

The School District of Palm Beach County

# VILLAGE ACADEMY ON THE ART & SARA JO KOBACKER



2024-25 Schoolwide Improvement Plan

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## School Board Approval

This plan was approved by the Palm Beach County School Board on October 23, 2024.

## SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

# I. School Information

## A. School Mission and Vision

### Provide the school's mission statement

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The mission of Village Academy is to partner with community, parents and stakeholders to prepare conscious, critical thinkers who are equipped to create an equitable and sustainable world.

### Provide the school's vision statement

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At Village Academy, we believe that our students are curious, creative, capable, and rich in potential. Our vision is to create a culture where students are inspired to discover their voice and sense of purpose, empowered to become scholarly stewards of their community and planet, and well prepared for postsecondary success.

## B. School Leadership Team

### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

### Leadership Team Member #1

#### Employee's Name

LaToya Dixon

#### Position Title

Principal

#### Job Duties and Responsibilities

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The Principal will monitor and work with all staff listed above to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in

instruction and student learning. Finally, as principal, Mrs. Dixon must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.

## Leadership Team Member #2

### Employee's Name

Jimmy Rojas

### Position Title

Assistant Principal

### Job Duties and Responsibilities

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As Assistant Principal, Mr. Rojas supports professional learning and collaboration amongst teachers and monitors instruction. Mr. Rojas demonstrates through daily decisions and actions that the school's priority is academic success and safety for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. He also monitors and improves instruction by visiting classrooms to support and monitor instruction.

## Leadership Team Member #3

### Employee's Name

Tamica Williams

### Position Title

Assistant Principal

### Job Duties and Responsibilities

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As Assistant Principal, Ms. Williams supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.

## Leadership Team Member #4

### Employee's Name

Brenda Civitello

**Position Title**

Single School Culture Coordinator

**Job Duties and Responsibilities**

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The SSCC, Mrs. Civitello, provides teachers with instructional leadership and support for the continuous academic improvement of all students. Applies principles of the Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process. She assists in ensuring cultural/social competence and responsiveness within the instructional practices and the implementation of the school –wide culture. The SSCC uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet the individual needs of students. Finally. She guides teachers in effectively using data to adjust instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture.

**Leadership Team Member #5****Employee's Name**

Crystal Liberia

**Position Title**

Single School Culture Coordinator

**Job Duties and Responsibilities**

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The SSCC, Ms. Liberia, provides teachers with instructional leadership and support for the continuous academic improvement of all students. Applies principles of the Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process. She assists in ensuring cultural/social competence and responsiveness within the instructional practices and the implementation of the school –wide culture. The SSCC uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet the individual needs of students. Finally. She guides teachers in effectively using data to adjust instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture.

**Leadership Team Member #6****Employee's Name**

Villardia Shepherd

**Position Title**

ESOL Coordinator

**Job Duties and Responsibilities**

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The ESOL Contact, Mrs. Shepherd assists school staff with ensuring ESOL program compliance. She works to assist ESOL Resource teaches in implementing school based ESOL services. Collaborates with community agencies and organizations in assisting families to access available resources. Monitors and conducts ELL student assessment and placement procedures. Conducts demonstration lessons for ESOL and support teachers in comprehensible instruction for ELL students. Coordinates ESOL record keeping requirements. Establishes school data collection, analysis, and reporting systems to assess student progress. Finally, she assists school staff in ensuring ESOL program compliance.

**Leadership Team Member #7****Employee's Name**

Francesca Mount

**Position Title**

ESE Coordinator

**Job Duties and Responsibilities**

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The ESE Contact manages the caseload of ESE students and assists teachers and staff in coordinating ESE Services and related services for students with disabilities. She coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance. Collaborates with teachers to provide suggested strategies and accommodations to best meet individual needs and assist students in meeting goals as defined in the IEP. Provides families with required information regarding IDEA Procedural Safeguards. Finally, she establishes and maintains cooperative working relationships by consulting regularly with internal and external customers such as students, parents, teachers, counselors, related service providers, agencies, etc.



## C. Stakeholder Involvement and Monitoring

### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

*Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.*

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The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman Douglass High School Public Safety Act to have more mental health professionals in schools.

- Through Parent Trainings we support families with educational workshops facilitated by our school counselors, Behavior Health Professional, Co-located Therapist, reading and math coaches, ESOL, ESE, and Single School Culture Coordinators and the Administrative Team.
- Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's multicultural department to ensure the fidelity of implementation of programs and services designed to improve the outcomes of English Language Learners.
- A District Migrant Liaison works with our ESOL Coordinator and ESOL School Counselor to provide school and community support services for families of migrant students. These supports are supplemental to school-wide supports for students and families.
- A school district officer is on campus every day for the safety and security of all students and staff. The school has one point of entry for everyone. Fortify Florida Application is on every computer, and students are made aware of this & in our assemblies. The Raptor System" is used to sign parents/visitors before they can go to a classroom, or school event on campus
- Guidance Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met. These supports are supplemental to school-wide supports for students and families. Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.
- The process of involving stakeholders in the School Improvement Plan (SIP) development is comprehensive and collaborative, ensuring that diverse perspectives are considered. The school leadership team spearheaded the efforts, creating a platform for open dialogue and engagement with teachers, school staff, parents, students, families, and business or community leaders. Various forums, such as SAC meetings, focus groups, surveys, and

workshops, were organized to gather feedback, suggestions, and insights from each stakeholder group. Their valuable input played a pivotal role in shaping the SIP's goals, strategies, and action plans. By actively involving stakeholders, the school established a shared sense of ownership and commitment to the plan, fostering a cohesive and inclusive approach towards achieving academic excellence and addressing the unique needs of all learners.

### **SIP Monitoring**

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. *(ESEA 1114(b)(3))*

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The School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work we do at our school. The SIP is updated throughout the year to ensure proper documentation of what we do. Continuous improvement is at the forefront of what we do. We work collaboratively to review and analyze data. We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction. Our team works towards the following student achievement goals:

- Strategic visioning and planning
- Problem identification and root cause analysis
- Developing action steps towards improvement
- Creating and maintaining a culture of collaboration towards shared decision-making
- Supporting professional learning and improvement

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Interim Assessments and district Diagnostics: FSQs USA, NGSQs, Midterms, Semester exams, Reading Plus Diagnostics, Achieve 3000, Imagine Learning, Math Nation, Khan Academy, FAST Progress Monitoring, Florida Standard Assessments, End of Course assessments, and, Teacher made assessments. The Unit Assessments will occur at the end of each unit of study. The FAST assessments will occur three times a year (PMs 1, 2, & 3 in English Language Arts). The FAST assessments will occur one to two times a year in Algebra I and Geometry. The annual test administered for ELL students is WIDA ACCESS. The WIDA is used to assess ELL students proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by the ESOL Coordinator to assess data, modify, and implement differentiated instruction based on the results of data. The annual test for ESE students is the FSAA. The FSAA is used to assess ESE students; proficiency in all content areas including English Language Arts, Mathematics, Science, and Social Studies. Teachers are trained by the ESE Coordinator to assess data, modify, and implement differentiated instruction, based on the results of data.

In addition, we closely monitor the Acceleration and Graduation rates of our students in grades 9-12. The Single school culture (Academics, Behavior, Climate) Academics: Collaborative Planning Communities and Professional Learning Communities occur every week per content area. Content area teachers meet with the academic coaches and administration to discuss and analyze data, modify instruction, and create standards-based learning goal scales. Student work and best practices are shared and analyzed during Administrative Team meetings, Professional Learning Communities, Instructional Leadership Team meetings, Faculty meetings, and School Advisory Council meetings. Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource on Blender and C-Palms. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum.

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Unit Assessments, i-Ready Diagnostic, and FAST Progress Monitoring. The Unit Assessments will occur every 4 weeks. The i-Ready Diagnostic and the FAST/STAR assessments will occur three times a year.

Student assessments include the new Progress Monitoring which occurs 3 times per year. In VPK-Grade 2 there is Early Literacy/Star Reading, and Star Math. In Grades 3-5 there is FAST Reading and Math. Performance Matters Assessments, Florida Standards Assessments, iReady, and district diagnostics. The annual test administered for ELL students is ACCESS. In addition, the WIDA is used to assess ELL students; proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by instructional coaches to assess data, modify, and implement differentiated instruction based on the results of data. Single school culture (Academics, Behavior, Climate) Academics: Collaborative Planning Communities and Professional Learning Communities occur every week per grade level. Grade-level teachers meet with the academic coaches and administration to discuss and analyze data, modify instruction, and create standards-based learning goal scales. Student work and best practices are shared and analyzed. Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource on Blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Employing frequent monitoring will allow us to adjust the instructional focus for remediation, remediating deficiencies before they become substantial. In addition, we will be able to individualize instruction to best meet the needs of our students, thus increasing student achievement.

We strategically plan for a variety of monitoring techniques:

- Review of Lesson Plans,
- Data Analysis,
- Classroom walks,
- Student attendance,

- Data Chats,
- Formal Observations,
- Professional Learning Communities attendance/participation,
- Formative/Summative Assessments and Technology.

The School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work

we do at our school. The SIP is updated throughout the year to ensure proper documentation of what we do.

Continuous improvement is at the forefront of what we do. We work collaboratively to review and analyze data.

We make decisions based on the data to ensure all students receive the necessary support and accommodations

during instruction. Our team works towards the following student achievement goals:

- Strategic visioning and planning
- Problem identification and root cause analysis
- Developing action steps toward improvement
- Creating and maintaining a culture of collaboration towards shared decision-making
- Supporting professional learning and improvement

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The School Improvement Plan (SIP) will be closely monitored to ensure effective implementation and its impact on student achievement, particularly for those with significant achievement gaps. Regular assessments of academic data, attendance, and disciplinary incidents will gauge the plan's success in meeting State academic standards. The school leadership, alongside teachers and stakeholders, will regularly analyze this data to identify trends and evaluate the effectiveness of SIP strategies. Continuous feedback from teachers, parents, students, and the community will be considered to gain diverse perspectives on the plan's implementation and its effects. In cases where the plan's strategies fall short, targeted interventions will be initiated, which might involve personalized learning plans, additional support, or mentoring. The SIP will remain flexible and subject to revision based on data-driven evaluations and stakeholder input. The school will communicate openly about progress, challenges, and revisions, ensuring transparency and collaboration throughout the process. Through this dynamic approach, the school aims to ensure that the SIP continually evolves to effectively address achievement gaps and propel all students toward meeting State academic standards.

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The School Improvement Plan (SIP) will be subject to regular and comprehensive monitoring to ensure its effective implementation and measure its impact on enhancing student achievement,

especially for those students facing significant achievement gaps. The monitoring process will involve frequent data analysis, progress assessments, and feedback from educators, parents, and students. By consistently reviewing the plan's outcomes and analyzing its effectiveness, the school will be able to identify areas that require improvement and make necessary revisions. These revisions will be geared towards fostering continuous improvement and tailoring the plan to address the evolving needs of the students, thereby ensuring a sustained and positive impact on meeting the State's academic standards and bridging the achievement gap for all learners.

## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>COMBINATION PK-12</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2023-24 MINORITY RATE</b>	<b>99.1%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>100.0%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>YES</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>ATSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: C 2022-23: C* 2021-22: C 2020-21: 2019-20:</b>

## E. Early Warning Systems

### 1. Grades K-8

#### Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		13	10	12	6	3	4	2	8	58
One or more suspensions		3	1	3	0	11	8	9	20	55
Course failure in English Language Arts (ELA)		8	12	34	8	40	29	18	7	156
Course failure in Math		6	5	27	10	33	23	1	7	112
Level 1 on statewide ELA assessment		19	19	35	7	23	22	9	11	145
Level 1 on statewide Math assessment		23	16	36	7	27	23	10	15	157
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

#### Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		18	18	39	10	38	27	14	20	184

#### Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				17			1	1		19
Students retained two or more times								2	1	3

**Prior Year (2023-24) As Last Reported (pre-populated)**

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	4	9	5	11		5	4	2	2	42
One or more suspensions	1	2	4	4	7	3	14	10	12	57
Course failure in ELA		21	26	29	23	26	16	19	1	161
Course failure in Math		12	18	26	31	7	10	3	9	116
Level 1 on statewide ELA assessment				34	16	11	21	14	19	115
Level 1 on statewide Math assessment				28	21	19	17	23	18	126
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		2	9	34						126

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		14	18	37	28	20	23	21	22	183

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0



## 2. Grades 9-12 (optional)

### Current Year (2024-25)

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	0	2	2	3	7
One or more suspensions	7	1	6	1	15
Course failure in English Language Arts (ELA)	6	7	6	3	22
Course failure in Math	7	12	5	0	24
Level 1 on statewide ELA assessment	8	0	1	1	10
Level 1 on statewide Algebra assessment	5	0	0	0	5

### Current Year (2024-25)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	11	6	5	2	24

### Current Year (2024-25)

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	42	54	58	31	49	53	32	52	55
ELA Grade 3 Achievement **	38	56	59	23	50	56			
ELA Learning Gains	61	59	59				56		
ELA Learning Gains Lowest 25%	63	57	54				59		
Math Achievement *	37	56	59	29	51	55	18	45	42
Math Learning Gains	59	62	61				55		
Math Learning Gains Lowest 25%	69	59	56				69		
Science Achievement *	33	50	54	22	46	52	20	48	54
Social Studies Achievement *	56	65	72	33	63	68	46	57	59
Graduation Rate	100	80	71	100	73	74	97	38	50
Middle School Acceleration	61	71	71	69	68	70	86	51	51
College and Career Readiness	43	35	54	75	39	53	19	62	70
ELP Progress	45	59	59	21	53	55	47	64	70

\*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

## B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	54%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	707
Total Components for the FPPI	13
Percent Tested	99%
Graduation Rate	100%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
54%	47%	50%	39%		51%	53%

\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

## C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	40%	Yes	5	
English Language Learners	53%	No		
Black/African American Students	54%	No		
Hispanic Students	41%	No		
Economically Disadvantaged Students	54%	No		
2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	17%	Yes	4	1
English Language Learners	21%	Yes	4	1

## 2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Black/African American Students	34%	Yes	1	
Hispanic Students	38%	Yes	1	
Economically Disadvantaged Students	48%	No		

## 2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	33%	Yes	3	
English Language Learners	40%	Yes	3	
Native American Students				
Asian Students				
Black/African American Students	50%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Hispanic Students	44%	No		
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	50%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	42%	38%	61%	63%	37%	59%	69%	33%	56%	61%	100%	43%	45%
Students With Disabilities	28%	19%	49%	48%	28%	55%	61%	31%	50%				28%
English Language Learners	39%		66%	71%	36%	56%	65%	28%	55%	73%			45%
Black/African American Students	43%	38%	62%	70%	37%	59%	69%	33%	54%	59%	100%	36%	43%
Hispanic Students	34%		41%		32%	52%		33%					54%
Economically Disadvantaged Students	41%	38%	60%	66%	36%	60%	69%	29%	58%	65%	100%	40%	43%



2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	31%	23%			29%			22%	33%	69%	100%	75%	21%
Students With Disabilities	15%	17%			25%			7%	13%				24%
English Language Learners	24%	6%			29%			15%	16%				37%
Black/African American Students	31%	25%			28%			21%	33%	67%			33%
Hispanic Students	30%				42%			25%					56%
Economically Disadvantaged Students	31%	24%			28%			22%	36%	69%	100%	80%	41%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	32%		56%	59%	18%	55%	69%	20%	46%	86%	97%	19%	47%
Students With Disabilities	6%		52%	55%	8%	46%	65%	6%	28%				34%
English Language Learners	22%		56%	60%	14%	55%	69%	18%	22%				47%
Native American Students													
Asian Students													
Black/African American Students	33%		57%	58%	17%	53%	66%	19%	45%	83%	96%	23%	46%
Hispanic Students	23%		50%		27%	72%		30%	58%				45%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	31%		56%	59%	17%	55%	70%	20%	45%	85%	97%	19%	46%

## E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	59%	54%	5%	53%	6%
Ela	3	38%	54%	-16%	55%	-17%
Ela	4	27%	52%	-25%	53%	-26%
Ela	5	31%	57%	-26%	55%	-24%
Ela	6	55%	56%	-1%	54%	1%
Ela	7	44%	50%	-6%	50%	-6%
Ela	8	47%	53%	-6%	51%	-4%
Ela	9	58%	53%	5%	53%	5%
Math	3	33%	59%	-26%	60%	-27%
Math	4	27%	50%	-23%	58%	-31%
Math	5	21%	58%	-37%	56%	-35%
Math	6	51%	60%	-9%	56%	-5%
Math	7	26%	36%	-10%	47%	-21%
Math	8	49%	63%	-14%	54%	-5%
Science	5	17%	53%	-36%	53%	-36%
Science	8	22%	48%	-26%	45%	-23%
Civics		48%	66%	-18%	67%	-19%
Biology		85%	66%	19%	67%	18%
Algebra		32%	53%	-21%	50%	-18%
Geometry		65%	51%	14%	52%	13%
History		75%	65%	10%	67%	8%

2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		58%	16%	42%	17%	41%

### III. Planning for Improvement

#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

##### **Most Improvement**

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

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The accountability components that showed the most improvement are as follows:

Math 29% up to 37%- In secondary we had 3 additional ESSR funded support personnel who pushed in and also taught a foundations class for level 1 students; We initiated a multiplication challenge in elementary with grades 3-5, which supported their math fluency. Our Social Studies Achievement went from 33% to 56%. We did add a few accelerated courses (AP Gov and AICE US) in the area of Social Studies. Our Overall ELA Achievement (grades 3-10) went up from 31% to 42%.

##### **Lowest Performance**

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

---

The components that showed the lowest performance were Grade science at 17%, eighth grade science at 22%, 5th grade math at 21%, 4th grade math at 27%, 4th grade ELA at 27% .Some factors that contributed to these low scores were vacancies in fourth grade where of the three classes two of the teachers were substitutes. Third grade reading (38%) is significantly below the district performance of 54% Factors that contributed to the performance in 5th grade science was that one of the two fifth grade classes did not have a regular teacher but rather a rotation of an ELA, Math, and science teacher.

##### **Greatest Decline**

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

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Areas that showed a great decline was College and Career readiness which went from 75% and 2023 now down to 43% in 2024. another area of concern is Middle School acceleration which went from 69% and 2023 to 61% in 2024. A contributing factor to the Middle School acceleration decline is the performance on the algebra 1 assessment Algebra 1 declined from 62% to 32%. Our Industry Certification numbers also declined. We will need to replace our 6-8 CTE teacher and build capacity

through District trainings and mentors.

### **Greatest Gap**

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

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The data component that had the greatest Gap when compared to the state was third grade ELA achievement which was 21 percentage points below the state average of 59%. Also our overall math achievement was 22% points below the state average of 59% . Third grade ELA achievement was 38% and we had a number of students that came into third grade as a level one reader. 13 of the third graders went to SRA and two of them were promoted late. With the implementation of the Heggarty and UFLI curriculum and the phonics initiative we hope to strengthen our K-2 cohorts to become strong readers by third grade.

### **EWS Areas of Concern**

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

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With the Early Warning Systems data it showed that we had a significant number of students that were absent for 10% or more school days and that we had significant course failures and Ela and math especially in 3rd 4th and 5th grade reading. we also had a significant amount of students with two or more indicators: third grade- 39, 4th grade- 10, fifth grade 38 and 6th grade 27. we usually have about 60 students per grade level in grades K through 8. The implementation of attendance recognition and also increased parent contact when student consecutive absences will be key to reducing the number of Early Warning Indicators

### **Highest Priorities**

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

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Our highest priorities this year for school Improvement will be:

- 1 Third grade reading/ reading overall
2. Course failures
3. Attendance
4. 5th & 8th Grade Science
5. Algebra

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will increase student achievement and ensure alignment with the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence and growth. Our first instructional priority is to deliver, content, concepts, or skills that are aligned to the benchmark and intended learning. The results of our 3rd grade ELA achievement (38%) and our Math Achievement (37%) were our lowest performing categories when comparing the scores from one year to the next. The ELA school-wide learning gains increased from 56% in 2021-2022 to 61% in 2023-2024. Our ELA Low 25% learning gains increased from 59% in 2021-2022 up to 63% in 2023-2024. Our ESSA-identified subgroups SWDs and ELL have increased SWD from 15% to 28% and ELL from 24% to 39%. Data indicates we are making progress however our SWD is still falling under the index of 41% therefore we are still an ATSI school. We need to review what is being taught, and how it's being taught and make decisions to make the changes necessary to support all learners.

The gap between the 2024 ELA Achievement (42%) and the District average (54%) is 12 percentage points. The gap between the 2024 Mathematics Achievement (37%) and the District average (55%) is 18 percentage points. Science Achievement increased from 22 percentage points to 33 percentage points in 2024. ESSA data shows SWD (40%) does not meet the required federal threshold of 41 percentage points. Our Subgroup data summary shows:

	2022-2023	2023-2024
SWD	17%	40%
ELL	21%	53%
Black	34%	54%
Hispanic	38%	41%
FRL	48%	54%

Our Subgroups all made excellent strides and we must continue using interventions and supports in

order to reach our goals for learning gains and proficiency. Our second instructional priority is to ensure instructional practice will focus on supporting a teacher's ability to plan, implement, and assess high-quality, standards-based lessons that focus on instructional delivery practices requiring students to do the cognitive lift. Our goal is to be strategic and focus on standard-based instruction to ensure best practices are utilized throughout all content areas. We want to allow all our students to reach their potential and increase student achievement. We want to establish a culture of high expectations and continuous improvement by exposing our students to the rigor of the standard. Fourth (27%) and 5th (31%) grade ELA had the lowest achievement level. Fifth grade science (17%) and 8th grade science (22%) were also areas of concern. In 3rd grade there were 34 course failures in ELA and 27 course failures in Math. These students are now entering fourth grade. Ensuring teachers receive adequate training and support towards great instruction will lead to positive learning gains and improvements school-wide.

### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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By February 2025, we will increase the overall percentage of students making learning gains on the ELA Progress Monitoring by 5% bringing us to 66%. We will increase the low 25% learning gains by 5%, bringing us to 68%. By May 2025, Village Academy school will continue to work toward our greatest areas of need which is our ELA achievement in 3rd, 4th, and 5th (38%, 27%, 31%). We will increase the percentage of students making learning gains in Math by 5%, in ELA an increase of 5% for all subgroups:

	ELA	Math
<b>SWD</b>	28%+5=33%	28% +5=33%
<b>ELL</b>	39%+5=44%	36% +5=41%
<b>Black</b>	43%+5=48%	37% +5=42%
<b>Hispanic</b>	34%+5=39%	32%+5=37%
<b>FRL</b>	41%+5=46%	36%+5=41%

### Teacher Practice Outcomes:

By February 2025, 50% of our teachers will effectively utilize the Gradual Release Model of instruction, by ensuring a specific focus on the "you do" of the model, to ensure students can independently work on tasks to demonstrate understanding of the standard. By May 2025, 90% of our teachers will effectively utilize the Gradual Release Model of instruction, by ensuring a specific focus on the "you do" of the model, to ensure students can independently work on tasks to demonstrate understanding of the standard.

### Coaching Outcomes:

The leadership team and District support personnel will observe teachers to determine their



knowledge and implementation of the Gradual Release Model. We will then tier the support that will be provided with Tier 1 meaning least experience to Tier 3 proficient.

By February 2025, 50% of our teachers in Tier 1 will transition to Tier 2 support

By May 2025, 75% of our teachers in Tier 1 will transition to Tier 2 support

By May 2025, 50% of our teachers in Tier 2 will transition to Tier 3 support

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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Monitoring is a key detail in achieving student progress. The Principal and Assistant Principals and SSCC's will ensure the desired outcomes are being achieved. This monitoring process involves regular assessment and evaluation of school-wide data, such as curriculum, teaching methods, student support services, and overall school climate. Curriculum: The curriculum at Village Academy will be continuously monitored to ensure that it aligns with the desired B.E.S.T. learning outcomes and standards. This will be done through PLCs, analysis of student performance data, and feedback from teachers and students. Ongoing monitoring of the curriculum will help identify areas that need improvement or revision, leading to better instructional practices and ultimately improved student achievement outcomes. The effectiveness of teaching methods will be monitored through classroom observations, teacher evaluations, and student feedback. Ongoing monitoring will help identify teachers who may need additional support or professional development to enhance their instructional strategies. By continuously evaluating teaching methods, the leadership team at ABC can ensure that high-quality instruction is being provided, which will positively impact student achievement outcomes.

**Student support services:** The school's support services, such as counseling, special education, and interventions, will be regularly monitored to assess their effectiveness in meeting the needs of all students. Ongoing monitoring will involve tracking student progress, analyzing intervention data, and gathering feedback from students, parents, and staff. By monitoring these support services, the leadership team at East Lake can identify areas for improvement, allocate resources effectively, and provide targeted interventions that can lead to improved student achievement outcomes.

**School climate:** The overall school climate, including factors such as safety, discipline, and student engagement, will be monitored through surveys, observations, and data analysis. Ongoing monitoring of the school climate will help identify any issues or concerns that may be affecting student achievement outcomes. By addressing these concerns and creating a positive and supportive school environment, student motivation, engagement, and ultimately achievement can be positively impacted. This Area of Focus will be monitored using the following data points: ELA B.E.S.T. PM1, PM2; 2 SIPPS Mastery Assessments District Standards-Based Unit Assessments District K-2 Foundational Unit Assessments (K-2) Heggerty Assessments (K-2) Exact Path Diagnostics Fluid

grouping for Tier 2 and Tier 3 intervention

The monitoring will be supported by key members of the leadership team:

Assistant Principals support content and grade levels

Single School Culture Coordinators

ESE Coordinator

ELL Coordinator

District Reading Support (weekly)

### **Person responsible for monitoring outcome**

LaToya Dixon, Principal; Tamica Williams AP; Jimmy Rojas AP; Brenda Civitello SSCC

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

#### **Description of Intervention #1:**

1. Incorporate Small group instruction to support students learning at their ability with a variety of tasks, processes, and products. 2. FAST/BEST/EOC tutoring programs to ensure learning supplemented with additional resources and teacher support. 3. Math teachers will incorporate the use of technology-based programs including Math Nation and IXL. Language Arts teachers will use StudySync, Reading Plus (Intensive Reading), novel study, and writing strategies (Top Score) to enhance student's ability to integrate knowledge. Fifth Science will use McGraw Hill & J&J Bootcamp, 8th grade science will use McGraw Hill and IXL 4. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

#### **Rationale:**

1. Incorporate small group instruction utilizing USA and FSQ data to meet the student's need for standards-based practice and to identify areas of weakness for targeted remediation. Both USA's and FSQ's have proven successful in preparing students for the FSA. 2. Students who participate in the FSA tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments. 3. Both IXL and Math Nation have aided in significantly increasing student achievement when the programs are used with fidelity. The Reading Plus program effectively supports students in Intensive Reading, Study Sync and the incorporation of writing strategies (and using Top Score) such as CLS are effective tools that enable teachers to differentiate instruction based on a student's specific area of need. 4. PLCs and PDs allow teachers and leadership an opportunity to collaborate, to analyze data, and make decisions to improve student achievement and progress.

#### **Tier of Evidence-based Intervention:**

#### **Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Small Group Instruction

**Person Monitoring:**

Principal, AP's, SSCC's, District Reading Support

**By When/Frequency:**

Daily

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

1. Students will be assessed using USAs and FSQs in both Math and Language Arts. The teacher will utilize Differentiated Instruction strategies and small group instruction in all ELA and Math courses. 2. Teachers will analyze student data to determine strengths and weaknesses in the content area. 3. Teachers will create all small group rotational cycles to ensure all students are supported at their abilities (SWDs, ELLs). 4. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners. 5. Teachers develop ongoing formative assessments to track student learning and adjust instruction. Small group instruction will begin within the first two weeks of school. Teachers will review data from Fy24 and they will conduct formative assessments to ensure proper placement of students within the groups. The small group participation is fluid and flexible and will be updated continuously from data analysis. Small groups will continue throughout the year.

**Area of Focus #2**

Address the school's highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to ELA required by RAISE (specific questions)****Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

If we focus on Standards-based instruction to increase overall K-2 proficiency school-wide in ELA, then we will increase student proficiency in 3rd grade and ensure alignment to the District's Strategic Plan, Theme 1 Academic Excellence and Growth. Our instructional priority is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning. According to the data, our students are not entering third grade prepared for the rigors of the standards and state assessment. According to iReady FY 24 data 23% of our incoming third-grade students are reading at an on-grade level data. iReady also shows that our overall primary grade proficiency is low.

Kindergarten- 15% Proficient

First Grade- 13% Proficient

Second Grade- 11% Proficient

It also gives us data to support a lack of proficiency in foundational skills:

Phonological awareness- 19% Proficient

Phonics-39% Proficient

High-Frequency Words-53% Proficient

Vocabulary- 17% Proficient

Due to a lack of foundational skills, student's overall reading comprehension proficiency is 19%, for literary texts 24% and 16% for Informational texts.

When looking at FY24 FAST PM #1-#3, we see the following percentages are on track

	PM1	PM2	PM3
K:	%	%	%
1st :	0%	17%	40%
2nd:	8%	19%	38%

The data below demonstrates the achievement levels of all our tested grade levels in all content areas

including our ESSA-identified subgroups:

	FY22	FY23	Learning Gains	FY24 PM3
ELA				
3	25%	23%	N/A %	38%
4	26%	31%	55.2%	27%
5	25%	23%	45.2%	31%
SWDs	15%	28%	49%	
ELLs	24%	39%	66%	

Our FAST Data shows the following percentages are level 3 or higher.

	PM1	PM2	PM3
3rd :	8%	19%	38.5%
4th :	7%	13%	27.1%
5th :	9%	24%	31.0%
6th:	20%	28%	55%
7th:	31%	30%	44%
8th:	13%	17%	51%
9th:	34%	28%	62%
10th:	18%	13%	57%

Our goal is to be strategic and focus on standard-based instruction to ensure best practices are utilized throughout all content areas. We want to allow all our students to reach their potential and increase student achievement. We want to establish a culture of high expectations and continuous improvement by exposing our students to the rigor of the standard. Ensuring teachers receive adequate training and support towards great instruction will lead to positive learning gains and improvements school-wide.

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

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Grades K-2: Instructional Practice specifically relating to Reading/ELA Grade-level PLCs will meet weekly to monitor the ELA progress of students and plan tiered interventions utilizing the MTSS process. Interventions should be targeted to a specific skill/benchmark, be data-driven (i.e. phonemic awareness, fluency, phonics, etc.), and be differentiated based on the needs of the students.

### **Grades 3-5: Instructional Practice specifically related to Reading/ELA**

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Grades 3-10: Instructional Practice specifically relating to Reading/ELA Grade-level PLCs will meet weekly to monitor the ELA progress of students and plan tiered interventions utilizing the MTSS process. Interventions should be targeted to a specific skill/benchmark, be data-driven (i.e. comprehension, fluency, phonics, etc.), and be differentiated based on the needs of the students. Our second instructional priority is to ensure instructional practice will focus on supporting a teacher's ability to plan, implement, and assess high-quality, standards-based lessons that focus on instructional delivery practices requiring students to do the cognitive lift.

### **Grades K-2: Measurable Outcome(s)**

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By February 2025, we will increase the overall percentage of students making learning gains on the ELA Progress Monitoring by 5% bringing us to 65%. We will increase the low 25% learning gains by 5%, an increase to 68%. Our SWDs increase by 5% to 33%. We will increase the percentage of students making learning gains in Math by 5% bringing us to 64%, in ELA an increase of 5% for all subgroups:

SWD from 28% to 33%

ELL from 39% to 44%

Black/African American 43% to 48%

Hispanic from 34% to 39%

Econ Disadvantage from 41% to 46%

By February 2025, 50% of our teachers will effectively utilize the Gradual Release Model of instruction, by ensuring a specific focus on the "you do" of the model, to ensure students can

independently work on tasks to demonstrate understanding of the standard. By May 2025, 90% of our teachers will effectively utilize the Gradual Release Model of instruction, by ensuring a specific focus on the “you do” of the model, to ensure students can independently work on tasks to demonstrate understanding of the standard.

#### Coaching Outcomes:

Our coaches and the leadership team will observe teachers to determine their knowledge and implementation of the Gradual Release Model. We will then tier the support that will be provided with Tier 1 meaning least experience to Tier 3 proficient.

By February 2025, 50% of our teachers in Tier 1 will transition to Tier 2 support from our admin.

By February 2025, 15% of our teachers in Tier 2 will transition to Tier 3 support from our admin.

By May 2025, 75% of our teachers in Tier 1 will transition to Tier 2 support from our admin

By May 2024, 50% of our teachers in Tier 2 will transition to Tier 3 support from our admin

#### **Grades 3-5: Measurable Outcome(s)**

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By February 2025, we will increase the overall percentage of students making learning gains on the ELA Progress Monitoring by 5% bringing us to 65%. We will increase the low 25% learning gains by 5%, an increase to 68%. Our SWDs increase by 5% to 33%. We will increase the percentage of students making learning gains in Math by 5% bringing us to 64%, in ELA an increase of 5% for all subgroups:

SWD from 28% to 33%

ELL from 39% to 44%

Black/African American 43% to 48%

Hispanic from 34% to 39%

Econ Disadvantage from 41% to 46%

By February 2025, 50% of our teachers will effectively utilize the Gradual Release Model of instruction, by ensuring a specific focus on the “you do” of the model, to ensure students can independently work on tasks to demonstrate understanding of the standard. By May 2025, 90% of our teachers will effectively utilize the Gradual Release Model of instruction, by ensuring a specific focus on the “you do” of the model, to ensure students can independently work on tasks to demonstrate understanding of the standard.

#### Coaching Outcomes:

Our coaches and the leadership team will observe teachers to determine their knowledge and implementation of the Gradual Release Model. We will then tier the support that will be provided with Tier 1 meaning least experience to Tier 3 proficient.

By February 2025, 50% of our teachers in Tier 1 will transition to Tier 2 support from our admin.

By February 2025, 15% of our teachers in Tier 2 will transition to Tier 3 support from our admin.

By May 2025, 75% of our teachers in Tier 1 will transition to Tier 2 support from our admin

By May 2024, 50% of our teachers in Tier 2 will transition to Tier 3 support from our admin

## Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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Monitoring is a key detail in achieving student progress. The principal and Assistant Principal will ensure the desired outcomes are being achieved. This monitoring process involves regular assessment and evaluation of school-wide data, such as curriculum, teaching methods, student support services, and overall school climate. Curriculum: The curriculum at Village Academy will be continuously monitored to ensure that it aligns with the desired B.E.S.T. learning outcomes and standards. This will be done through PLCs, analysis of student performance data, and feedback from teachers and students. Ongoing monitoring of the curriculum will help identify areas that need improvement or revision, leading to better instructional practices and ultimately improved student achievement outcomes. The effectiveness of teaching methods will be monitored through classroom observations, teacher evaluations, and student feedback. Ongoing monitoring will help identify teachers who may need additional support or professional development to enhance their instructional strategies. By continuously evaluating teaching methods, the leadership team at ABC can ensure that high-quality instruction is being provided, which will positively impact student achievement outcomes. Student support services: The schools support services, such as counseling, special education, and interventions, will be regularly monitored to assess their effectiveness in meeting the needs of all students. Ongoing monitoring will involve tracking student progress, analyzing intervention data, and gathering feedback from students, parents, and staff. By monitoring these support services, the leadership team at Village Academy can identify areas for improvement, allocate resources effectively, and provide targeted interventions that can lead to improved student achievement outcomes. School climate: The overall school climate, including factors such as safety, discipline, and student engagement, will be monitored through surveys, observations, and data analysis. Ongoing monitoring of the school climate will help identify any issues or concerns that may be affecting student achievement outcomes. By addressing these concerns and creating a positive and supportive school environment, student motivation, engagement, and ultimately achievement can be positively impacted. This Area of Focus will be monitored using the following data points: ELA B.E.S.T. PMA 1; 2 SIPPS Mastery, Assessments District Standards-Based Unit Assessments District K-2 Foundational Unit Assessments (K-2) Heggerty Assessments (K-2) Exact Path Diagnostics Fluid grouping for Tier 2 and Tier 3 intervention



**Person responsible for monitoring outcome**

The monitoring will be supported by key members of the leadership team: Assistant Principals, Single School Culture Coordinators, Principal

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

1. Incorporate Small group instruction to support students learning at their ability with a variety of tasks, processes, and products. 2. FAST tutoring programs to ensure learning supplemented with additional resources and teacher support. 3. Math teachers will incorporate the use of technology-based programs including Math Nation and IXL. Language Arts teachers will use iReady, Reading Plus, novel study, and writing strategies to enhance student's ability to integrate knowledge. 4. Professional Learning Community (PLC)/Professional Development and Collaborative Planning will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

**Rationale:**

1. Incorporate small group instruction utilizing USA and FSQ data to meet the student's need for standards-based practice and to identify areas of weakness for targeted remediation. Both USAs and FSQs have proven successful in preparing students for the FAST. 2. Students who participate in the FSA tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments. 3. Both IXL and Math Nation have aided in significantly increasing student achievement when the programs are used with fidelity. The Reading Plus program, iReady, and the incorporation of writing strategies such as CLS are effective tools that enable teachers to differentiate instruction based on a student's specific area of need. 4. PLCs and PDs, and Collaborative Planning allows teachers and leadership an opportunity to collaborate, to analyze data, and make decisions to improve student achievement and progress.

**Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

Yes

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Implement Small group instruction, tutorials, PLCs, adaptive technology

**Person Monitoring:**

LaToya Dixon, Principal; Tamica Williams AP;  
Jimmy Rojas AP; Brenda Civitello SSCC

**By When/Frequency:**

Daily

**Describe the Action to Be Taken and how the school will monitor the impact of this action**



**step:**

1. Students will be assessed using USAs and FSQs in both Math and Language Arts. The teacher will utilize Differentiated Instruction strategies and small group instruction in all ELA and Math courses. 2. Teachers will analyze student data to determine strengths and weaknesses in the content area. 3. Teachers will create all small group rotational cycles to ensure all students are supported at their abilities (SWDs, ELL). 4. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners. 5. Teachers develop ongoing formative assessments to track student learning and adjust instruction. Tutorials: 1. Analyze student data to determine students for tutorial groups and the support necessary. 2. Choose research-based supplemental materials and resources during tutorials. 3. Analyze teacher classroom data to determine who will be tutors. 4. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials. 5. Students will be selected and grouped for pullout tutorials, afterschool and Saturday success academies based on the results from FAST/EOCs, FSQs, USAs, and Winter Diagnostics; and ESSA-identified subgroups: Black, ELL, and SWD. Tutorials will begin during the second semester in January. Student participants will be chosen based on data. They will be grouped based on need and separated by content. Tutorials will continue through the end of the year. 3. Adaptive Technology (IXL, Math Nation, Reading Plus, Study Island): 1. Provide teachers with professional development to ensure appropriate use of adaptive technology. 2. Teachers will develop a rotational schedule to ensure all students have access to technology. 3. Teachers will engage students in small group instruction based on adaptive technology results. Small groups are fluid and flexible and will be updated based on data and student needs. Select the Person Responsible using the down arrow, and choose who will be overseeing the intervention. When will you be implementing the action step? Technology will begin within the second week of school. Students will participate in formative assessments using adaptive technology (iReady, IXL, Reading Plus, Imagine Learning). Students will utilize the program during the content area block. The program will be used throughout the school year. PLC's/Professional Development: 1. Development of a PLC schedule to include all content area teachers, resource teachers, and electives. 2. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs 3. Two Instructional coaches and resource teachers will develop and implement the coaching cycle to build teachers' capacity with the gradual release model, small group instruction, and differentiated instruction. 4. Instructional coaches and resource teachers will assist with standards-based planning to build teachers' capacity with FSA standards and item specifications during PLCs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned with the standards. 5. Instructional coaches will build professional learning opportunities for teachers to utilize research-based strategies. PLCs and Professional Development will begin within the first month of the start of the new year. PDs will be determined based on data and observations of classroom walks. Coaches will support teachers with tiered PD. PLCs will focus on student achievement data analysis, best practices, and peer/buddy support. PLCs and PD will continue throughout the school year.

## IV. Positive Culture and Environment

### Area of Focus #1

Positive Behavior and Intervention System (PBIS)

### Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data

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reviewed.

In alignment with the District's Strategic Plan, we enhance a sense of belonging, safety, and acceptance for all students. Our instructional priority is to use trends in student data to identify needs to support positive behaviors. The following is a summary of our discipline incidents:

	FY23	FY24
Number of Incidences	153	281
Number of 1 or more OSS	82	70
Number of 2 or more referrals	48	70
Total Number of OSS	45	49

Policy 2.09 and Required Instruction Florida State Statute 1003.42

In addition, we will adhere to the expectations of Policy 2.09 and the Required Instruction of Florida State Statute 1003.42. Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels and ensure a single school culture of excellence and appreciation of multicultural diversity for all. A positive school culture and environment reflects a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect, and high expectations. Stakeholders play a key role in school performance and addressing equity.

1. Our school will infuse the content required by Florida Statute 1003.42(2), Required Instruction, (See the matrix within the Student Progression Plan, which is incorporated in School Board Policy 8.01) and S.B. Policy 2.09 (8)(b)(ii), including but not limited to:

- A. History of Holocaust,
  - B. History of Africans, and African Americans,
  - C. Hispanic Contributions,
  - D. Women's Contributions,
  - E. Sacrifices of Veterans and the value of Medal of Honor recipients.
2. Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.
3. Our school highlights multicultural diversity within the curriculum and the arts.

### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for

each relevant grade level. This should be a data-based, objective outcome.

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We will measure the success of our work with PBIS as seen with a reduction in the number of incidences.

Student Outcomes:

Reducing the amount of discipline referrals by 15% by December 2024 and by another 15% by the end of the year.

Teacher practice outcomes:

By December 2024, 80% of our teachers will positively reinforce student behaviors.

By February 2025, 100% of our teachers will positively reinforce student behaviors.

	FY23	FY24
Number of Incidences	153	281
Number of 1 or more OSS	82	70
Number of 2 or more referrals	48	70
Total Number of OSS	45	49

### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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We will monitor our PBIS for improved outcomes through:

- Student Support Services Meetings
- Classroom observation
- Scheduled pulling of Tutorial data (attendance)
- Scheduled pulling of Attendance data
- Scheduled pulling of Suspension data
- Student Formative Assessment results

Monitoring will be done by reviewing and monitor student discipline data at our monthly faculty meetings.

### Person responsible for monitoring outcome

Jimmy Rojas AP-Secondary, Tamica Williams AP for Elementary

### Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

#### Description of Intervention #1:

1. Choice Programs /AVID / Character Development, etc. 2. Schoolwide Discipline Plan 3. Schoolwide Attendance Plan 4. CHAMPS 5. PBIS 6. Parent Involvement 7. Single School Culture of Excellence; Florida State Statute 1003.42 and Policy 2.09

**Rationale:**

1. AVID and PAWS: As an AVID school our teachers use strategies to help close the achievement gaps and improve college and career readiness. AVID builds students stamina, organization, independence and ability to engage in collaborative learning. Our Positive behavior system highlights positive behaviors and rewards students that engage in focused learning in a welcoming and inclusive manner. 2. Schoolwide Discipline Plan: A systematic approach to discipline enhances learning outcomes for all students. By reinforcing desired behavioral outcomes students will clearly understand expectations. Students are explicitly taught what the desired behavior should be. 3. Schoolwide Attendance Plan: The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. It is difficult for the teacher and the class to build their skills and progress if a large number of students are frequently absent. An attendance plan will ensure all stakeholders understand the expectations and can collaborate to support all students to be in school on time and ready to learn. 4. CHAMPS: is a classroom management program that aims to improve student behavior plus strengthen learner engagement through a strategic system of clearly defined expectations 5. PBIS: supports decreasing levels of disruptiveness, rates of office referrals, and suspensions. To improve school climate, safety, and order. To increase instructional time. 5. Parent Involvement in schools improves student attendance, social skills, and behavior. It helps children adapt better in school 6. Required Instruction 1003.42 and Policy 2.09: A positive school culture and environment reflects a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Stakeholders play a key role in school performance and addressing equity.

**Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

Yes

**Action Steps to Implement:****Action Step #1**

Positive Culture

**Person Monitoring:**

Jimmy Rojas AP; Tamica Williams AP; Principal  
LaToya Dixon

**By When/Frequency:**

Weekly during Leadership meetings

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

1. Choice Program /AVID / Character Development- We will implement our AVID program through the use of AVID strategies; continue to send teachers to AVID Training so they can implement the train the trainer model and teach their peers. We will utilize SLL Lessons and 2. Schoolwide Discipline Plan 3. Schoolwide Attendance Plan 4. CHAMPS 5. PBIS 6. Parent Involvement 4) CHAMPS/PBIS o Provide teachers with professional development to understand PBIS ▪ Ensure all expectations are clearly explained and understood o Develop a buddy/peer support system of experienced and new teachers to ensure proper mentoring and coaching o Ensure the school has postings of the PBIS expectations in all common areas and classrooms o Monitor executions and implementation with fidelity. o Districtwide professional development and coaching for schools • PBIS Action Steps: o Cafeteria assemblies are conducted to review expectations o Teachers reinforce expected behaviors in and out of the class through positive rewards o Trimester celebrations are held o Ongoing student recognition o CHAMPS training to support classroom management o Individualized student plans o Threat management monitoring plans

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

No Answer Entered

#### Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

No Answer Entered

#### Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

No Answer Entered

#### How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

## B. Component(s) of the Schoolwide Program Plan

### Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

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No Answer Entered

#### Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

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No Answer Entered

#### Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

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No Answer Entered

#### Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

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No Answer Entered

#### Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

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No Answer Entered



## VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

### Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

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Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.

### Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

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We will begin reviewing school improvement funding allocations to ensure resources are allocated based on the needs of Village Academy. We will bring together an internal team comprising administrators, educators, and stakeholders to review our current budget and identify areas for improvement. We will leverage the expertise of our team members (Principal, Assistant Principal, Teachers, Parents, Students and other stakeholders) to identify areas where resources can be directed to increase student achievement, implement initiatives as needed, and foster a positive learning environment. As part of our school-wide focus, we will be prioritizing the needs of our students with disabilities (SWDs).

To achieve this, we will establish a Student Success Team that will monitor our the progress of our SWDs at Village Academy every quarter/Trimester. Our school is committed to creating an inclusive learning environment that caters to the needs of all our students. We will offer a range of resources and support services, including one-on-one instruction, classroom accommodations, tutoring, counseling, data chats, and various software programs to help our SWDs achieve their goals. Our goal is to provide the best resources and support to our Students with Disabilities and to ensure that our school is an accessible and welcoming environment for all. We will also actively seek feedback from our community to ensure that our budget reflects the needs and priorities of the Village Academy community. Our budget review process will ensure that it supports the long-term goals of our school.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No



BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00