
Title I Comprehensive Schoolwide Plan
Village Academy (2811)

Title I Comprehensive Schoolwide Plan - Village Academy (2811)

#ELA	2019	2020	2021	2022	2023 (Expected Outcomes)
Gains	45	50	54	45	1

1. According to data, what are your top priorities? Include needs assessment statements.

Village Academy's grades 3-10 ELA Performance is predicted to be 32% which is 6% improvement from FY 21. 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 for your top priorities.

Regarding the areas of improvement in the Reporting Category of The Integration of Knowledge and Ideas, it is noted that students lack endurance when reading multiple passages. Text complexity is problematic for students as they struggle with the DOK level 3 questions. Regarding Key Ideas and Details, students need additional practice identifying evidence and challenges with vocabulary hinders students comprehension. Additionally due to the design of Village Academy, teachers in grades 6-12 do not have a same subject team to plan with which poses a challenge for conducting PLC's that are relevant to each teacher and content specific. Instructional 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.

Possible solutions to address the root causes are as follows: In PLC's, teachers will meet to plan for The Integration of Knowledge and Ideas; Teachers will select content/ activities that examine multiple texts and diverse media. Teachers will use historical documents and videos; Poetry and audio recording; Drama and video. Concerning building endurance, teachers will give students timed practice and will use graphic organizers to improve comprehension of text. Regarding Key Ideas and Details, 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.

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

Communication	Parent Training	Staff Training (Related to Parent Engagement)	Accessibility (Accommodations for Parents with Special Needs)
<p>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.</p>	<p>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. .</p>	<p>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).</p>	<p>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.</p>

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

School	Students	Parents
<p>In the Parent Compact the FY 23 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.</p>	<p>Reading Every Night will 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.</p>	<p>Checking homework for all grade levels will be added to the Parent Responsibility section of the School Parent Compact.</p>

#Math	2019	2020	2021	2022	2023 (Expected Outcomes)
Gains	42	51	44	52	1

1. According to data, what are your top priorities? Include needs assessment statements.

The FY 22 predicted school wide proficiency for math is 21%, which is a 10% increase from FY 21 but still lower than 39% in FY 20. The Winter Diagnostic predicted proficiencies by grade level are as follows: 3rd-29%; 4th- 34%, 5th-18%, 6th- 15%, 7th- 12%, 8th-20%, Algebra 27%, Geometry 9%

2. List the root causes for the needs assessment statements for your top priorities.

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. 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. 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 undefined?

Communication	Parent Training	Staff Training (Related to Parent Engagement)	Accessibility (Accommodations for Parents with Special Needs)
<p>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 may need to be purchased.</p>	<p>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. .</p>	<p>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).</p>	<p>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</p>

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

School	Students	Parents
<p>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</p>	<p>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.</p>	<p>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.</p>

#Science	2019	2020	2021	2022	2023 (Expected Outcomes)
Achievement	36	28	35	26	1

1. According to data, what are your top priorities? Include needs assessment statements.

The School wide proficiency levels for science is predicted to be 35% according to Winter Diagnostic data from the Diagnostic Dashboard. Biology has shown remarkable improvement from 45% to a predicted 72%. However, 5th grade Winter Diagnostic shows 5th-11% predicted proficiency and 8th- 24%. Fifth grade, 8th and Bio have a combined average of 35.6% predicted proficiency.

2. List the root causes for the needs assessment statements for your top priorities.

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. 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 undefined?

Communication	Parent Training	Staff Training (Related to Parent Engagement)	Accessibility (Accommodations for Parents with Special Needs)
<p>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.</p>	<p>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. .</p>	<p>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).</p>	<p>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 (Nearpod, SLSO, Kami, etc.)</p>

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

School	Students	Parents
<p>In the Parent Compact the FY 22 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.</p>	<p>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.</p>	<p>Checking homework for all grade levels will be added to the Parent Responsibility section of the School Parent Compact.</p>

#SocialStudies	2019	2020	2021	2022	2023 (Expected Outcomes)
Achievement	53	52	45	58	1

1. According to data, what are your top priorities? Include needs assessment statements.

For Civics the FY 22 Winter Diag predicted proficiency is 21.4% , which is lower than the FY21 Civics score of 37%. For US History the Midterm average was 49% and the USA's in Unify show the following performance: U1- 67%, U2-90%, U3-56%, U4-73%, which collectively average to a 71%. The Civics and U.S. History average based on predicted level 3's is = 45% This is a potential decrease of 15% from the FY 21 combined average performance (school wide) of 60%.

2. List the root causes for the needs assessment statements for your top priorities.

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 undefined?

Communication	Parent Training	Staff Training (Related to Parent Engagement)	Accessibility (Accommodations for Parents with Special Needs)
<p>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.</p>	<p>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. .</p>	<p>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).</p>	<p>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.</p>

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

School	Students	Parents
<p>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.</p>	<p>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.</p>	<p>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.</p>

#Acceleration	2019	2020	2021	2022	2023 (Expected Outcomes)
Achievement	6	29	37	N/A	1

1. According to data, what are your top priorities? Include needs assessment statements.

The categories for Village Academy Acceleration have both increased and decreased as predicted by the following: FY 21 High School Acceleration is 50% and Middle School Acceleration is at 67%; Currently, 75% of our 12th graders have accelerated success (EDW-RJOOY0642). Our goal is to improve upon the most recent acceleration from FY 21 which was: High School 50% and Middle School 67% (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 and also are scheduled into rigorous coursework and or a course where they have the opportunity to earn an industry certification. With only 1 AICE course on the Master schedule at a time, any changes to those courses greatly impact the acceleration. Selecting the accelerated courses that are both a good fit for students, the current faculty certification and that fit well into the Masterboard is ongoing challenge with acceleration.

2. List the root causes for the needs assessment statements for your top priorities.

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 one AICE course. 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 and Pre-Calc for students in order to provide the opportunity for students to take an advanced coursework.

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 an additional AICE course (such as Global Perspectives or AICE Lang). Offering an additional AICE course 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 undefined?

Communication	Parent Training	Staff Training (Related to Parent Engagement)	Accessibility (Accommodations for Parents with Special Needs)
<p>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.</p>	<p>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. .</p>	<p>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).</p>	<p>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.</p>

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

School	Students	Parents
<p>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.</p>	<p>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.</p>	<p>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.</p>

#Graduation

Explain how this area of focus is being addressed elsewhere:

Not applicable.

Action Step	Professional Development	Budget Total: \$152,138.90								
Acct										
Description	Description									
Single School Culture Coordinator	The single school culture coordinator 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.									
Teacher Collaboration	Item				Teachers	Days	Hours	Weeks	Rate	Total
	All core content Teachers, K-12, to collaborate to unpack BEST standards and devise a first semester pacing calendar and responsive instructional plans during July and/or August 2022.outside of contracted hours.				25	2	4	1	\$25.00	\$5,000.00
Travel out-of-county	Item						Quantity	Cost	Total	
	AVID Summer Institute, June 2023, Orlando, Florida. Instructional team leaders, selected new teachers, and principal will attend AVID Summer Institute 2023 to learn how to implement updated AVID methodologies and strategies that help all students become college and career ready. (Per Attendee Cost is \$1,940.00, as follows: Registration - \$875.00, Transportation: \$300.00, Lodging: \$675.00, Per Diem: \$90)						8	\$1,940.00	\$15,520.00	
	Building Expertise Conference, June 2023, Orlando, Florida. Instructional team leaders, selected new teachers, and principal will attend Building Expertise Conference 2023 to learn how implement and refine classroom instructional best practices such as differentiated instruction delivery; attendees will redeliver trainings to staff in FY24. (Per Attendee Cost is \$1,618.00, as follows: Registration - \$780.00, Transportation: \$160.00, Lodging: \$600.00, Per Diem: \$78)						8	\$1,618.00	\$12,944.00	

Supplies	Item	Quantity	Cost	Total
	Chart Paper (4/pack)	30	\$28.00	\$840.00
	Do I Really Have to Teach Reading Book by Cris Tovani (PLC Book Study)	25	\$31.33	\$783.25
	Rough Draft Math book by Amanda Jansen (PLC Book Study)	25	\$26.95	\$673.75
	Live Your Excellence book by Jimmy Casas (Staffwide Book study)	50	\$26.95	\$1,347.5
	Book Shipping	1	\$294.5	\$294.5

Out-of-system PD Subs	Subs for 17 teachers of grades K -5 in November/December 2022 to allow teachers to participate in collaborative planning for ELA, Math, Project-Based Learning, common planning, and disaggregation of data for development of instructional Focus Calendars (17 subs x \$104.00 = \$1,768.00); Subs for 8 teachers of grades 6 -8 in November/December 2022 to allow teachers to participate in collaborative planning for ELA, Math, Project-Based Learning, common planning, and disaggregation of data for development of instructional Focus Calendars (8 subs x \$112.00 = \$896.00); Subs for 4 teachers of grades 9 -12 in November/December 2022 to allow teachers to participate in collaborative planning by content areas of ELA , Math , Science /AVID (4 subs x \$112.00 = \$448.00)
-----------------------	--

Action Step	Parent Engagement	Budget Total: \$29,698.97
Acct Description Description		
Social Service Facilitator	The social service facilitator will support the needs of social emotional learning 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, parent and community stakeholders.	
Parent Support by School Staff	Teachers of all core subjects to offer data chats to parents outside of school hours (11 teachers x 2 hours each x 1 day per week x 1 week x \$25 per hour = \$550.00)	
Extra Time	Extra time line *must be a pre-approved Title I activity. (SSF)	
Overtime	OT/ET must be a pre-approved Title I activity for Social Service Facilitator	
Supplies	{"type":1,"data":[]}	

Action Step	Classroom Instruction	Budget Total: \$180,781.13
Acct Description Description		
Resource Teacher	The reading resource teacher will provide intensive reading instruction for students in grades 6-10, 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.	

Social Service Facilitator	The social service facilitator will support the needs of social emotional learning 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, parent and community stakeholders.																						
Tutorial	{ "type":2, "data":[] }																						
Extra Periods	Intermittent extra periods for tutorials - secondary; ELA and Math -																						
Overtime	OT/ET added to SWP budget due to cover budget deficits. OT/ET must be a pre-approved Title I activity. (SSF)																						
Online subscription	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Cost</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>iXL- (site license) standards based math practice for all grade levels, 6th-12th grades</td> <td>1</td> <td>\$8,325.00</td> <td>\$8,325.00</td> </tr> <tr> <td>Flocabulary- (site license) assist all content areas in building academic vocabulary fluency for 900 students in grades 6-8.</td> <td>1</td> <td>\$3,125.00</td> <td>\$3,125.00</td> </tr> <tr> <td>NoRedInK (site license) for writing instructional support in grades 6-12.</td> <td>1</td> <td>\$2,900.00</td> <td>\$2,900.00</td> </tr> </tbody> </table>			Item	Quantity	Cost	Total	iXL- (site license) standards based math practice for all grade levels, 6th-12th grades	1	\$8,325.00	\$8,325.00	Flocabulary- (site license) assist all content areas in building academic vocabulary fluency for 900 students in grades 6-8.	1	\$3,125.00	\$3,125.00	NoRedInK (site license) for writing instructional support in grades 6-12.	1	\$2,900.00	\$2,900.00				
Item	Quantity	Cost	Total																				
iXL- (site license) standards based math practice for all grade levels, 6th-12th grades	1	\$8,325.00	\$8,325.00																				
Flocabulary- (site license) assist all content areas in building academic vocabulary fluency for 900 students in grades 6-8.	1	\$3,125.00	\$3,125.00																				
NoRedInK (site license) for writing instructional support in grades 6-12.	1	\$2,900.00	\$2,900.00																				
Supplies	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Cost</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Paper, Copy (Case)</td> <td>50</td> <td>\$32.00</td> <td>\$1,600.00</td> </tr> <tr> <td>Head phones for adaptive technology</td> <td>120</td> <td>\$7.5</td> <td>\$900.00</td> </tr> </tbody> </table>			Item	Quantity	Cost	Total	Paper, Copy (Case)	50	\$32.00	\$1,600.00	Head phones for adaptive technology	120	\$7.5	\$900.00								
Item	Quantity	Cost	Total																				
Paper, Copy (Case)	50	\$32.00	\$1,600.00																				
Head phones for adaptive technology	120	\$7.5	\$900.00																				
Computer HW; non-cap	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Cost</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Charger for HP Chromebook 11 for in-class supply of supplemental Chromebook chargers so that students may have access to chargers at both home and school, allowing for a continuity of digitally-based instruction between home and school.</td> <td>200</td> <td>\$23.01</td> <td>\$4,602.00</td> </tr> <tr> <td>Charger for Chromebook 3100 for in-class supply of supplemental Chromebook chargers so that students may have access to chargers at both home and school, allowing for a continuity of digitally-based instruction between home and school.</td> <td>200</td> <td>\$36.00</td> <td>\$7,200.00</td> </tr> </tbody> </table>			Item	Quantity	Cost	Total	Charger for HP Chromebook 11 for in-class supply of supplemental Chromebook chargers so that students may have access to chargers at both home and school, allowing for a continuity of digitally-based instruction between home and school.	200	\$23.01	\$4,602.00	Charger for Chromebook 3100 for in-class supply of supplemental Chromebook chargers so that students may have access to chargers at both home and school, allowing for a continuity of digitally-based instruction between home and school.	200	\$36.00	\$7,200.00								
Item	Quantity	Cost	Total																				
Charger for HP Chromebook 11 for in-class supply of supplemental Chromebook chargers so that students may have access to chargers at both home and school, allowing for a continuity of digitally-based instruction between home and school.	200	\$23.01	\$4,602.00																				
Charger for Chromebook 3100 for in-class supply of supplemental Chromebook chargers so that students may have access to chargers at both home and school, allowing for a continuity of digitally-based instruction between home and school.	200	\$36.00	\$7,200.00																				
Out-of-system Tutors (Long Term)	<table border="1"> <thead> <tr> <th>Item</th> <th>Tutors</th> <th>Days</th> <th>Hours</th> <th>Weeks</th> <th>Rate</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Long Term Out of system tutor to provide push-in and pull-out support</td> <td>1</td> <td>5</td> <td>7</td> <td>38</td> <td>\$15.00</td> <td>\$19,950.00</td> </tr> </tbody> </table>			Item	Tutors	Days	Hours	Weeks	Rate	Total	Long Term Out of system tutor to provide push-in and pull-out support	1	5	7	38	\$15.00	\$19,950.00						
Item	Tutors	Days	Hours	Weeks	Rate	Total																	
Long Term Out of system tutor to provide push-in and pull-out support	1	5	7	38	\$15.00	\$19,950.00																	
Extra Time	Extra time line *must be a pre-approved Title I activity. (SSF)																						

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.

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.)

1. List the name and title for each member/stakeholder responsible for the development and the implementation of the CNA, SWP, PFEP and School-Parent Compact.	
Name	Title
LaToya Dixon	Principal
Tamica Williams	Assistant Principal
Britany Hoyte Grant	SAC Chair
Dr. Kisa Permenter	Assistant Principal
Naomi Matilus	Reading Coach
Brenda Civitello	Single School Culture Coordinator
Villardia Shepherd	ELL Coordinator
Teresa Trumble Thomas	ESE Coordinator
Kathy Suarez	Social Services Facilitator & Parent Liaison
Ashley Reese	Learning Team Facilitator

2. What are the procedures for selecting members representing all stakeholders? Describe the process for selecting 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 is the founder of Delray Students First and the parent representative is a long standing SAC member who has a high level of participation across school events. 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.

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 and in SAC meetings. The meeting dates for SAC are as follows (4th Tuesday of each month at 6:00 p.m.): 8/16/22, 8/30/22, 9/27/22, 10/25/22, 11/29/22, 1/31/23, 2/28/23, 3/28/23, 4/25/23, 5/23/23 . During the meeting 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 were held. The dates and times of those CNA meetings are as follows: Staff Meeting 2/21/22, 3/2/22 Stakeholder Meeting 2/22/22. CNA Leadership Committee Meetings were held: 2/15/22, 2/21/22, 2/8/22, 11/30/21, 11/16/21, 12/7/21.

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, food/refreshments that will be provided to 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. . Any adjustments will be communicated to the Title 1 Specialist.

5. List the name and title for each member/stakeholder responsible for ongoing monitoring of the implementation of SWP and PFEP.

Name	Title
LaToya Dixon	Principal
Tamica Williams	Assistant Principal
Dr. Kisa Permenter	Assistant Principal
Brenda Civitello	Single School Culture Coordinator
Kathy Suarez	Social Services Facilitator
Type in the name of member/stakeholder	Type in the title of member/stakeholder

Annual 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.

Brief Narrative

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

The Title 1 Annual Meeting information is as follows: Tentatively- 9-27-22 Time: 6:00 pm; Annual Meeting Face to Face with virtual option; Hosted by Village Academy SAC and Title 1 Contact.

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 posted in ELA teacher's Google classrooms for students in grades 6- 12 and for PK-5 students, their homeroom teacher will provide them virtually 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.

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.

Staff Training for Parent and Family Engagement #1 (PFEPStep4)

Name of Training	What specific strategy, skill or program will staff learn to implement with families?	What is the expected impact of this training on family engagement?	What will teachers submit as evidence of implementation?	Month of Training	Responsible Person(s)
Parent Communication 101	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.	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.	Parent Link reports; SIS Comments Log. Copies of emails sent with bi-weekly progress reports and other information to parents.	September 19, 2022	Tamica Williams LaToya Dixon Kisa Permenter Kathy Suarez

Staff Training for Parent and Family Engagement #2 (PFEPStep4)

Name of Training	What specific strategy, skill or program will staff learn to implement with families?	What is the expected impact of this training on family engagement?	What will teachers submit as evidence of implementation?	Month of Training	Responsible Person(s)
Parent data chats	Teachers will be able to share student performance data with parents in order to involve parents in academic goal planning	Parents will learn how to use SIS to view student data and will be more involved in setting academic goals for their child(ren)	Notes, Google Meet Recordings	February 2022	Tamica Williams LaToya Dixon Kisa Permenter Kathy Suarez

Evaluation of Staff Training

Using your staff training evaluations and feedback from faculty and staff trainings, evaluate how the trainings provided during the school year educated faculty and staff on the value of engaging families and on the strategies designed to equip families to support learning at home.

Reflection/Evaluation of Training #1 (PFEPStep5)

Name and Brief Description	Number of Participants	What were teachers able to do as a result of the training?	Have you seen evidence that teachers are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?
Parent Data Chats	N/A	As a result of this training teachers were able to learn which reports in SIS to use to explain patterns in student academics and behavior to parents during conferences.	<input checked="" type="radio"/> Yes <input type="radio"/> No How do you know? N/A	N/A	N/A

Reflection/Evaluation of Training #2 (PFEPStep5)

Name and Brief Description	Number of Participants	What were teachers able to do as a result Of the training?	Have you seen evidence that teachers are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements could be made and what steps will you implement to make the raining more effective?
N/A	N/A	N/A	<input type="radio"/> Yes <input checked="" type="radio"/> No How do you know? N/A	N/A	N/A

Assessment Ready Night	Families will receive training on how to use supplementary technology that supports accessing the curriculum; iReady, Library Services; CPALMS as a resource; Receive additional information on local/State testing and Test Taking Tips/Strategies. Department Leaders will present in break out rooms, providing test taking tips, instructions and answering questions for parents and families.	The training will 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.	As result of the training parents will be able to navigate District resources such as Khan Academy & other Learning Tools. Parents will also be trained on the use of iReady and Reading Plus. Parents will be able to take notes on the test item types and best practices in order to help their child prepare for the Local/State assessment.	Jan 2023	LaToya Dixon; Brenda Civitello; Kisa Permenter; Tamica Williams Ashley Reese Naomi Matilus	Supplies, notebooks etc...raffle prizes
------------------------	---	--	--	----------	---	---

Parent and Family Capacity Building Training #3 (PFEPStep6)

Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP:
							<input type="radio"/> Yes <input checked="" type="radio"/> No Amount <input type="text" value="\$0.00"/>
Summer Stride Night	Engagement strategies for summer enrichment such as apps from Learning Tools, Reading Programs, Math programs and programs/organizations from the City of Delray.	Families will be provided with helpful information from guest speakers from the Library, City, ACCF and more. Parents will participate in a 3-2-1 activity where they list 3 things they learned, 2 things they will do, and 1 question they still have and then turn and talk to a neighbor about how they will use resources at home.	Parents will be able to navigate District resources to plan for summer academic support and also use the City of Delray resources	March 2023	LaToya Dixon; Brenda Civitello; Kisa Permenter; Tamica Williams Ashley Reese Naomi Matilus	Supplies, notebooks etc...raffle prizes	<input type="radio"/> Yes <input checked="" type="radio"/> No Amount <input type="text" value="\$0.00"/>

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.**

Partnership #1

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
Safe Schools	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. .	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.	Annually

Partnership #2

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
The Achievement Center	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.	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, photos of VA students during ACCF activities, flyers distributed to our school and school community.	As needed

Partnership #3

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
Literacy Coalition	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.	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.	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.	List evidence that you will upload based on your description.
The Title I Annual Meeting will be held where parents/families will receive information regarding what it means to be a Title 1 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, using One Voice for a call out and text message, announcements, the school marquee and the dates will be posted on our website. (Information will be shared in all appropriate languages).	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.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.	List evidence that you will upload based on your 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 FSA Night will be held to share information regarding the tests and requirements Breakout sessions during other scheduled events (Literacy Night, STEM Night, Math 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).	The information will be documented through agendas, flyers, minutes, presentations, conference notes and photographs/videos. Regarding events, we will post to social mediapost on our school's website.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.	List evidence that you will upload based on your 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 Assessment Night will be held to share information regarding the tests and requirements. Informative sessions will be held during other scheduled events (Literacy Night, STEM Night, Math 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).	Call out emails from One-Voice; SAL-P given to families; evidence of announcements.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.	List evidence that you will upload based on your description.

<p>4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.</p>	<p>List evidence that you will upload based on your description.</p>
<p>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. Parents will also receive information on SEQ surveys and any school designed surveys via traditional communication methods. 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.</p>	<p>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.</p>
<p>5. Describe how the school will offer flexible meeting dates and times or trainings, activities and events to remove barriers for attendance.</p>	<p>List evidence that you will upload based on your description.</p>
<p>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 guidance as needed and will be documented with a District conference form. (Information will be shared in all appropriate languages).</p>	<p>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.</p>

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	List evidence that you will upload based on your description.	File Attachments
<p>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. Translation headsets will also be used in all meetings when a language facilitator is present to translate for parents. 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.</p>	<p>The evidences will include academic reports, CLF timesheets, parent evaluations</p>	
2. Parents and families with disabilities	List evidence that you will upload based on your description.	File Attachments
<p>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.</p>	<p>Sign in sheets, anecdotal notes, and phone logs kept by the Social Services Facilitator.</p>	
3. Families engaged in migratory work	List evidence that you will upload based on your description.	File Attachments
<p>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.</p>	<p>Sign in sheets, anecdotal notes, and phone logs kept by the Social Services Facilitator.</p>	
4. Families experiencing homelessness	List evidence that you will upload based on your description.	File Attachments

4. Families experiencing homelessness	List evidence that you will upload based on your description.	File Attachments
<p>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.</p>	<p>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.</p>	

Other Activities

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.

Activity #1

Name of Activity	Brief Description
Bound For College, College Tours	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.

Activity #2

Name of Activity	Brief Description
3rd Grade Parent Night	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.

Activity #3

Name of Activity	Brief Description
Literacy Night/Trunk and Read	Parents in attendance will receive their child's reading and language arts proficiency and progress. Presenters will share strategies for increasing literacy. Parents will receive free books and supplies.

Building Students' 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.

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.
- 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.
- Social and Emotional Learning is taught 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 will work together with guidance to organize college fairs, volunteer opportunities, mentoring opportunities and support for those at risk for not meeting graduation requirements.

Students will be provided with 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.

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.

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 will reconvene in 6-8 weeks to determine if the goal has been met. If the goal has not been met, the student moves to Tier 3. Tier 3 interventions will include Tier 2 plus additional support from the academic coach, SAI Teacher or academic tutor.

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 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)].*

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): 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. 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 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.

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;
- Career and technical courses;
- ACT / SAT prep programs;
- Project based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

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 and Graduation Coaches. The Graduation Coaches plan for mentoring opportunities and provide students with one on one graduation coaching. Proudly, Village has boasted a 100% graduation rate between 97-100% for the last 3 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 AICE General Papers, AICE Language, Pre-IT, Applied Technology, and Digital Citizenship in elementary. 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 under DACA obtain full scholarships to schools such as FAU. Village Academy works with the Delray Beach Police Explorers Program and creates opportunities for interested students. Students have the opportunity to participate in college tours including those offered by Palm Beach State where they have the opportunity to sign on site with institutions of higher education.

Transition from Early Childhood Education Programs 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 Kindergarten readiness strategies
- On - site school tours for new kindergarten families
- Early school year start / summer program for incoming Kindergarteners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre- K students
- Looping from Pre- K to K
- Collaboration with local preschools to develop readiness skills

Village Academy participates in Kindergarten 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 information for next steps in registering. Village Academy's VPK Program currently has 133 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 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

Teachers participate in Common Planning and Professional Learning Communities (PLC) sessions lead by our department and team leaders with administrative support. As a new Project Ignite School our Instructional Leadership Team is supported by the District Specialist who guides the planning of Village Academy's academic leaders. Our teachers are supported by a Single School Culture Coordinator (SSCC) who provides 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 Department Instructional Leader Meetings to then train 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

Village Academy makes every effort to attract and maintain highly qualified 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.

