan for summer academic support and also use the City of Delray resources, and make a Summer Learning Plan

- Date of Training

March 2025

- Responsible Person(s)

LaToya Dixon; Brenda Civitello; Jimmy Rojas; Tamica Williams

- Resources and Materials

Supplies, notebooks etc...raffle prizes

- Amount (e.g. \$10.00)

0

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

Safe Schools

- Describe how agency/organization supports families.

The Department of Safe Schools works with Village Academy to provide much needed resources for McKinney Vento families that are experiencing homelessness. The McKinney Vento contact provides parents with handouts, school uniforms, tri-rail and bus passes, food items, school supplies and more. .

- Based on the description list the documentation you will provide to showcase this partnership.

The evidence that will be gathered to show partnership with Safe Schools is as follows: Resident Housing Questionnaire, handouts for parents, email communications with the Safe School representative.

- Frequency

Annually

2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

The Achievement Center

- Describe how agency/organization supports families.

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 families. The programs are designed to meet a child's academic, social, emotional and physical needs. Achievement Centers offers toddler, preschool, afterschool, teen, adult and family programs. The ACCF offers Parent Connect: Monthly parent meeting/workshops (at all of our sites) in collaboration with the Family Strengthening department and Families First clinicians on various subjects. Parent Advisory Council: Caregivers from all of our programs have the opportunity to participate in the this council to assist the organization with programmatic initiatives, volunteer for special events and give feedback. ACCF hosts a Thanksgiving Family Dinner night, Holiday Show, Black History Program, and Summer Showcase for parents.

- Based on the description list the documentation you will provide to showcase this partnership.

Village Academy hosts the Achievement Center on site (2 offices) and offers the largest after school program in Delray Beach . Evidence of this is in the partnership agreement. Evidence that will be provided to showcase the partnership are emails, flyers distributed to our school and school community.

- Frequency

As needed

3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

Literacy Coalition

- Describe how agency/organization supports families.

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. Visit Village Readers for Palm Beach County Literacy Coalition for more information.

- Based on the description list the documentation you will provide to showcase this partnership.

There is a partnership agreement between the Literacy Coalition and Village Academy. There are also photos and other documentation of the participation of Village families.

- Frequency

As Needed

Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

The Title I Annual Meeting will be held where parents/families will receive information regarding what it means to be a Title I School, what Title I Funds are used to pay for at Village and why it is important to use Title I funds to provide training to families so they may help students reach their full socio-academic potential. The information will be shared through sending home a flyer, Parent Link, text message, announcements, the school marquee and the dates will be posted on our website. (Information will be shared in all appropriate languages).

- List evidence that you will upload based on your description.

The information will be documented through minutes that will be recorded by the SAC secretary, Chair or Social Services Facilitator. We will also upload flyers, evidence of announcements and take pictures and post them on social media following the events.

- Description

In order to inform parents about the curriculum the following will be done at Village Academy: Principal will share data patterns, trends and academic goals with school families during SAC & other events as appropriate FAST Night will be held to share information regarding the tests and requirements Breakout sessions during other scheduled events (Literacy Night, STEM Night) where parents will receive instruction on strategies that can be used to support their child(ren). Throughout the year call outs will be done to inform parents to expect progress reports and report cards. During parent conferences parents will be provided data from student assessments. (Information will be shared in all appropriate languages).

- List evidence that you will upload based on your description.

The information will be documented through agendas, flyers, minutes, presentations. Regarding events, we will post to social media post on our school's website.

- Description

In order to inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards Village will use the One-Voice call out system to inform parents of upcoming testing and when results are received for Diagnostics. Instructions will be shared with families on how to access summative and formative data in SIS. As the date of PM1, PM2, PM3 draws near FAST Night will be held to share information regarding the tests and requirements. Informative sessions will be held during other scheduled events (3rd Grade Parent Night, STEM Night) where parents will receive instruction on strategies that can be used to support their child(ren). During parent conferences parents will be provided data from student assessments. (Information will be shared in all appropriate languages).

- List evidence that you will upload based on your description.

Parent Link messages/emails; evidence of announcements; presentation materials

- Description

During the School Advisory Council meetings parents and the school community will receive information regarding the time/topic/location of meetings where they will be provided the opportunity for input, feedback and discussion. A CLF will be present at most events, or a bi-lingual staff volunteer to assist with translation. Teachers will use Google Classroom to share important documents and events. Teachers will also use SIS to push bi-weekly progress reports to keep parents informed and involved. The school webpage will be used continually to highlight important information for families.

- List evidence that you will upload based on your description.

The minutes from meetings will be recorded and kept on file along with other documentation such as agendas, sign-in sheets, minutes and handouts from the meetings.

- Description

Village Academy will offer meetings on various days of the week and will offer childcare for 1 of the 3 Parent Trainings as the others account for the participation of children. Child care will be provided for SAC meetings as well when requested and a parent sign in sheet for any childcare will be used. Home visits will continue to be conducted by Social Services Facilitator as needed and will be documented with a District conference form. (Information will be shared in all appropriate languages).

- List evidence that you will upload based on your description.

Any child care, transportation or home visits will be documented by sign in sheets and noted in the minutes or on the agendas provided for each event. Other parent meetings will be documented on Conference Notes and placed in the child's file.

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency
2. Parents and families with disabilities
3. Families engaged in migratory work
4. Families experiencing homelessness

- **Description**

Village Academy will provide consistent child care and translation services at every SAC Meeting. The District School Newsletter (in Spanish) will be forwarded to Spanish speaking families, and parents will be directed to where to find the District created newsletter in other available languages. Each opportunity to identify and address translated documents will be utilized during every SAC and Other communication will continue to be translated into Spanish and Creole and parents will be asked for feedback during SAC and other events to gather input regarding trainings that parents would consider beneficial. All language facilitators will be provided the meeting schedule for SAC meetings and the dates for parent trainings so they can attend as many as possible. There will be two ELL Parent Meetings held annually (1 per semester). There will also be an ELL Student Academy where the ELL Coordinator and resource teachers will review test taking strategies with students.

- **List evidence that you will upload based on your description.**

The evidences will include conference notes where a CLF translated a parent meeting/phone call; copies of documents that were translated in other languages and provided to parents. Copy of Parent Link Creole and Spanish translated emails and texts. Invitations, agenda and signs for ELL Parent Night(s) and ELL Student Academy.

- **Description**

Parents and families with disabilities may request support needed during SAC, school events, visiting the main office, during parent meetings and at any time. Our parent liaison, Assistant Principal and other Village staff can assist parents that inquire about support for families with disabilities. Village Academy meeting spaces are wheelchair accessible and any parent may come to school and be provided with information in a one on one meeting with our Social Services Facilitator where information can be shared verbally for vision impaired persons and hard copies of all meeting information (kept in a binder) can be copied and shared with families. Regular parent meetings for IEP's and student check ins will take place and will include a core content teacher, ESE Resource and any other relevant staff in the decision making process.

- **List evidence that you will upload based on your description.**

Conference notes, meeting invitations, comments logs and documentation from the ESE Coordinator.

- Description

Any families identified as migrant families will be connected with the Migrant Education Department and provided with resources as outlined and designated by the Migrant Department within Federal and State Programs. Parents will be placed in contact with the Lantana/East Area Office and will be provided the brochure from the Migrant Education Department which has program service areas, annual events, special projects, monthly events and phone numbers for personnel in the Migrant Department. Additionally the Migrant brochure and information will be shared with SAC and Village's Elementary and Secondary offices. Migrant families will be encouraged to participate in events & programs. When migrant families are in need of translation they can make requests to the office for assistance and the Social Services Facilitator will address informational, health, clothing or food services needs. Accommodations for home visits can be made as requested by families.

- List evidence that you will upload based on your description.

SIS Migrant Report, anecdotal notes for any migrant students we may have enrolled, and comments log from SIS.

- Description

Any families identified as experiencing homelessness will be connected with the school assigned Safe Schools representative/ Homeless Liaison for the McKinney Vento Act and will be provided with resources as outlined and designated by Safe Schools. Teachers of students will be informed, students will be monitored and assessments will be made regarding their needs. Any resources that the school can provide such as food, clothing and or transportation will given to the family. Information regarding homelessness will be will be shared with SAC and school families that attend trainings and functions. The guidance department will coordinate with parents/guardians of homeless students to participate in school events. The school will gather information via the student housing questionnaire (form 2479) and will confer with Safe School personnel. Evidences that can be gathered are emails to & from our Safe School personnel regarding support requested or follow up regarding students.

- List evidence that you will upload based on your description.

Evidences that can be gathered are emails to & from our Safe School personnel regarding support requested or follow up regarding students. Pictures can also be taken of the resources provided to homeless families.

Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

1. Activity #1

- Name of Activity

Bound For College, College Tours

- Brief Description

Bound For College provides college readiness resources to motivated, underprivileged students, assisting them in their quest to reach their full potential. Village Academy students benefit from free ACT/SAT tutoring, enrichment workshops and college tours.

2. Activity #2

- Name of Activity

3rd Grade Parent Night

- Brief Description

Parents will receive information regarding 3rd grade retention requirements, how to help their child practice reading and writing, what parents need to do if their child is a level 1 reader.

3. Activity #3

- Name of Activity

ELL Parent Night

- Brief Description

ELL Parent Night will be held each semester. Parents will receive information on test taking strategies, parent engagement and hands on resources, summer school information, AVID strategies, Delray Housing will provide information and prizes will be awarded

Building Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

1. Building Students' Non-Academic Skills

Village Academy facilitates the building of students' non-academic skills in the following ways: -School Behavioral Health Professional- Our in house School Behavioral Health Professional meets with students who will receive support for social needs, behavioral needs, mediation, self-esteem and more. An example topic for a group session would be "Social Media & How it Can Help or Harm". Students meet as a lunch group, have phone conferences outside of school and also have one on one sessions during their elective periods. - Care Giving Youth Program- This program is offered to students who provide some degree of care for family members or relatives that may be hospitalized or have chronic illnesses. The program provides group dialogue for students and also arranges for field trips outside of school to provide reprieve to students who may be overwhelmed. The program can also assist with respite services for families. - Partnership with After school care program (Achievement Center for Children and Families)- The Achievement Center for Children and Families partners closely with Village and offers extended child care until 7pm which provides homework help, parenting classes, snack, and a supper program. The Achievement Center provides childcare during holiday breaks to support our hard working parents, and also has a summer learning/camp experience. - Mentoring Program- The KOPMN Mentoring Network connects our young men with mentors and also provide opportunities such as the Crime Prevention Conference, Florida Memorial College Aviation Tour, Delray Dental Day and even hosts/organizes our popular event (covered by District Media) "100 Men Welcome Back" on the first day of school. - Social Service Facilitator- Our Social Services Facilitator provides support to students and families by: meeting with students to check in and monitoring progress, communicating regarding needs of students, checks on attendance, behavior and creates bridges to parental engagement. -Co-located Mental Health Therapist- Village Academy has an onsite co-located therapist who works with the guidance team to provide therapy services to students in need of support. - Mental Health services- Our guidance department supports students academic and emotional needs by providing one on one counseling, parent conferences and connects our families with organizations such as the Chrysalis Center which can provide counseling for depression, anger management and a variety of needs. -Resiliency, Character Education and Mental Health Awareness Learning is offered to students through a series of trainings where topics are covered through the Suite 360 platform. For 8 weeks once per week students engage in the lessons. Lessons include topics such as mental health conditions, resources for students, coping strategies, how to help others, suicide awareness, substance misuse and human child trafficking prevention. -Schoolwide positive behavior is addressed through a reward system and by using weekly lessons addressing themes such as responsibility, respect for others and staying safe. -Vocational Rehab- Provides high school ESE students with supports and connects qualifying ESE Seniors with financial support for college. -Graduation Coach- Village Academy now has a District provided graduation coach who works with guidance to organize college fairs, volunteer opportunities, mentoring opportunities and support for those at risk for not meeting graduation requirements. - Students are provided extra curricular opportunities through outreach clubs and partnerships with surrounding agencies. Students have the opportunity to make lasting connections by participating in Club Rush Day, where students can join clubs/initiatives such as, Milers Club, Chorus, Caregiving Youth, French Club, Women of Tomorrow, STEM Club, The Center for Love and Justice and more. - Sweet 360 is being replaced by a new platform that integrates Skills for Learning and Life (SLL) and this skills help students with their coping skills. - Healthy and good study habits are promoted at Village Academy through after school programming, tutorials, milers club (walking activities), basketball club etc. Teachers do one on one ELO for students who need further help on academics.

SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

1. SBT/MTSS Implementation

All students receive core instruction (Tier 1) daily in the classrooms. By design, students will have the opportunity to work in small groups daily during instruction. Students who struggle academically and behaviorally may be referred to the School Based Team (SBT) for further intervention. At that time, the team meets to discuss deficiencies in performance data and identify interventions that can be utilized for success. These Tier 2 interventions include behavior contracts, additional instructional time (outside of the reading and math block) provided by the the teacher or additional support personnel. The team reconvenes in 6-8 weeks to determine if the goal has been met. If the goal is not been met, the student moves to Tier 3. Tier 3 interventions include Tier 2 plus additional support from the academic coach, SAI Teacher or academic tutor. To implement tiered supports (1, 2, and 3) students are identified through (the use of available data), the leadership team meets, the team decides appropriate program of interventions for the students, the teachers implements the intervention with the students and record progress. The parents are informed of the steps being taken and request them to follow through at home (home -school connection/support).

Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

**The term “well-rounded education” means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

1. Well-Rounded Education

Village Academy has a growing selection of electives. Students can take French which broadly supports our large Haitian American student population. Our K-12 programming is as follows: - K-5 Digital Citizenship with a focus on Project Based Learning; Pre-IT - Middle school coursework offers: Info & Communication Tech, Digital Discoveries and Computer Fundamentals. - High school students are offered an Applied Technology Program where they learn Adobe Technology. Students learn career planning and financial literacy through social studies course offerings. - Guidance counselors use Xello (from The Future of Work Florida), to provide students access to a comprehensive program that enables them to explore in-demand careers and the incredible advancement opportunities available to them when they enter a Career and Technical Education program. At Village we strive to develop students skills for college and career readiness as an Advancement via Individual Determination (AVID) School and for our students to develop 21st Century skills. Students can enjoy a variety of after-school clubs such as Miler's club (running), STEM Club, Women of Tomorrow, and French & Recycling Club and much more. Village Academy ensures students in all three levels participate in field trips that provide enriching experiences. There are a number of guest speakers that visit Village Academy to encourage students to further their academic careers such as representatives from FIU, Healthier Delray, AVID Guest Speakers and more. Village Academy has been assigned an embedded PBSC advisor to assist with guiding students toward dual enrollment and supporting dually enrolled students. _ The Village Academy follows district academic programs, Scope and Sequence and Standard Based Instruction as well as Assessment Blue Prints. For students in need remediations, tutorials are made available.

Post-Secondary Opportunities and Workforce Readiness

How do you build students’ awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;

- Career and technical courses;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

Village Academy embeds AVID strategies within the instructional programming for K-12. Students begin learning organizational skills as early as Kindergarten and our AVID culture can be seen throughout the school and within the curriculum. To further build upon our college-going mindset students have consistent presentations from local colleges, attend an annual college fairs, visits local colleges, / universities and 100% of our seniors apply to and are accepted to at least 1 college. Students receive one-on-one financial aid sessions with a financial aid advisor, organized by our in-house guidance counselor. Our guidance team takes students to college fairs and our Bound for College Sponsors take our participating Bound for College students on annual college tours. Proudly, Village has boasted a 100% graduation rate between 97-100% for the last several years, which is a testament to how our Small School Continuum works to support students in need of an individualized experience. Village Academy currently offers AP Government, Pre-AICE, AICE US, AICE General Papers, AICE Language, Pre-IT, Applied Technology, and Digital Citizenship (at the elementary level). Village supports students in reaching their goals of dual enrollment with ACT/SAT tutoring. Bound for College and Take Stock in Children currently partner with many students to support and enrich their educational experience at Village. Take Stock in Children has provided numerous four year scholarships to our students (UF, FIU) while Bound for College has helped students obtain full scholarships to schools such as FAU.

Transition From Early Childhood to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergartners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K

Kindergarten readiness strategies

- Collaboration with local preschools to develop readiness skills

Secondary Schools: Click on the Exemption button above if this is not applicable to you.

1. Transition to Elementary School

Village Academy participates in Kindergarten Kickoff (Round Up) in the Spring where parents receive training on Kindergarten Readiness, strategies that can be used to prepare students for Kindergarten and are provided with Kindergarten Readiness Kits and registration information. Village Academy has the largest VPK Program in Palm Beach County and has a current enrollment of 147 students. Our Early Childhood teachers participate in vertical planning sessions with Kindergarten teachers to align and strengthen instruction. Our Head Start Department provides STEM Learning Experiences to our students (through a previous grant from PNC Bank). The Headstart Department added a STEM lab in 2018 purchased with grant funds from PNC bank. We are always striving to enrich and enhance our students learning experiences! Village students can look forward to a Summer Learning Program provided by our Head Start Department.

Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

1. Professional Development

Teachers participate in Common Planning and Professional Learning Communities (PLC) sessions lead by our department and team leaders with administrative support. Our Instructional Leadership Team is supported by District Specialists who also support students in small group instruction and teachers. Our teachers are supported by two Single School Culture Coordinators (SSCC) who provide on site on time professional development that impacts student achievement daily. Our Marzano Liaison supports teachers in the development of their Professional Growth Plans and the administrative team monitors the steps taken toward professional growth as evidenced by the implementation of our District wide Palm Beach Model of Instruction. Our new teachers are partnered with mentors and are a part of the Educator Support Program (ESP) where they receive the opportunity to observe other teachers, problem-solve together, and develop skills for new teachers. Teachers also receive District support as arranged by our administrative team that organizes meetings with District Specialists and Resource Teachers. Teacher Leaders are encouraged to attend professional development and through Department Meetings implement the training with department members.

Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as

tutoring

1. Recruitment and Retention

Village Academy makes every effort to attract and maintain certified teachers. Administrators and lead teachers attend Job Fairs, communicate regularly with the Department of Recruitment and Retention and the Human Resources Department. Village advertises via PeopleSoft, community partners, word of mouth and more recently Facebook. At Village we strive to employ a diverse staff with a variety of strengths. Village has a number of teachers that have been with the school since its opening. We receive frequent student interns from Palm Beach State and FAU and maintain relationships that will become permanent in the future. We also seek high quality substitutes that with support can become fully certified and committed teachers for Village Academy. At Village we are open to employing professionals transitioning to a teaching career and recognize the value of that experience for our student body. Village Academy administrators attend Job Fairs organized by the District to recruit qualified personnel to fill vacancies. To retain teachers, Village Academy endeavors to provide the following: Orientation, ESP Programs, Mentoring/Peer Teacher Teaching Team with Team Leaders, Collaborative Planning, Department Chairs Coaching Support, Wellness Program, Monthly Professional Development Day, and practices Open Door Policy. Moreover, the school connects staff to more district programs such as EAP.