

District & Campus Improvement Plan

2020-2021



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Mission and Vision and the 3 C's

Village Tech Schools exists to **re-imagine and transform public education**. Village Tech brings together and contributes to the growth of people who possess unique strengths and skills to find innovative solutions for community needs. We currently do this through the operation of a single PK-12 open-enrollment charter school.

We differentiate ourselves by working through the strengths and talents of people (distributive leadership), connecting people by building multidisciplinary teams, and growing people through extensive training in design and leadership. We behave with **creativity, drive and heart** because every situation needs us to roll up our sleeves, put our heart into it and use a little imagination.

VISION

Our vision is to be a village of leaders, designers, educators, and learners who make their world better and positively influence the field of education as our most important vehicle for progress.

MISSION

At VT, we collaborate as designers and leaders to forge students who are **character** driven, **challenge** ready, and **community** focused.

CHARACTER

Students learn who they are.

Students will develop their own voice, values and passions. Through leadership development, they learn to first be leaders of their own learning before learning how to lead others.

CHALLENGE

Students learn things that last.

Learning is active and immersive. We utilize design thinking in order for students to understand a problem and develop solutions. We provide time and space for this through our Forge, an integrated design studio, with areas for digital creation, artistic expression, collaborative design and modern-day woodworking.

COMMUNITY

Students learn they belong.

By providing smaller classes, our students are in an environment where they are known well by adults and peers. By knowing they have a place in the world, our students build a foundation of social-emotional health and well-being. Also, through service learning, our students give back to the local community.

Educational Beliefs and Student Outcomes

BELONG

We believe when we belong we thrive. We know that belonging is fundamental for learning, for leadership, and for building authentic community.

LEAD

We believe we must lead to learn, and learn to lead. We know that leadership matters for our students and for our school, and we prioritize work that cultivates, inspires, and activates the leader within.

DESIGN

We believe we are at our best when we design. We know that design, as a philosophy and as a process, is fundamental for creative, empathetic, and relevant learning, teaching, and connecting with community needs.

WHO WE ARE NOT

<u>Comprehensive High School</u> The large urban/suburban school that tries to offer every program under the sun. We cannot be all things to all people. We are a school for any kid, but not for every kid.	<u>Early College School</u> We do not provide an opportunity for an associates degree at the end of the VT experience. Students are able to accelerate with dual credit opportunities.	<u>No-Excuses Charter School</u> An exclusive emphasis on compliance and standardized tests is not conducive to a school environment where students are expected to become leaders of their own learning and develop deep, critical thinking skills.
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Comprehensive Needs Assessment

The Comprehensive Needs Assessment was built into our strategic design work led by Greenwich Leadership Partners. Information was gathered through focus groups, interviews, and campus wide survey assessments. All stakeholder groups were included; however, due to COVID-19 disrupting our year in March, we were unable to complete the full scope of data gathering we had planned.

Summary of Strengths	Summary of Growth Areas
<p>Strong community belief in differentiating factors of design and a community feel.</p> <p>Caring and supportive teachers.</p> <p>Relevance to real world topics through the learning experience that also taps into student interest.</p> <p>Ability to rally around the pandemic response and support of the crisis school experience. This demonstrated key internal assets that had been previously underutilized.</p>	<p>Need to provide the “VT Experience” for all students, and not just some by ensuring design and forging are central to learning across all grades. These assurances also include a commitment to deeper learning and higher order thinking skills.</p> <p>Increase opportunities for belonging for students and families through shared activities and emphasis on SEL development.</p> <p>Improve both internal and external communication consistency.</p> <p>Provide increased staffing support at the administrative level to increase effectiveness and prevent burnout. This includes a review of overall organizational structure and health.</p> <p>Increased attention to the philosophy, process and staffing of college counseling.</p> <p>Provide clarity for student grading practices.</p> <p>Improve overall Domain 3 (Closing the Gaps) performance in STAAR and increase students performing at the meets and masters level, especially in math.</p>

State Accountability Data


School Year 2018-19
VILLAGE TECH SCHOOLS



Student Enrollment Details 1,114 Students Enrolled **Address** 402 W DANIELDALE RD, DUNCANVILLE, TX 75137

DISTRICT OVERVIEW 2018-19

HOW WELL DID THIS DISTRICT PERFORM OVERALL?



83 out of 100

This shows how well this district prepared students for success, both in school and after high school in college, a career, or the military.


CHANGE OVER TIME

2017-18 Met Standard 63 out of 100	2018-19 B 83 out of 100
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This section showcases annually the overall grade of this district to showcase their improvement over time. The overall grade is based on performance in the three domains listed below.

OVERALL PERFORMANCE DETAILS


STUDENT ACHIEVEMENT



86 out of 100

Student Achievement shows how much students know and are able to do at the end of the school year.

SCHOOL PROGRESS



81 out of 100

School Progress shows how students perform over time and how that growth compares to similar schools.

CLOSING THE GAPS



77 out of 100

The Closing the Gaps domain tells us how well different populations of students in a district are performing.

Additional data can be found at <https://txschools.gov/districts/057847/overview>

Student Enrollment Details 1,114 Students Enrolled **Address** 402 W DANIELDALE RD, DUNCANVILLE, TX 75137

HOW ARE SCORES CALCULATED?

STUDENT ACHIEVEMENT

Component	Score	% of grade
STAAR Performance	72	40%
College, Career, and Military Readiness	93	40%
Graduation Rate	100	20%
Total	86	100%

SCHOOL PROGRESS

The higher score of Academic Growth or Relative Performance is used.

Component	Score	% of grade
Academic Growth	73	
Relative Performance	81	100%
Total	81	100%

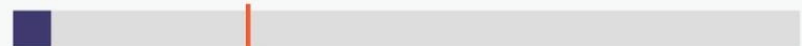
CLOSING THE GAPS

Component	Score	% of grade
Grade Level Performance	37	55.6%
Academic Growth/Graduation Rate	47	11.1%
Student Achievement	100	33.3%
Total	77	100%

FINANCE SUMMARY 2017-18

HOW MUCH DID THIS DISTRICT RECEIVE COMPARED TO OTHERS?

\$8,718.0
per student



Fiscal Peer Minimum:
\$7,915

Fiscal Peer Maximum:
\$24,437

Fiscal Peer Average: \$12,862

FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS (FIRST) FOR 2018-19 (BASED ON FY 2018 DATA)



92 out of 100

2020/2021 Village Tech WIGS

Wildly Important Goals (WIGS) answer the question, “what is most important now?” Working out of the values defined in the strategic plan, there are three big rocks with priority areas listed underneath each.

BELONG

Increase student retention from 78% to 85% by August 2021.

Points of Emphasis

- *Prioritize health, connection and voice for students and staff.*
 - *Maintain a clean and safe campus.*
 - *Provide accurate accounting and reporting of student data.*
-

LEAD

Each student and staff member will develop, share, and celebrate a professional growth goal.

Points of Emphasis

- *Create clear and consistent communication internally and externally.*
 - *Develop teachers as designers and leaders.*
 - *Inspire, engage and clear the way for parents and students to participate and lead.*
-

DESIGN

100% of Village Tech students will participate in integrated design challenges, vocabulary, methods, and making which will be curated, scored, displayed, documented, and presented in POLS and EOLS.

Points of Emphasis

- *Design is central to learning.*
- *Forge(ing) is a verb.*
- *Grading must communicate clearly and accurately.*

Improvement Plan Framework

BELONG Increase student retention from 78% to 85% by August 2021.								
<i>Point of Emphasis 1: Prioritize health, connection and voice. Social emotional health and well being is as important as literacy. Students and families need an opportunity to be celebrated and connected through both the classroom experience and campus events. Teachers need to be trained in creating inclusive spaces for students and families. This also includes celebrating our differences and being clear on creating an anti-racist environment.</i>								
Strategies and Action Steps	Person Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative Results	Title 1	Due Date
B.11 Equity and Inclusion training and for all staff	Student Services Director	National Literacy Institute, The Leader in Me org.	August 2020 - June 2021	Attendance, Anti-Racism resources accessible, SEL curriculum specific to equity, inclusion, anti-racism	Task Force assembled	Increased student achievement	1, 2, 4	June 2021
B.12 The Leader in Me curriculum for K-12 students	Student Services Director /Campus Directors	The Leader in Me, Franklin Covey	September 20 - June 2021	Methods Grading for engaged learning and completion	MRA data for belonging and engagement	MRA Survey results, grading	1, 8	June 2021
B.13 Provide At Risk and Trauma Informed Classroom training for all instructional staff	Student Services Director	Kognito	August 2020 - June 2021	Increased referrals to counseling services indicating more identification of needs,	MRA data for belonging and engagement	MRA Survey results	1, 2, 4	July 2021
B.14 Implementation of 4 day week for supporting mental health	District Leadership Team/Human Resources	School calendar, minutes calculation	August 2020-June 2021	School calendar	Increased effectiveness and faculty/staff retention	MRA Survey results, workplace satisfaction survey	5	July 2020
B.15 PEIMS data systems updated	Student Services	DSS PEIMS consultant, Region	August 2020-June 2021	PEIMS submissions,	Funding increased	CCMR data and Financial report	10	July 2020

reporting processes	Director, PEIMS	10, TEA		reports	(Dyslexia, CTE, PK)			
B.16 Accurate enrollment and attendance tracking by day with trend lines	Student Services Director, PEIMS	DSS PEIMS consultant, SS support staff	August 2020-June 2021	Enrollment data dashboard	Student retention increased	A-F Rating	10	July 2020

BELONG

Increase student retention from 78% to 85% by August 2021.

Point of Emphasis 2: Maintain a clean and safe campus. In addition to health and safety protocols regarding the prevention of the spread of COVID-19, we will maintain clean and organized spaces across the campus by identifying people responsible for maintaining various areas. Increase technology devices, develop a long range plan to enhance the spaces through that technology for increased organization of communications as well as increase safety and security of the campus. Additionally, the safety grant affords the opportunity to improve perimeter fencing.

Strategies and Action Steps	Person Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative Results	Title 1	Due Date
B.21 Provide At Risk and Trauma Informed Classroom training for all instructional staff	Student Services Director	Kognito	Fall 2020	Increased referrals to counseling services indicating more identification of needs	MRA data for belonging and engagement	MRA Survey results	1, 2	July 2021
B.22 Safety Team and published reopening guide w/ new cleaning procedures	Supt./ Assistant Supt. of Operations/ Student Services Director	TEA Planning Guides, Dallas County Health and Human Services, Centers for Disease Control	August 2020-July 2020	Published protocols, signage, hand sanitizer, enhanced cleaning procedures	In person instruction, limited spread of coronavirus	Student and staff attendance, COVID case tracker	1, 5, 10	October 2020
B.23 Establish additional perimeter security measures to include fencing, cameras and numbering of buildings on both sides	Asst. Superintendent of Operations	Grants, General Account	October 2020 - July 2021	Materials purchased, Finances budgeted, Survey completed.	Increased surveillance of school community property, Decrease of unwanted visitors,	Additional cameras installed N, S, E, W, numberings installed on buildings, fencing discussions with neighbors, fencing of perimeter.		July 2021

B.24 Interactive word walls and signage for space use - Forge for all	District Design Director, Design Team	Tools, materials, supplies	Fall 2020	Installed Instructions Provided	Items created Spaces used by staff and students	Evidence, creations, installations		Dec 2020
B.25 Create additional outdoor spaces for student use (Forge Porch, Spark Park)	District Design Director, Design Team, Asst. Supt. of Operations	Tools, materials, supplies, order 3 additional 2 ft. Conex storage units, Move existing conex storage to central location on campus for maintenance, development tools for Spark Park	Fall 2020	Spaces transformed, movement of storage units, organization of storage. Creative Classroom spaces in Spark Park	Items created Spaces used by staff and students, cleaner looking facilities, design of Spark Park	Evidence, creations, installations, better use of spaces.		Dec 2020
B.26 Key and fob access audit	District Design Director, Design Team	Tools, materials, supplies	Fall 2020	Installed	Inventory control	Installation		Dec 2020
B.27 Increased Technology Devices	Technology Team	Hot Spots, Chromebooks, Connectivity	Fall 2020	One to one devices in HS, supply of chromebooks in reserve for quarantine, replace aging technology	Increased Inventory to cover supply and reserve demands.	Purchases		March 2021
B.28 Increased Network Volume	Technology Team	Spectrum or other supplier from Internet provider, Equipment for increase.	Spring 2021	Increased bandwidth for ultimate connectivity and increased future activity	Increased bandwidth in network to provide larger quantities of devices and broadcasts	Purchases		March 2021
B.29 Develop Five Year Technology Plan	Adesign, Technology Team	Outside Company Designs	Spring 2021	Create a reasonable technology plan that can be implemented to strengthen the VT community activities and presentations	Decision on plans to implement.	Third Party presentations on VT's ideal future for technology		March 2021

BELONG**Increase student retention from 78% to 85% by August 2021.**

Point of Emphasis 3: Provide accurate accounting and reporting of student data. As the comptroller projects record budget shortfalls, it is essential we are capturing every state and federal dollar. This begins with accurate student data entering the system and then timely and accurate reporting to the state.

Strategies and Action Steps	Person Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative Results	Title 1	Due Date
B.31 Skyward training and support	Student Services Director	Skyward, DSS, Region 10	August 2020 - June 2021	Improved reporting and data submissions	Accurate reporting for submissions	Audit ready	4	July 2021
B.32 Review and update to Data Quality Manual	Student Services Director	DSS PEIMS consultant	August 2020 - June 2021	Improved data reporting and Student Services processes	Roles and responsibilities match job descriptions	Audit ready		July 2021
B.33 Naviance training (6-12)	Student Services Director, HS counselor, MS counselor	Naviance (Hobson)	Fall 2020	Alumni reports	Alumni tracking for A-F reporting	Alumni tracking for A-F reporting	2, 4	June 2021
B.34 Parchment processes streamlined (transcripts)	HS Counselor, Student Services	Parchment	August 2020 - June 2021	All transcript requests are made through Parchment and the parchment links provided by the counselor	Student get efficient and timely access to transcripts	Transcript uploads in fall and spring semester for seniors and 2nd semester juniors		June 2021
B.35 Naviance will be implemented in 6th-12th grade including access, regular tasks, personal assessments, and research. CCMR research, applications, teacher	HS Counselor, 8th-12th grade teachers, Campus Director	Naviance, ApplyTX, Common App, FAFSA.ed.gov	August 2020 - June 2021		# of College entrance exams and scholarship tracking	# of College entrance exams and scholarship tracking	2, 8	June 2021

recommendations, transcript requests, and other tracking will be stored in Naviance. Monthly lessons focusing on a CCMR topic.								
B.36 Student achievement data maintained and reviewed through Eduphoria	District Testing Coordinator/ Campus Testing Coordinator	Eduphoria					2, 8	
B.31C LIM- all teachers will be trained effectively in SEL curriculum to use in the classroom on a daily basis	Lighthouse Team Classroom Teacher Counselor Director	Leader in Me and Covey curriculum	Fall/Spring	Teachers will be seen using LIM ideas when found in conflicts, challenges, and classroom management			2,10	
B.32C Communication: The campus will ensure that secondary students' teachers, counselors, and parents receive information about higher education admissions and financial aid opportunities, DC opportunities, HB5 graduation requirements, college visits	Academic Advisor Campus Director,	Google, more Newsletters, Skyward Email	Fall/Spring				6	
B.39 College visits will be offered to High School students to sign up to attend the colleges of their choice.	Academic Advisor, Campus Director, Campus Leadership, high school teachers	Naviance, advisory periods	Fall/Spring	Visits scheduled and attended	Level of student attendance		7	

B.33C Parent LIM training	Campus Directors/ Lighthouse Team	LIM	Fall/Spring	Parent engagement	Number of parents trained in LIM	Actively engaged Parent Action Teams	6	
B.34C The Leader in Me curriculum for K-12 students to demonstrate character and equity campus wide.	Student Services Director/Campus Directors/ Lighthouse Team/Teachers	The Leader in Me, Franklin Covey	September 20 - June 2021	Methods Grading for engaged learning and completion				
B.35C Naviance will be implemented in 8th-12th grade including access, regular tasks, personal assessments, and research. CCMR research, applications, teacher recommendations, transcript requests, and other tracking will be stored in Naviance. Monthly lessons focusing on a CCMR topic.	Academic Advisor, 8th-12th grade teachers, Campus Director	Naviance, ApplyTX, Common App, FAFSA.ed.gov	August 2020 - June 2021		# of College entrance exams and scholarship tracking	# of College entrance exams and scholarship tracking		
B.36C Gallery and display of student work across grade levels with equity.	Teachers, Design Director, Curriculum Coordinator	Student work	Fall/Spring	Beautiful work on display. Increase in student pride	Published student work	% of displays generated		June 2021

LEAD

Each student and staff member will develop, share, and celebrate a personal/professional growth goal.

Point of Emphasis 1: Clear and consistent communication internally and externally. In times of transition and crisis, our VT voice needs to be visible. Internally, we are creating a new meeting schedule and an internal media team. Externally, we are building systems for consistent patterns and methods of communication including a VT Virtual page on our website for a single point of information during online instruction.

Strategies and Action Steps	Person	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative Results	Title 1	Due Date
L.11 Develop Board goals in conjunction with HB3 requirements	Supt./Board of Directors	Tenet Leadership Consulting	September - November 2020	Published Board Goals	All staff communication	Published Goals	1, 2, 10	Nov. Board Meeting
L.12 Publish calendar for compliance and planning	Supt.	Calendars	August - September 2020	Published calendar	Staff satisfaction survey (MRA)	Staff satisfaction survey (MRA)	1, 2	September 10, 2020
L.13 Develop communication strategy and ongoing community engagement opportunities (including communication training)	Communications Team	Web, Social Media, Marquee, TV's, Remind 101, Skyward, Radio	August 2020 - June 2021	Timely communication across all channels	Parent participation, Staff satisfaction survey (MRA)	Attendance logs, MRA survey	1, 5, 6	October 20, 2020

LEAD

Each student and staff member will develop, share, and celebrate a personal/professional growth goal.

Point of Emphasis 2: Develop teachers as designers and leaders. Utilize Mentor Program Allotment, Teacher Incentive Allotment, and internal professional development to further enhance our development of excellent teachers. Keep teachers engaged in decision making and design and engage all faculty/staff in coaching conversations and evaluations using our VT Profiles. Each faculty and staff member will develop goals, engage in coaching and training throughout the year, and have an evaluation conducted.

Strategies and Action Steps	Person Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative Results	Title 1	Due Date
L.21 Teacher Incentive Allotment Cohort D Application	Supt./ District Design Team/ Campus Directors/ Instructional Coordinators	TEA Trainings/ Student Learning Objectives	August 2020 - April 2021	Completed Cohort D application	Increased understanding of TTESS and SLO's	Teacher evaluations	2, 5	April 20, 2020
L.22 Develop leadership growth strategy	Supt. / Administrative Design Team	Greenwich Leadership Partners	August 2020-June 2021	Monthly coaching sessions, individualized coaching calls	Effective leadership across organization	Performance evaluations, skip level reviews	2, 4, 5	June 2020
L.23 Implementation of Mentor Program	Supt./ District Design Team / Campus Directors	Mentor Program Allotment	August 2020-June 2021	Mentor meetings, notes	Improved teacher performance, retention	TTESS Evaluations	4, 5	June 2020

L.24 VTU ETA Area of Focus	District Design Director, Student Services Director, Campus Directors	VTU Friday Calendar, VTU Area of Focus Mural	August 2020- June 2021	Spreadsheets of staff in Area of Focus, Murals	Completion ceremony	% of hours of training and engagement	3,4,5,9	June 2021
L.25 LIM agreement confirmed with leadership support for campus leadership teams and Lighthouse team, and culture support, 4 coaching/consulting days from LIM.	Student Services Director, Campus directors, Lighthouse team	LIM service agreement, LIM coaching, Lighthouse team	Sept 2020- June 2021	MRA results	% of positive MRA results	MRA survey - BOY/EOY		June 2021
L.26 Implementation of 4 day week for supporting professional development	District Leadership Team	VT Calendar, Survey results	August 2020- June 2021	VT and VTU Calendar	Survey results	% of hours of training and engagement, teacher attendance		June 2021

LEAD

Each student and staff member will develop, share, and celebrate a personal/professional growth goal.

Point of Emphasis 3: Inspire, engage and clear the way for parents and students to participate and lead. We are creating effective feedback cycles for families including parent ownership of the monthly Parent Connect experience. Students will continue to habit track and curate a professional portfolio that is articulated through student led conferences and presentations and exhibitions of learning.

Strategies and Action Steps	Person Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative Results	Title 1	Due Date
L.31 Revised Parent/School compact	Student Services Director		July 2020 - June 2021`	Added to the Student Handbook	Receipt and Signatures			July 2020
L.32 Parent Connect	Supt. / Student Services Director	Parent Action Team	August 2020-June 2021	Meeting Agendas	Increased attendance and engagement from parents	MRA Survey	2, 6	June 2021

L.33 LIM leadership support	Student Services Director, Campus directors, Lighthouse team	LIM service agreement, LIM coaching, Lighthouse team	Sept 2020- June 2021	MRA results	% of positive MRA results	MRA survey - BOY/EOY	1, 4, 5	
L.31C SLC's 1x/ semester	Campus Directors and Teachers and Supervisors	LIM, Leaders of their own Learning	July 2020 - June 2021`	MRA results	% of parent attendance	MRA results	2,6, 8	
L.32C POL/EOLs 1x/semester	Campus Directors and Teachers and Supervisors		July 2020 - June 2021`		% of student presentations		2,6, 8	
L.33C Teachers and students curate SHIELD sites (VT Portfolio) for presentation of work.	Campus Directors and Teachers and Supervisors	LIM, Leaders of their own Learning	July 2020 - June 2021`				2, 8	
L.34C Participation in Professional Learning Communities and Design Thinking Meetings	Campus Director, District leaders, IC		August - September 2020	Published calendar	Staff satisfaction survey (MRA)	Staff satisfaction survey (MRA)		September 10, 2020
L.35C Develop communication strategy and ongoing community, campus engagement opportunities	Campus Director, Design Director, Teachers	Skyward						
L.36C Response to Intervention: The campus will utilize multiple forms of student data to inform instructional and intervention decisions (RTI) to	Campus Directors; RTI coordinators	RTI resources and team	Year long	100% of the teachers will meet on a weekly basis with the RTI/PLC team by grade level to analyze data	Student progress on RTI levers	Easy CBM screeners; benchmark exams; TEA Interim Assessment; STAAR/EOC	1,2,3,7,8, 9,10	

close the achievement gap by consistently communicating student needs and supports through Eduphoria, EasyCBM, and Intervention program reports on progress.. The grade level teams meets every two weeks to progress monitor students to work collaboratively with interventionist and instructional team.				and discuss and develop strategies to address the various needs of the students. By Spring 90% will have made one year of expected growth measured by the 2020 administration of STAAR. TTESS Dimension 2.4 Differentiation				
L.37C Implement campus wide book club for ELL students.	Campus Director;Teacher	Spanish Book resources; parents; community	November-May					
L.38C Partner with community partner to host English language classes for Spanish Speaking families.	Student/family services	GracePlace	November-May					
L.39C Implement CLI Engage for Spanish speaking students	Pk-K teachers	CLlengage						
L.301C Participation in Professional Learning Communities	Campus Directors	Campus Director meeting agenda notes	August 2020 - June 2021	Agenda training and record of attendance	TTess performance	% of teacher performance on Ttess		June 2021
L.302C At least a	Math	VT Curriculum	Fall/Spring	Student work,	EasyCBM	Benchmarks, TEA	1,2,3,9	June

10% increase across all Tier levels in math 1-5th grade	Teachers, RTI, SPED, All teachers (integration)	site, Pacing calendars, TEKS Resource System, Texguides, Lead4Ward, Belt tests, EasyCBM, instructional aids, IXL, Braining Camp		assessment data, small group progress	middle and end tests, Tier growth, mastery on assessments	Interim Assessment		2021
L.303C At 20% increase across Tier levels in Science. Knowing the foundation	Science 5th	RTI, SPED, STEM Scope, Lead4Ward, Across Subject Teaching.	Fall/Spring			Benchmarks, TEA Interim Assessment	9	
L.304C Response to Intervention: The campus will utilize multiple forms of student data to inform instructional and intervention decisions (RTI) to close the achievement gap by consistently communicating student needs and supports through Eduphoria, EasyCBM and Intervention program reports on progress. The grade level teams meets every two weeks to progress monitor students to work collaboratively with interventionist and	Teachers, Directors, RTI, SPED							

instructional team.								
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DESIGN
100% of Village Tech students will participate in integrated design challenges, vocabulary, methods, and making which will be curated, scored, displayed, documented, and presented in POLS and EOLS.

Point of Emphasis 1: Design is central to learning. Design thinking mindsets, methods, experiences, and integrated design challenges allow students to use their content as well as skills such as empathy to design authentic experiences, prototypes, solutions, or proposals in order to impact their community. Students will learn intentional language, methods, and tools to be designers and creators. They will use various materials to create, sketch, build, and show their ideas in real works. They will be active learners and designers as well as guides to their own educational journey.

Strategies and Action Steps	Person Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative Results	Title 1	Due Date
D.11 Design Calendar	District Design Director	Calendar	Every 9 Weeks August 24 - July 1	Published calendar, family communication campaign, teacher lesson plans, Design table meetings	Shields, mural, each week's activity documented by Grade in form	Published	1,2,3	Each 9 weeks
D.12 Design 9 Week Implementation Plan Village Wide	District Design Director	9 Week Design	Every 9 Weeks August 24 - July 1	Calendar, Design table meetings	Evidence of design language, prototypes, challenges, Google form feedback from teachers each week	Published, postings,	1,2,3,9	Each 9 week
D.13 VTU Area of Focus Design Track	District Design Director	VTU Structure	Friday VTU documentation August 24 - July 1	VTU Eduphoria VTU Course catalog	Survey from Eduphoria	Survey data, time spent, shield documentation	1,2,3,4	Each 9 week
D.14 Updating DT Cards and Methods as well as support books	District Design Director	DT Cards	DT Updated by Sept 30 Methods Updated by November 30	Published Design table meetings	Use documented in Shields, mural planning, lesson plans, challenge	Published cards and spark book	1,2,3,4,9	DT Updated by Sept 30 Method

			Books updated by March 30		reflections			s Update d by Novem ber 30 Books updated by March 30
D.15 Integrated Design Challenges	District Design Director	Mural	Every 9 Weeks August 24 - July 1	POL/EOL Documented Mural Design table meetings	Documented in lesson plans, challenge briefs, and mural	Published design challenges and installations	1,2,3,4,9	Each 9 week
D.16 Design Education Series	District Design Director	We Video	Every 9 Weeks August 24 - July 1	Published videos	Google form feedback from teachers	Published videos	1,2,3,	Every 9 Weeks August 24 - July 1

DESIGN								
100% of Village Tech students will participate in integrated design challenges, vocabulary, methods, and making which will be curated, scored, displayed, documented, and presented in POLS and EOLS.								
<i>Point of Emphasis 2: Forge(ing) is a verb. It's a skill that is flexed, grown, molded and used to demonstrate learning. Forging is a vehicle for demonstrating mastery through exhibition of applied skills through communication and demonstration of knowledge. It is a collective effort and understanding that we all do not possess the same skills, abilities or talents but together we are better, stronger and more equipped to solve real world problems and, through iteration, we improve. Therefore we will ensure students are exposed to ideation and creation methods, embracing failure and prototyping as a regular experience and documentation maintained in SHIELDS.</i>								
Strategies and Action Steps	Person Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative Results	Title 1	Due Date
D.21 Forging Spaces	District Design Director	Various campus locations	August 24 - July 1	Space design challenge	Creation of tools and materials displayed	Survey data, time spent, shield documentation	1,2,3,4,9	June 2021
D.22 POL/EOLs 1x/semester	Campus Directors and		July 2020 - June 2021`		SHIELD (portfolio)	% of student presentations	1,2,3,4,9	

	Teachers and Supervisors				evidence			
D.23 Weekly Design Tables	District Design Director	Weekly design table mural	August 17 - June 1	Murals, POL/EOL	Design table meetings	Agenda and meeting notes	1,2,3,4,9	June 2021
D.24 Teachers and students curate SHIELD sites (VT Portfolio) for presentation of work.	Campus Directors and Teachers and Supervisors	LIM, Leaders of their own Learning	July 2020 - June 2021`		SHIELD (portfolio) evidence	% of student presentations	1,2,3,4,9	

DESIGN
100% of Village Tech students will participate in integrated design challenges, vocabulary, methods, and making which will be curated, scored, displayed, documented, and presented in POLS and EOLS.

Point of Emphasis 3: Grading must communicate clearly and accurately. Built on our principles for mastery, Village Tech is implementing a simplified grading system with numeric scores that convert to levels of mastery. Skyward will include rubrics and assignments and not standards - standards will be embedded into the lesson design. Administrative focus on all teachers implementing with accuracy and then checking for accuracy on progress reports and report cards.

Strategies and Action Steps	Person Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative Results	Title 1	Due Date
D.31 Grading system revision: Grading Guide; published Grading Calendar with verification checks, progress reports, report cards, and grade change requests.	Supt/ Campus Director/ Instructional Coordinator	Grading Guide	August 2020 - June 2020	Progress Reports, Report Cards, Transcripts	Improved student performance and positive feedback from parents and faculty	SAT/ACT, AP exams, Dual Credit, Credits Earned, College Acceptance Rate	1, 2, 4, 5	Ongoing
D.32 Training and calibration towards effective assessment practices, especially methods category for SEL and Design Thinking	Instructional Coordinators, Campus Directors	Grading Guide, Rubrics	August 2020-June 2020	Trainings created, sign in sheets, teacher created rubrics	Improved assessment practice across PK-12 classrooms	Student Led Conferences, Presentations of Learning, Exhibitions of Learning, Portfolio Presentations/SHIELD	1, 2, 4, 5	Ongoing
D.33 Teachers and students curate SHIELD sites (VT	Campus Directors and Teachers and	LIM, Leaders of their own Learning	July 2020 - June 2021`		SHIELD (portfolio) evidence		1,2,3,4,9	

Portfolio) for presentation of work.	Supervisors							
D.31C Integrate at least 2 different subject areas into Challenges through Design Thinking.	Campus Directors/ Instructional Coordinators/ Teachers		Fall/Spring				1,2,3,	
D.32C Increase community partnerships to introduce new technology and skills	Campus Directors, Innovation Team	New skills and technology introduced	Fall/Spring	Usage of new technology/skill			1,2,3,4,9	
D.33C Full Integration of Forging across grade levels	District Design Director, Curriculum Coordinator, Instructional Coordinator	New skills and technology introduced, space, equipment, mentoring, training	Aug 2020 - June 2021	Lesson plans, challenge design, space usage	Challenges	% of challenges implemented and completed, EOL/POI, published works.	1,2,3,4,9	June 2021
D.34C Consistent implementation of new Grading Guide	Teachers, Campus Directors	Grading guide; Skyward	9 weeks				1,2,3,4,9	