
Title I Comprehensive Schoolwide Plan

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

ELA

1. List prioritized needs statements.

Village Academy's grades 3-10 ELA Performance on PM3 (2024) was 32%. Our current CP3 Data is 32.4%. Our school wide goal is to increase by 5%. Concerning the achievement levels of students, there is a pattern of struggling readers performing 1-2 levels below grade level and this pattern holds steady from Kindergarten through high school. For the last 6-10 years the school wide reading proficiency has not surpassed 35%. The following areas were identified by Team Leaders and Department Heads as areas of improvement for students in grades 3-10: The Reporting Category of Integration of Knowledge and Ideas and Key Ideas and Details were concerns across all grade levels.

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

Teachers and students are gaining momentum since the implementation of UFLI and Heggarty. This is the 2nd year of implementation and the strengths are growing. It is noted that students school wide are performing lower in the area of Poetry and Prose. Students are struggling to understand and compare text across genres and are still working to utilize text features, use context clues, vocabulary and apply context to improve comprehension. Our K-2 teachers attend the K-2 Cohort and District specialists come to provide support and on time professional development. Teachers in grades 3-5 attend Cadre's for professional development and support with implementation strategies. Teachers in grades 6-12 attend PDD on teacher work days and have a opportunity to collaborate after school. As training comes out our Instructional Leadership Team must personalize it to create training during PLC's and team leader meetings. Our needs opportunities to learn the language (address language barriers). There is a need for staff who speaks other languages.

3. Share possible solutions that address the root causes.

Our K-2 teachers attend the K-2 Cohort and District specialists come to provide support and on time professional development. Teachers in grades 3-5 attend Cadre's for professional development and support with implementation strategies. Teachers in grades 6-12 attend District provided professional development on PD days. Students from each demographic will be identified and enrolled in a tutoring program. Provide supplemental recourses- print or online to differentiate instruction. Students will be supported during the day by two academic tutors as well as ESE and ELL support staff. We also provided instructional support from the administration (inhouse and region) team. All available staff will support the instructional block. We will continue to provide ongoing PD to staff focusing on data based instruction and assessment and literacy. Team leads were requested to provide lesson plans with the support of their teams. Classroom teachers were requested to tutor afterschool if available. Our Behavior Health Professional & Guidance Counselors will support students through 1:1 and small group sessions focused on life skill (SLL) development. A staff who will provide support to families with language barrier will be a great help and will continue to provide parent trainings on academics and attendance.

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

- **Communication**

Teachers will communicate with parents and students using Google Classroom. Teachers will push bi-weekly progress reports through SIS to provide regular updates on grades and progress. The PFEP activities will include more opportunities for parents to understand how to help their children access and utilize resources for reading. Notices will be sent out in a more timely manner; The messages will be repeated more frequently. Offer flexible time for parents to attend meetings; Information will be shared in multiple ways- social media platforms, and pre-schedule LF's to attend all the parent trainings thereby removing language barriers. The Village will also utilize the marquee.

- **Parent Training**

Teachers will provide parents with training on how to use SIS & 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. We will strive to offer parent training on some reading strategies that they can use at home.

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

- **School**

In the Parent Compact the FY 26 ELA Goal will be added. This will emphasize the importance of setting goals and involving families in monitoring goals. Teachers will work with guidance to schedule quarterly parent conferences to support students.

- **Students**

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

- **Parents**

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

- **Staff Training**

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

- **Accessibility**

During PFEP events presenters will explain the different technology tools and platforms being used in the classroom 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. We will strive to provide support to migrant, McKinney Vento and foster care populations.

Math

1. List prioritized needs statements.

The FY25 school wide proficiency on PM2 in grades 3-10 for math is 26.4%, which is a 7.4% increase from FY 24 PM2 (19%). The 2025 PM2 proficiencies by grade level are as follows: K-10%, 1st-20.5%, 2nd 16% ,3rd 21.2%, 4th- 38%, 5th-15%, 6th- 29.3%, 7th- 31.6%, 8th-51%, Algebra Midterm 45.4% meeting threshold, Geometry 38.9% meeting threshold.

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

The root causes for the identified weaknesses are as follows: Students proceed through grade levels lacking foundational math skills such as number sense, integer rules and math vocabulary. The infrequency of PLC's/ Common Planning is impactful on the planning process; Teachers/Support staff work in isolation (6-12) focusing on their specific content PD ; The lack of opportunities to collaborate impact the collegiality and support that could enhance instructional planning and delivery. The structure of the master board presents a challenge to serve students with deficiencies in content areas. Teachers lack time and strategies to meet as a department to plan intentionally and to collaborate around school improvement needs PD and instruction.

3. Share possible solutions that address the root causes.

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

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

- **Communication**

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 Math. Notices will be sent out in a more timely manner; The messages will be repeated more frequently; Offer flexible time for parents to attend meetings; Information will be shared in multiple ways- social media platforms, and pre-schedule LF's to attend all the parent trainings thereby removing language barriers. The Village will also utilize the marquee.

- **Parent Training**

Teachers will provide parents with training on how to use SIS & 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. We will strive to offer parent training on math strategies that they can use at home.

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

- **School**

In the Parent Compact the FY 26 Math Goal will be added. This will emphasize the importance of setting goals and involving families in monitoring goals. Teachers will work with guidance to schedule quarterly parent conferences to support students.

- **Students**

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

- **Parents**

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

- **Staff Training**

Math teachers will be invited to attend PFEP events and to provide best practices for supporting students in mathematics. 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 emphasize to staff on what communication systems are approved for communicating with parents. Other - Invites for exhibition days/nights ; Use Google meets and the parent as a guardian ;encouraging all family supports (not limiting to the parent or guardian).

- **Accessibility**

During PFEP events presenters will explain the different technology tools and platforms being used in the classroom 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. We will strive to provide support to migrant, McKinney Vento and foster care populations.

Science

1. List prioritized needs statements.

The School wide proficiency levels for science if averaged based on the Winter Diagnostics and Bio Midterm is 63% which is significantly higher than the end of year average of 35% for FY 24. FY 24 Biology EOC score was 90% and the Winter Diagnostic shows 90% students passed the Midterm. However, 5th grade Winter Diagnostic shows 5th grade average is 32%. The concern is proficiency for 5th grade as FY24 State Science Assessment score was 17%.The 5th science WDiag (2024) was 51.5% and is now up to 53.2 (2025) reflecting a 1.7% increase; 8th grade science was (2024) 46.1% up to 47.6 (2025) increasing 1.5%; Biology Mid-term demonstrated a 90% pass rate.

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

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

3. Share possible solutions that address the root causes.

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

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

- **Communication**

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 science. Notices will be sent out in a more timely manner; The messages will be repeated more frequently. Offer flexible time for parents to attend meetings; Information will be shared in multiple ways- social media platforms, and pre-schedule LF's to attend all the parent trainings thereby removing language barriers. The Village will also utilize the marquee.

- **Parent Training**

Teachers will provide parents with training on how to use SIS & 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. We will strive to offer parent training on science strategies that they can use at home.

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

- **School**

In the Parent Compact the FY 26 Science Goal will be added. This will emphasize the importance of setting goals and involving families in monitoring goals. Teachers will work with guidance to schedule quarterly parent conferences to support students.

- **Students**

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

- **Parents**

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

- **Staff Training**

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

- **Accessibility**

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Social Studies

1. List prioritized needs statements.

For Civics the FY 25 Winter Diagnostic predicted proficiency is 56% , which is higher than the FY24 Civics EOC score of 51%. For US History FY 24 score was 79%, the midterm exam average was 72% and our goal for FY 25 is 82%. The Civics and U.S. History average based on Winter Diagnostic/Midterm is $51\% + 72\% / 2 = 87\%$ This is a potential increase of 22% from the FY 24 combined Social Studies score (school wide) of 65%.

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

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

3. Share possible solutions that address the root causes.

Identifying vessels of support and intervention such as Google Classroom, iCivics, the Gateway book 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. Teachers can implement small group instruction and utilizing academic tutors will provide support for learning. Additionally, the following will be solutions that address the root causes: Providing tutorials; PLC support for core instruction and resources to support students that are deficient in skills for academic areas; Analysis of data , Modeling, co-teaching , and coaching teachers through lessons and planning for relevant and timely instruction to meet the needs of students; providing support with planning and using Masterboard scheduling to provide additional opportunities for rigorous coursework and academic supports for students. Finally, assisting with reducing language barriers and providing tutorial programs with measurable outcomes will also address root causes.

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

- **Communication**

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. Offer flexible time for parents to attend meetings; Information will be shared in multiple ways- social media platforms, and pre-schedule LF's to attend all the parent trainings thereby removing language barriers. The Village will also utilize the marquee.

- **Parent Training**

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

- **School**

In the Parent Compact the FY 26 ELA Goal will be added. This will emphasize the importance of setting goals and involving families in monitoring goals. Teachers will work with guidance to schedule quarterly parent conferences to support students.

- **Students**

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

- **Parents**

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

- **Staff Training**

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

- **Accessibility**

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Acceleration Success

1. List prioritized needs statements.

The categories for Village Academy Acceleration have both increased and decreased as predicted by the following: FY 24 High School Acceleration is 43% and Middle School Acceleration is at 61%; Currently, our 12th graders have accelerated success of 75% (EDW-RUOOY0642). Our goal is to improve upon the most recent acceleration from FY 24 which was: High School 43% and Middle School 61% (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 FAST Retake. A priority is to ensure high schools students receive support for passing the PERT for dual enrollment and that students also are scheduled into rigorous coursework and or a course where they have the opportunity to earn an industry certification. We have a total of 3 AICE courses (and 1 Pre-AICE) in FY 25 which is an decrease from FY 24 (five AICE courses). Selecting the accelerated courses that are both a good fit for students, the current faculty certification and that fit well into the Masterboard can be an ongoing challenge with acceleration.

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

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

3. Share possible solutions that address the root causes.

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

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

- Communication

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. Offer flexible time for parents to attend meetings; Information will be shared in multiple ways- social media platforms, and pre-schedule LF's to attend all the parent trainings thereby removing language barriers. The Village will also utilize the marquee.

- Parent Training

Teachers will provide parents with training on how to use SIS & 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. We will strive to offer parent training on reading strategies that they can use at home.

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

• School

In the Parent Compact the FY 26 MS/HS Acceleration Goal will be added. This will emphasize the importance of setting goals and involving families in monitoring goals. Teachers will work with guidance to schedule quarterly parent conferences to support students.

• Students

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

• Parents

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

• Staff Training

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

- **Accessibility**

During PFEP events presenters will explain the different technology tools and platforms being used in the classroom 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. We will strive to provide support to migrant, McKinney Vento and foster care populations.

Graduation Rate

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

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

How will school strengthen the PFEP to support Graduation Rate?

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

This school has chosen to be exempt from this area.

- **Communication**

This school has chosen to be exempt from this area.

- **Parent Training**

This school has chosen to be exempt from this area.

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

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This school has chosen to be exempt from this area.

- **School**

This school has chosen to be exempt from this area.

- **Students**

This school has chosen to be exempt from this area.

- **Parents**

This school has chosen to be exempt from this area.

- **Staff Training**

This school has chosen to be exempt from this area.

- **Accessibility**

This school has chosen to be exempt from this area.

Action Step: Classroom Instruction

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

Budget Total: \$146,643.80

| Acct Description | Description | | | | | |
|-------------------------|--|-----------------|-------------|-------------------------|-------------|--------------|
| Supplies | Item | Quantity | Rate | Supply Type | Type | Total |
| | Magnetic Reader Grade 3 (student book and teacher guide) | 50 | \$38.25 | Instructional Materials | Original | \$1,912.50 |
| | Paper | 150 | \$32.00 | General Supplies | Original | \$4,800.00 |
| | Ink cartridges to print student work | 8 | \$115.00 | Technology | Original | \$920.00 |
| | Dry erase markers | 129 | \$14.00 | General Supplies | Original | \$1,806.00 |
| | Magnetic Reader Grade 5 | 32 | \$38.25 | Instructional Materials | Original | \$1,224.00 |
| | Upfront Magazine (AICE courses) | 65 | \$9.99 | Instructional Materials | Original | \$649.35 |
| | Magnetic Reader Grade 4 | 52 | \$38.25 | Instructional Materials | Original | \$1,989.00 |
| | J & J Bootcamp 5th science | 2 | \$1,437.50 | Instructional Materials | Original | \$2,875.00 |

| Acct Description | Description | | | | | | | | | |
|----------------------|--|-----------------|-------------|--------------------|--------------|--------------|------------------|-------------|--------------|--|
| | Item | Quantity | Rate | Supply Type | Type | Total | | | | |
| | Shipping | 1 | \$3.45 | General Supplies | Original | \$3.45 | | | | |
| | Adjustment - benefits credit and final allocation. | 1 | \$2,531.00 | General Supplies | Other | \$2,531.00 | | | | |
| | BT 515080 Amendment 10 Increasing line - Supplemental supplies for the resource teacher who will be providing reading small group instruction; Itemization to follow as student /levels/groupings to be finalized. | 1 | \$4,027.00 | General Supplies | Amendment | \$4,027.00 | | | | |
| Tutorial | Item | Quantity | Rate | Days | Hours | Weeks | Certified | Type | Total | |
| | Certified Teachers to facilitate afterschool tutorial for ELA (ACT/SAT), Math & core required courses, as well as students in k -12th who perform below grade level expectations to begin in October 2025 | 10 | \$37.00 | 2 | 1.5 | 20 | Certified | Original | \$22,200.00 | |
| | BT 515080 Amendment 10 DISSOLVED in order to create resource teacher | 10 | -\$37.00 | 2 | 1.5 | 20 | Certified | Amendment | -\$22,200.00 | |
| Out-of-system Tutors | Item | Quantity | Rate | Days | Hours | Weeks | Certified | Type | Total | |
| | Noncertified long term out-of-system tutors to provide pushing in and pull-out academic support in | 1 | \$15.00 | 5 | 7 | 38 | Non-Certified | Original | \$19,950.00 | |

| Acct Description | Description | | | | | | | | |
|---------------------|--|-----------------|-------------|-------------|--------------|--------------|-------------------------|-------------|--------------|
| | Item | Quantity | Rate | Days | Hours | Weeks | Certified | Type | Total |
| | ELA (reading/ELA, mathematics, science, and social studies) for students in grades K-12 who perform below grade level expectations prioritized by grade level | | | | | | | | |
| | Noncertified long term out-of-system tutors to provide pushing in and pull-out academic support in ELA (reading/ELA, mathematics, science, and social studies) for students in grades K-12 who perform below grade level expectations prioritized by grade level | 1 | \$18.00 | 5 | 7 | 38 | Non-Certified w/ Degree | Original | \$23,940.00 |
| | BT 515080 Amendment 10 DISSOLVED in order to create a new teacher position | 1 | -\$18.00 | 5 | 7 | 38 | Non-Certified | Amendment | -\$23,940.00 |
| | BT 515080 Amendment 10 DISSOLVED in order to create a new teacher position | 1 | -\$15.00 | 5 | 7 | 38 | Non-Certified | Amendment | -\$19,950.00 |
| Online subscription | Item | Quantity | Rate | Type | Total | | | | |
| | IXL - Science -5th & 8th Grade - Adaptive technology to use as a supplemental support resource for science instruction. Students will be able access timely lessons that are tailored to support units of student based on the science standards | 80 | \$15.00 | Original | \$1,200.00 | | | | |

| Acct Description | Description | | | | | | | | | |
|----------------------|--|------|----------|----------|------------|-------|--|--|--|--|
| | <table border="1"> <thead> <tr> <th data-bbox="403 201 1486 277">Item</th> <th data-bbox="1486 201 1633 277">Quantity</th> <th data-bbox="1633 201 1774 277">Rate</th> <th data-bbox="1774 201 1904 277">Type</th> <th data-bbox="1904 201 2026 277">Total</th> </tr> </thead> </table> | Item | Quantity | Rate | Type | Total | | | | |
| Item | Quantity | Rate | Type | Total | | | | | | |
| | IXL 6th -8th ELA Adaptive technology to use as a supplemental support resource for science instruction. Students will be able access timely lessons that are tailored to support units of student based on the ELA standards | 145 | \$15.00 | Original | \$2,175.00 | | | | | |
| | IXL 3rd - 8th Grade Math Adaptive technology to use as a supplemental support resource for science instruction. Students will be able access timely lessons that are tailored to support units of student based on the math standards | 270 | \$13.25 | Original | \$3,577.50 | | | | | |
| | Top Score Writing supplemental resources to support writing instruction for 4th & 5th grade students | 5 | \$250.00 | Original | \$1,250.00 | | | | | |
| Resource Teacher | The Reading Resource teacher for grades 3-12 will provide intensive reading instruction through pull out mode for the lowest 25% (level 1 and 2) targeted students. | | | | | | | | | |
| Extra Periods | Teachers will provide Reading Supplemental Support for students reading below grade level and credit recovery for core content areas; ELA, Reading, Math, Science, Social Studies. (4 Extra Periods) | | | | | | | | | |
| Computer HW; non-cap | <table border="1"> <thead> <tr> <th data-bbox="403 966 1537 1058">Item</th> <th data-bbox="1537 966 1684 1058">Quantity</th> <th data-bbox="1684 966 1793 1058">Rate</th> <th data-bbox="1793 966 1925 1058">Type</th> <th data-bbox="1925 966 2026 1058">Total</th> </tr> </thead> </table> | Item | Quantity | Rate | Type | Total | | | | |
| Item | Quantity | Rate | Type | Total | | | | | | |
| | Headphones - Students will use the headphones for adaptive technology resources and assessments. | 200 | \$4.82 | Original | \$964.00 | | | | | |

Action Step: Professional Learning

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

Budget Total: \$127,834.00

| Acct Description | Description | | | | | | | | | | | | | | | | | | |
|--|---|-------------|-----------|-------------|-------|-----------|--|------------|------------|----------|---|--|---------|-------------|-----------|-------------|-----------|----------|------------|
| Single School Culture Coordinator | The single school culture coordinator will work 260 days with administrators and all teachers to provide support in alignment with instruction through the analysis of student performance on formative, summative and diagnostic assessment and to drive school-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 on going coaching model, providing teachers with individualized best-practice strategies and resources. | | | | | | | | | | | | | | | | | | |
| Travel out-of-county | <table border="1"> <thead> <tr> <th data-bbox="449 526 1381 604">Item</th> <th data-bbox="1381 526 1528 604">Quantity</th> <th data-bbox="1528 526 1705 604">Rate</th> <th data-bbox="1705 526 1890 604">Type</th> <th data-bbox="1890 526 2024 604">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="449 604 1381 1003">The purpose for attending ECTAC Exceeding Expectations Conference June 2026 in Florida is to participate in relevant professional development that will impact student achievement . Attending the conference will afford the Village Academy leadership team an opportunity to network and collaborate with other schools within school districts that are leading the way with closing the achievement gaps in academic achievement .The related expenses are as follow: Transportation: 200 Lodging: 510 Per Diem: 210 Number of participants: 4</td> <td data-bbox="1381 604 1528 1003">4</td> <td data-bbox="1528 604 1705 1003">\$1,420.00</td> <td data-bbox="1705 604 1890 1003">Original</td> <td data-bbox="1890 604 2024 1003">\$5,680.00</td> </tr> <tr> <td data-bbox="449 1003 1381 1120">tld - BT 515080 Amendment 10 DISSOLVED in order to create resource teacher</td> <td data-bbox="1381 1003 1528 1120">4</td> <td data-bbox="1528 1003 1705 1120">-\$1,420.00</td> <td data-bbox="1705 1003 1890 1120">Amendment</td> <td data-bbox="1890 1003 2024 1120">-\$5,680.00</td> </tr> </tbody> </table> | Item | Quantity | Rate | Type | Total | The purpose for attending ECTAC Exceeding Expectations Conference June 2026 in Florida is to participate in relevant professional development that will impact student achievement . Attending the conference will afford the Village Academy leadership team an opportunity to network and collaborate with other schools within school districts that are leading the way with closing the achievement gaps in academic achievement .The related expenses are as follow: Transportation: 200 Lodging: 510 Per Diem: 210 Number of participants: 4 | 4 | \$1,420.00 | Original | \$5,680.00 | tld - BT 515080 Amendment 10 DISSOLVED in order to create resource teacher | 4 | -\$1,420.00 | Amendment | -\$5,680.00 | | | |
| Item | Quantity | Rate | Type | Total | | | | | | | | | | | | | | | |
| The purpose for attending ECTAC Exceeding Expectations Conference June 2026 in Florida is to participate in relevant professional development that will impact student achievement . Attending the conference will afford the Village Academy leadership team an opportunity to network and collaborate with other schools within school districts that are leading the way with closing the achievement gaps in academic achievement .The related expenses are as follow: Transportation: 200 Lodging: 510 Per Diem: 210 Number of participants: 4 | 4 | \$1,420.00 | Original | \$5,680.00 | | | | | | | | | | | | | | | |
| tld - BT 515080 Amendment 10 DISSOLVED in order to create resource teacher | 4 | -\$1,420.00 | Amendment | -\$5,680.00 | | | | | | | | | | | | | | | |
| Teacher Collaboration | <table border="1"> <thead> <tr> <th data-bbox="449 1146 1016 1224">Item</th> <th data-bbox="1016 1146 1163 1224">Quantity</th> <th data-bbox="1163 1146 1289 1224">Rate</th> <th data-bbox="1289 1146 1386 1224">Days</th> <th data-bbox="1386 1146 1499 1224">Hours</th> <th data-bbox="1499 1146 1625 1224">Weeks</th> <th data-bbox="1625 1146 1772 1224">Certified</th> <th data-bbox="1772 1146 1898 1224">Type</th> <th data-bbox="1898 1146 2024 1224">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="449 1224 1016 1529">All content area teachers: Teachers will meet 2 times per year (Early August & at the end of year) to review school data and unpack best standards to prepare for the alignment of instruction, establish instructional systems, develop pacing calendars to match units of instruction</td> <td data-bbox="1016 1224 1163 1529">22</td> <td data-bbox="1163 1224 1289 1529">\$25.00</td> <td data-bbox="1289 1224 1386 1529">2</td> <td data-bbox="1386 1224 1499 1529">4</td> <td data-bbox="1499 1224 1625 1529">2</td> <td data-bbox="1625 1224 1772 1529">Certified</td> <td data-bbox="1772 1224 1898 1529">Original</td> <td data-bbox="1898 1224 2024 1529">\$8,800.00</td> </tr> </tbody> </table> | Item | Quantity | Rate | Days | Hours | Weeks | Certified | Type | Total | All content area teachers: Teachers will meet 2 times per year (Early August & at the end of year) to review school data and unpack best standards to prepare for the alignment of instruction, establish instructional systems, develop pacing calendars to match units of instruction | 22 | \$25.00 | 2 | 4 | 2 | Certified | Original | \$8,800.00 |
| Item | Quantity | Rate | Days | Hours | Weeks | Certified | Type | Total | | | | | | | | | | | |
| All content area teachers: Teachers will meet 2 times per year (Early August & at the end of year) to review school data and unpack best standards to prepare for the alignment of instruction, establish instructional systems, develop pacing calendars to match units of instruction | 22 | \$25.00 | 2 | 4 | 2 | Certified | Original | \$8,800.00 | | | | | | | | | | | |

| Acct Description | Description | | | | | | | | |
|------------------|---|----------|------|------|-------|-------|-----------|------|-------|
| | Item | Quantity | Rate | Days | Hours | Weeks | Certified | Type | Total |
| | and alignment to root causes and action steps outlined in the SWP and PFEP. | | | | | | | | |

Action Step: Parent Engagement

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

Budget Total: **\$10,929.70**

| Acct Description | Description | | | | | | | | |
|--------------------------------|---|----------|---------|------|-------|-------|-----------|----------|------------|
| Parent Support by School Staff | Item | Quantity | Rate | Days | Hours | Weeks | Certified | Type | Total |
| | Parent/Teacher Conference Night -This time will be used for teachers to meet with parents to discuss grade level progress throughout the year. Parents will be provided with support on how to read and understand the elementary standards based report card. Student data will also be shared with parents on how to interpret student progress and current level from state and local assessments. Additionally, parents will also have an opportunity to receive support on how to navigate parent tools such SIS and adaptive technology | 17 | \$25.00 | 1 | 4 | 2 | Certified | Original | \$3,400.00 |

| Acct Description | Description | | | | | | | | | |
|------------------|--|-----------------|-------------|--------------------|--------------|--------------|------------------|--------------|--------------|--|
| | Item | Quantity | Rate | Days | Hours | Weeks | Certified | Type | Total | |
| | resources that students have such as I-Ready. | | | | | | | | | |
| Supplies | Item | Quantity | Rate | Supply Type | | | Type | Total | | |
| | Ink cartridges for printing parent support materials | 2 | \$200.00 | Technology | | | Original | \$400.00 | | |
| | Kindergarten Kick Off Supplies - Items such as flashcards, jumbo pencils, crayons will purchased so that parents will be able to support their child for kindergarten readiness. | 1 | \$500.00 | Program Supplies | | | Original | \$500.00 | | |
| Computer HW; cap | Item | Quantity | Rate | Type | | | Total | | | |
| | Translation Equipment Systems - Account # 564320 the devices will be used to translate information to our stakeholders in their native language. The devices will be available at all parent meetings and trainings. | 2 | \$2,742.85 | Original | | | \$5,485.70 | | | |

Mission Statement

1. Mission Statement

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

Involvement of Stakeholders

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

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

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

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

Stakeholders will offer their input during the Parent and Family Engagement Plan meeting during PFEP trainings, and in SAC meetings. The meeting dates for SAC are as follows (4th Wednesday of each month at 6:00 p.m.): 8/20/25, 8/27/25, 9/17/25, 10/15/25, 11/19/25, 1/21/26, 2/25/26, 3/25/26, 4/15/26. During the meetings parents will be presented with the titles, descriptions and prior year's attendance for each of the main events identified in our PFEP and parents will also be made aware of the other supporting events that take place throughout the year. Parents will have the opportunity to provide feedback regarding the PFEP events/trainings and are asked for input and changes OR to continue the same events for the next school year. Additionally, in our PFEP meeting we reviewed feedback from parent evaluations, notes taken from meetings & parent surveys. 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 leadership team will generate notes regarding the CNA during Leadership Meetings and those notes will serve as additional evidence. Separate staff, parent, and leadership CNA development meetings will be held.

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

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

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

Annual Parent Meeting

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

The Annual Meeting will be held Wednesday October 15, 2025 at 5:30 p.m. in the media center.

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

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

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

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

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

• Name of Training

Parent Communication 101

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

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

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

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

- What will teachers submit as evidence of implementation?

Sample parent link communication reports

- Month of Training

August 2025

- Responsible Person(s)

Tamica Williams, LaToya Dixon, Jimmy Rojas

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Parent Data Chats

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

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

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

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

- What will teachers submit as evidence of implementation?

Parent Link messages to families, conference notes from parent conferences.

- Month of Training

October 2025

- Responsible Person(s)

LaToya Dixon; Tamica Williams; Jimmy Rojas

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Report Card Night/Portfolio

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

Parents will learn how to read the report cards, and how student artifacts or evidence is collected in order to determine if the child is meeting standard or still has more growth to make. This night will help to connect parent with teachers.

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

Parents will view sample student work and be led through the process of determining if it is meeting standard. Parents will analyze a sample report card.

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

Parents will be able to be more aware of the learning progression of their child and it will increase communication. Parents will spend more time supporting

- Date of Training

Early January 2026

- Responsible Person(s)

Tamica Williams, LaToya Dixon, Jimmy Rojas, Brenda Civitello

- Resources and Materials

Supplies, notebooks etc...raffle prizes

- Amount (e.g. \$10.00)

N/A

3. Parent and Family Capacity Building Training #2

- Name of Training

Math Night

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

Parents will be trained by teachers in math strategies that students must learn in order to be successful in helping their child. Parents will use technology, manipulatives and other materials during their training.

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

Parents will be trained by teachers in math strategies that students must learn in order to be successful in helping their child. Parents will use technology, manipulatives and other materials during their training.

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

The expected impact on student achievement is that parents will in turn increase the monitoring of their child's assignments and grades and be able to help students develop stronger mathematics skills. Parents will be able to help students utilize resources to become more proficient in math.

- Date of Training

Early October 2025

- Responsible Person(s)

Tamica Williams, LaToya Dixon, Jimmy Rojas, Brenda Civitello

- Resources and Materials

Supplies, raffles, prizes.

- Amount (e.g. \$10.00)

N/A

5. Parent and Family Capacity Building Training #3

- Name of Training

STEAM Night

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

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

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

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

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

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

- Date of Training

Early March 2026

- Responsible Person(s)

LaToya Dixon; Brenda Civitello; Jimmy Rojas; Tamica Williams

- Resources and Materials

Supplies, notebooks etc...raffle prizes

- Amount (e.g. \$10.00)

N/A

Coordination and Integration

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

- Name of Agency

Safe Schools

- Describe how agency/organization supports families.

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

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

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

- Frequency

Annually

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

- Name of Agency

The Achievement Center

- Describe how agency/organization supports families.

The Achievement Centers for Delray Beach provides support in the areas of adult education, after school programs, family strengthening. The Achievement Center is a nonprofit social services agency, which provides affordable quality care to families. The programs are designed to meet a child's academic, social, emotional and physical needs. Achievement Centers offers K-5 after school and teen programs at Village Academy. The ACCF offers Parent Connect: Monthly parent meeting/workshops (at all of our sites) in collaboration with the Family Strengthening department and Families First clinicians on various subjects. Parent Advisory Council: Caregivers from all of our programs have the opportunity to participate in the this council to assist the organization with programmatic initiatives, volunteer for special events and give feedback. ACCF hosts a Thanksgiving Family Dinner night, Holiday Show, Black History Program, and Summer Showcase for parents.

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

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

- Frequency

As needed

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

- Name of Agency

Literacy Coalition

- Describe how agency/organization supports families.

The Literacy Coalition provides services to parents and the adult community. The program teaches adults the English they need to obtain a family-sustaining job and helps their elementary school age children improve their reading skills. The group that meets is called the Village Readers. Village Readers provides tutoring to parents and students. 80% of Parents that received tutoring demonstrated growth on their English language assessment and 75% of the students that participated demonstrated growth in reading. Visit Village Readers for Palm Beach County Literacy Coalition for more information.

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

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

- Frequency

As Needed

Communication

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

- **Description**

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

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

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

- **Description**

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

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

The information will be documented through agendas, flyers, pictures & presentations.

- **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 Parent Link 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. Informational videos from the Assessment Department will be shared with families. Informative sessions will be held during other scheduled events (3rd Grade Parent Night, STEAM Night) where parents will receive instruction on strategies that can be used to support their child(ren). During parent conferences parents will be provided data from student assessments. (Information will be shared in all appropriate languages).

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

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

- Description

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

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

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

- Description

Village Academy will offer meetings on various days of the week and will offer childcare for 1 of the 3 Parent Trainings as the others account for the participation of children. Child care will be provided for SAC meetings as well when requested and a parent sign in sheet for any childcare will be used.

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

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

Accessibility

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

• Description

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

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

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

• Description

Parents and families with disabilities may request support needed during SAC, school events, visiting the main office, during parent meetings and at any time. Administration 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 Media Specialist who also is our volunteer coordinator. Information for families with disabilities can be shared verbally for vision impaired persons and hard copies of all meeting information can be printed and shared with families. Regular parent meetings for IEP's and student check-ins will take place and will include a core content teacher, ESE Resource and any other relevant staff in the decision making process.

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

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

- Description

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

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

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

- Description

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

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

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

Other Activities

1. Activity #1

- Name of Activity

Bound For College, College Tours

- Brief Description

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

2. Activity #2

- Name of Activity

3rd Grade Parent Night

- Brief Description

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

3. Activity #3

- Name of Activity

ELL/ESE Parent Night

- **Brief Description**

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

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

Village Academy facilitates the building of students' non-academic skills in the following ways: -School Behavioral Health Professional- Our in house School Behavioral Health Professional meets with students who will receive support for social needs, behavioral needs, mediation, self-esteem and more. An example topic for a group session would be "Social Media & How it Can Help or Harm". Students meet as a lunch group, have phone conferences outside of school and also have one on one sessions during their elective periods. - Care Giving Youth Program- This program is offered to students who provide some degree of care for family members or relatives that may be hospitalized or have chronic illnesses. The program provides group dialogue for students and also arranges for field trips outside of school to provide reprieve to students who may be overwhelmed. The program can also assist with respite services for families. - Partnership with After school care program (Achievement Center for Children and Families)- The Achievement Center for Children and Families partners closely with Village and offers extended child care until 7pm which provides homework help, parenting classes, snack, and a supper program. The Achievement Center provides childcare during holiday breaks to support our hard working parents, and also has a summer learning/camp experience. - Social Service Facilitator- Our Social Services Facilitator provides support to students and families by: meeting with students to check in and monitoring progress, communicating regarding needs of students, checks on attendance, behavior and creates bridges to parental engagement. -Co-located Mental Health Therapist- Village Academy has an onsite co-located therapist who works with the guidance team to provide therapy services to students in need of support. - Mental Health services- Our guidance department supports students academic and emotional needs by providing one on one counseling, parent conferences and connects our families with organizations such as the Chrysalis Center which can provide counseling for depression, anger management and a variety of needs. -Resiliency, Character Education and Mental Health Awareness Learning is offered to students through a series of trainings where topics are covered through the Suite 360 platform. For 8 weeks once per week students engage in the lessons. Lessons include topics such as mental health conditions, resources for students, coping strategies, how to help others, suicide awareness, substance misuse and human child trafficking prevention. -Schoolwide positive behavior is addressed through a reward system and by using weekly lessons addressing themes such as responsibility, respect for others and staying safe. -Vocational Rehab- Provides high school ESE students with supports and connects qualifying ESE Seniors with financial support for college. -Palm Beach State Coach- Supports high school students with dual enrollment - Students are provided extra curricular opportunities through outreach clubs and partnerships with surrounding agencies. Students have the opportunity to make lasting connections by participating in Club Rush Day, where students can join clubs/initiatives such as, Milers Club, Chorus, French Club, Women of Tomorrow, STEM Club - Suite 360 is being replaced by a new platform that integrates Skills for Learning and Life (SLL) and this skills help students with their coping skills. - Healthy and good study habits are promoted at Village Academy through after school programming, tutorials, milers club (walking activities), basketball club etc. Teachers do one on one ELO for students who need further help on academics.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

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

Provision of a Well-Rounded Education

1. Well-Rounded Education

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

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

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

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

Village Academy participates in Kindergarten Kickoff in the Spring where parents receive training on Kindergarten Readiness, strategies that can be used to prepare students for Kindergarten and are provided with Kindergarten Readiness Kits and registration information. Village Academy has the largest VPK Program in Palm Beach County and has a current enrollment of 146 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

1. Professional Development

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

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

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