Lake County Schools

The Villages Elementary Of Lady Lake School

2019-20 Schoolwide Improvement Plan

Table of Contents

The Villages Elementary Of Lady Lake School

695 ROLLING ACRES RD, Lady Lake, FL 32159

https://vel.lake.k12.fl.us

Demographics

Principal: Greggory Dudley

Start Date for this Principal: 6/20/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (62%) 2017-18: A (62%) 2016-17: A (63%) 2015-16: A (64%) 2014-15: A (63%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Lake County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	46%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	A

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Villages Elementary of Lady Lake will work hand in hand with the community to instill a lifelong love of learning in our students. We will strive to provide a safe, stimulating environment in which all children can reach their highest potential.

Provide the school's vision statement.

The Villages Elementary of Lady Lake is building a thriving society by preparing our diverse student population for success at all levels and vocations. Together We Can!

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Bordenkircher, Dave	Principal	The Leadership Team will include the Principal, Assistant Principal, certified School Counselors, the Curriculum resource Teacher, the Literacy Coach, the ESE School Specialist, and the Bookkeeper. The group represents a cross section of the school community and will provide communication, support, and feedback in a two way model to and from the Leadership Team and the students, staff, and community. It is the duty of the Leadership Team to meet regularly with staff, SAC, and various community support organizations in order to receive feedback and lead the school forward in support of the School Mission. The Leadership Team will gather information and feedback from stakeholder groups and provide guidance to the administration when selecting resources, materials, programs, staffing, etc. Mr. Bordenkircher joined the Leadership Team in August of 2012. In support of student achievement, the team will meet regularly with classroom teachers to review the progress of identified students who need support supplemental to regular classroom instruction. Classroom teachers will provide the supplemental instructional strategies and document the progress of the students. The MTSS team will meet with the classroom teachers regularly to review the achievement data of the targeted students and plan next steps based on the needs of the students.
Carroll, Lori	School Counselor	The Leadership Team will include the Principal, Assistant Principal, certified School Counselors, the Curriculum resource Teacher, the Literacy Coach, the ESE School Specialist, and the Bookkeeper. The group represents a cross section of the school community and will provide communication, support, and feedback in a two way model to and from the Leadership Team and the students, staff, and community. It is the duty of the Leadership Team to meet regularly with staff, SAC, and various community support organizations in order to receive feedback and lead the school forward in support of the School Mission. The Leadership Team will gather information and feedback from stakeholder groups and provide guidance to the administration when selecting resources, materials, programs, staffing, etc. Mrs. Carroll joined the Leadership Team in August of 2012. In support of student achievement, the team will meet regularly with classroom teachers to review the progress of identified students who need support supplemental to regular classroom instruction. Classroom teachers will provide the supplemental instructional strategies and document the progress of the students. The MTSS team will meet with the classroom teachers regularly to review the achievement data of the targeted students and plan next steps based on the needs of the students.
Culbreath, Heather	Instructional Coach	The Leadership Team will include the Principal, Assistant Principal, certified School Counselors, the Curriculum resource Teacher, the Literacy Coach, the ESE School Specialist, and the Bookkeeper. The

Name	Title	Job Duties and Responsibilities
		group represents a cross section of the school community and will provide communication, support, and feedback in a two way model to and from the Leadership Team and the students, staff, and community. It is the duty of the Leadership Team to meet regularly with staff, SAC, and various community support organizations in order to receive feedback and lead the school forward in support of the School Mission. The Leadership Team will gather information and feedback from stakeholder groups and provide guidance to the administration when selecting resources, materials, programs, staffing, etc. Mrs. Culbreath joined the Leadership Team in January of 2013. In support of student achievement, the team will meet regularly with classroom teachers to review the progress of identified students who need support supplemental to regular classroom instruction. Classroom teachers will provide the supplemental instructional strategies and document the progress of the students. The MTSS team will meet with the classroom teachers regularly to review the achievement data of the targeted students and plan next steps based on the needs of the students.
Shumate, Rheda Gail	School Counselor	The Leadership Team will include the Principal, Assistant Principal, certified School Counselors, the Curriculum resource Teacher, the Literacy Coach, the ESE School Specialist, and the Bookkeeper. The group represents a cross section of the school community and will provide communication, support, and feedback in a two way model to and from the Leadership Team and the students, staff, and community. It is the duty of the Leadership Team to meet regularly with staff, SAC, and various community support organizations in order to receive feedback and lead the school forward in support of the School Mission. The Leadership Team will gather information and feedback from stakeholder groups and provide guidance to the administration when selecting resources, materials, programs, staffing, etc. Mrs. Shumate joined the Leadership Team in August of 1999. In support of student achievement, the team will meet regularly with classroom teachers to review the progress of identified students who need support supplemental to regular classroom instruction. Classroom teachers will provide the supplemental instructional strategies and document the progress of the students. The MTSS team will meet with the classroom teachers regularly to review the achievement data of the targeted students and plan next steps based on the needs of the students.
Rayment, Susan	Teacher, ESE	The Leadership Team will include the Principal, Assistant Principal, certified School Counselors, the Curriculum resource Teacher, the Literacy Coach, the ESE School Specialist, and the Bookkeeper. The group represents a cross section of the school community and will provide communication, support, and feedback in a two way model to and from the Leadership Team and the students, staff, and community.

Name	Title	Job Duties and Responsibilities
		It is the duty of the Leadership Team to meet regularly with staff, SAC, and various community support organizations in order to receive feedback and lead the school forward in support of the School Mission. The Leadership Team will gather information and feedback from stakeholder groups and provide guidance to the administration when selecting resources, materials, programs, staffing, etc. Mrs. Rayment joined the leadership team in August of 2014. In support of student achievement, the team will meet regularly with classroom teachers to review the progress of identified students who need support supplemental to regular classroom instruction. Classroom teachers will provide the supplemental instructional strategies and document the progress of the students. The MTSS team will meet with the classroom teachers regularly to review the achievement data of the targeted students and plan next steps based on the needs of the students.
Sachs, Laura	Assistant Principal	The Leadership Team will include the Principal, Assistant Principal, certified School Counselors, the Curriculum resource Teacher, the Literacy Coach, the ESE School Specialist, and the Bookkeeper. The group represents a cross section of the school community and will provide communication, support, and feedback in a two way model to and from the Leadership Team and the students, staff, and community. It is the duty of the Leadership Team to meet regularly with staff, SAC, and various community support organizations in order to receive feedback and lead the school forward in support of the School Mission. The Leadership Team will gather information and feedback from stakeholder groups and provide guidance to the administration when selecting resources, materials, programs, staffing, etc. Mrs. Sachs joined the leadership team in December of 2015. In support of student achievement, the team will meet regularly with classroom teachers to review the progress of identified students who need support supplemental to regular classroom instruction. Classroom teachers will provide the supplemental instructional strategies and document the progress of the students. The MTSS team will meet with the classroom teachers regularly to review the achievement data of the targeted students and plan next steps based on the needs of the students.
Shaner, Mary	Administrative Support	The Leadership Team will include the Principal, Assistant Principal, certified School Counselors, the Curriculum resource Teacher, the Literacy Coach, the ESE School Specialist, and the Bookkeeper. The group represents a cross section of the school community and will provide communication, support, and feedback in a two way model to and from the Leadership Team and the students, staff, and community. It is the duty of the Leadership Team to meet regularly with staff, SAC, and various community support organizations in order to receive feedback and lead the school forward in support of the School Mission.

Name	Title	Job Duties and Responsibilities
		The Leadership Team will gather information and feedback from stakeholder groups and provide guidance to the administration when selecting resources, materials, programs, staffing, etc. Mrs. Shaner joined the Leadership Team in July of 2016. In support of student achievement, the team will meet regularly with classroom teachers to review the progress of identified students who need support supplemental to regular classroom instruction. Classroom teachers will provide the supplemental instructional strategies and document the progress of the students. The MTSS team will meet with the classroom teachers regularly to review the achievement data of the targeted students and plan next steps based on the needs of the students.
Kertz, Kelly Lynne	Instructional Coach	The Leadership Team will include the Principal, Assistant Principal, certified School Counselors, the Curriculum resource Teacher, the Literacy Coach, the ESE School Specialist, and the Bookkeeper. The group represents a cross section of the school community and will provide communication, support, and feedback in a two way model to and from the Leadership Team and the students, staff, and community. It is the duty of the Leadership Team to meet regularly with staff, SAC, and various community support organizations in order to receive feedback and lead the school forward in support of the School Mission. The Leadership Team will gather information and feedback from stakeholder groups and provide guidance to the administration when selecting resources, materials, programs, staffing, etc. Mrs. Kertz joined the Leadership Team in August of 2017. In support of student achievement, the team will meet regularly with classroom teachers to review the progress of identified students who need support supplemental to regular classroom instruction. Classroom teachers will provide the supplemental instructional strategies and document the progress of the students. The MTSS team will meet with the classroom teachers regularly to review the achievement data of the targeted students and plan next steps based on the needs of the students.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	141	124	152	158	162	133	0	0	0	0	0	0	0	870
Attendance below 90 percent	26	18	24	19	19	15	0	0	0	0	0	0	0	121
One or more suspensions	0	0	0	2	5	2	0	0	0	0	0	0	0	9
Course failure in ELA or Math	15	14	8	4	0	3	0	0	0	0	0	0	0	44
Level 1 on statewide assessment	0	0	0	19	28	33	0	0	0	0	0	0	0	80

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	12	16	12	16	13	11	0	0	0	0	0	0	0	80

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	6	9	3	5	0	0	0	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

FTE units allocated to school (total number of teacher units)

64

Date this data was collected or last updated

Saturday 7/20/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	18	17	21	17	19	18	0	0	0	0	0	0	0	110
One or more suspensions	0	2	4	1	3	7	0	0	0	0	0	0	0	17
Course failure in ELA or Math	23	16	9	5	6	2	0	0	0	0	0	0	0	61
Level 1 on statewide assessment	0	0	0	20	24	31	0	0	0	0	0	0	0	75

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	5	8	13	17	22	21	0	0	0	0	0	0	0	86

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	18	17	21	17	19	18	0	0	0	0	0	0	0	110
One or more suspensions	0	2	4	1	3	7	0	0	0	0	0	0	0	17
Course failure in ELA or Math	23	16	9	5	6	2	0	0	0	0	0	0	0	61
Level 1 on statewide assessment	0	0	0	20	24	31	0	0	0	0	0	0	0	75

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	5	8	13	17	22	21	0	0	0	0	0	0	0	86

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	69%	58%	57%	68%	57%	55%
ELA Learning Gains	62%	57%	58%	67%	56%	57%
ELA Lowest 25th Percentile	52%	49%	53%	54%	50%	52%
Math Achievement	74%	60%	63%	71%	61%	61%
Math Learning Gains	69%	56%	62%	62%	57%	61%
Math Lowest 25th Percentile	40%	39%	51%	46%	45%	51%
Science Achievement	68%	54%	53%	70%	49%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	141 (0)	124 (0)	152 (0)	158 (0)	162 (0)	133 (0)	870 (0)
Attendance below 90 percent	26 (18)	18 (17)	24 (21)	19 (17)	19 (19)	15 (18)	121 (110)
One or more suspensions	0 (0)	0 (2)	0 (4)	2 (1)	5 (3)	2 (7)	9 (17)
Course failure in ELA or Math	15 (23)	14 (16)	8 (9)	4 (5)	0 (6)	3 (2)	44 (61)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	19 (20)	28 (24)	33 (31)	80 (75)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

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

ELA							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2019	66%	60%	6%	58%	8%	
	2018	72%	61%	11%	57%	15%	
Same Grade Comparison		-6%					
Cohort Comparison							
04	2019	65%	60%	5%	58%	7%	
	2018	66%	59%	7%	56%	10%	
Same Grade Comparison		-1%					
Cohort Comparison		-7%					
05	2019	70%	59%	11%	56%	14%	
	2018	68%	55%	13%	55%	13%	
Same Grade Comparison		2%					
Cohort Comparison		4%					

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2019	79%	62%	17%	62%	17%	
	2018	76%	65%	11%	62%	14%	
Same Grade Comparison		3%					
Cohort Comparison							
04	2019	65%	61%	4%	64%	1%	
	2018	72%	60%	12%	62%	10%	
Same Grade Comparison		-7%					
Cohort Comparison		-11%					
05	2019	68%	57%	11%	60%	8%	
	2018	68%	58%	10%	61%	7%	
Same Grade Comparison		0%					
Cohort Comparison		-4%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
05	2019	66%	56%	10%	53%	13%	
	2018	61%	54%	7%	55%	6%	
Same Grade Comparison		5%					
Cohort Comparison							

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	40	59	50	40	56	48	28				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ELL	54	47	36	67	70	50	50				
ASN	82			100							
BLK	50	54	40	66	72	50	57				
HSP	63	56	40	67	71	52	62				
MUL	47	50		47	55						
WHT	77	66	61	79	67	24	72				
FRL	64	61	53	71	68	43	63				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	40	53	52	36	32	7	21				
ELL	67	90		78	58						
ASN	93			100							
BLK	58	61	64	53	45	38	43				
HSP	70	82	78	75	61	27	65				
MUL	70	73		57	45						
WHT	76	61	56	79	67	38	65				
FRL	70	66	65	71	60	33	54				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	18	47	44	29	40	36	22				
ELL	41			76							
ASN	80			90							
BLK	45	52	62	55	64		42				
HSP	58	62	31	72	62	69	58				
MUL	63	73		80	63						
WHT	75	73	52	73	61	37	82				
FRL	62	63	53	70	60	52	67				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	75
Total Points Earned for the Federal Index	509

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	56
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	91
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	56
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	61
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

After reviewing our data from the 2019 Florida Standards Assessment we found that the LQ Math gains was by far the lowest performing component. Since the implementation of the FSA, our LQ Math had been trending down until the six point gain we experienced in SY19. While this gain is encouraging, the percent of students demonstrating gains in the LQ Math component is still well below our expectations. Contributing factors could be due to students who were invited to before or after school tutoring just did not attend (could not get rides to and from school at those times) and therefore did not benefit from the extra help; poor attendance in general within this population; and lack of adequate resources for scaffolding of instruction.

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

Lowest quartile Reading/ELA gains demonstrated an 11 point drop from 63% down to 52%. One factor that may have contributed to this decline is diverting resources to our focus on improving our LQ Math scores. Additionally, ELA instructional and human resources were re-purposed to support our enhance focus on primary level literacy per last year's School Improvement Plan. Interestingly, the trend of our LQ Reading/ELA gains has been inconsistent for the past 4 years, going up and down each year (60%, 54%, 63%, 52%). The average over those 4 years is 57%.

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

According to our SY19 FSA results, the LQ Math component was six points below the State average for the same component. Our ELA LQ was one point below the State Average. In all other areas our school performed better than the State Average. The response to the previous two questions reflects the explanation for this performance.

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

According to our SY19 FSA results, we achcieved a gain of six points in three different components: Math Learning Gains; LQ Math Learning Gains; Science. We have a general trend of growing in math and science. This past school year we changed the focus of before and after school tutoring in math to an emphasis on skill building rather than test preparation; we enhanced our Morning Math lab and eliminated some of the barriers to participation that families were encountering; we increase inclusionary practices in our math classes and supported that effort with better alignment in teacher scheduling.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Consistent daily attendance is our greatest area of concern. It also directly impacts two components of the state assessment (Math and ELA LQ Gains).

Out of 40 students in grades 3-5 with two or more EWS, 43% of those students had EWS in attendance below 90% and Level 1 on statewide assessment.

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

1. Math LQ Gains
2. Reading/ELA Gains
3. Attendance
4. Establish and maintain a culture of high expectations
5. Provide more resources and support for the social-emotional development of our students

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Based on the SY19 FSA ELA results of our lowest quartile population, implementing stronger collaborative learning practices through Authentic Literacy is one of our most critical areas of focus.
Rationale	This Area of Focus was identified as a critical area of need because SY19 FSA results revealed a significant drop in the percent of students in our LQ population who demonstrated gains on the ELA portion of the assessment. Additionally, ELA gains of our entire tested population overall have flat-lined. This Area of Focus will improve learning and success overall by helping students develop the skills and strategies to become better readers.
State the measurable outcome the school plans to achieve	By focusing on this area we expect to see increases in the percent of students demonstrating gains in both our lowest quartile population, and our overall tested population. Our expectation is a 3% increase in ELA gains and ELA Lowest Quartile gains on the SY20 FSA.
Person responsible for monitoring outcome	Dave Bordenkircher (bordenkircherd@lake.k12.fl.us)
Evidence-based Strategy	The daily implementation of classroom instructional practices such as Reading, Writing, Thinking, and Talking. which provide students with an opportunity to collaborate in their learning will be used to increase our ELA gains from 62% to 65%, and our ELA Lowest Quartile gains from 52% to 55%. To monitor this strategy, the school Administration and Leadership Team will periodically analyze district progress monitoring measures (i-Ready), as well as weekly Learning Walk data. Further monitoring will be done through weekly MTSS meetings in order to carefully track each student in the Lowest Quartile.
Rationale for Evidence-based Strategy	If we implement, monitor, and support this collaborative learning through authentic literacy practices, then there will be an increase in the percentage of students who demonstrate learning gains in our general population as well our the population of our Lowest Quartile.

Action Step	
Description	1. Provide instructional staff with elements and expectations of the Lake County Schools District Instructional Framework. Support with training/mentoring by School Leadership Team. Frequent Monitoring will be implemented through Classroom Learning Walks, MTSS meetings, Grade Level meetings, and quarterly data chats. This will be initiated during meetings scheduled for the week of pre-planning (August) and carry on throughout the school year.
	2. Establish (or enhance) content based, vertical PLCs (grades 3-5) in both ELA and Math. PLCS will be monitored by School Leadership Team and meet Monthly on the third Wednesday of each month. PLCs will begin in September and continue each month throughout the school year. Each PLC will work together to examine BOY data, then MOY when available, in order to target appropriate resources and instructional practices to content areas in which each subgroup demonstrates more need. This can, and will, advise not only classroom instruction, but tutoring and lab time as well.
Person Responsible	Dave Bordenkircher (bordenkircherd@lake.k12.fl.us)

#2	
Title	Based on the high percentage of students demonstrating chronic absenteeism over the past few years, implementation of a school culture rooted in a foundation of strong relationships and high academic expectations is on of our most critical areas of focus.
Rationale	This Area of Focus was identified because past efforts to engages students and motivate better attendance at school have not resulted in desired improvements. By creating/ enhancing a student-centered culture we expect to provide a learning environment designed to support student needs and engage student minds so that students struggling to come to school fell motivated and excited to attend.
State the measurable outcome the school plans to achieve	By focusing on building culture we expect to reduce the rate of students demonstrating chronic absences (greater than 10% absentee rate) by 4 percentage points from 14% to 10%.
Person responsible for monitoring outcome	Dave Bordenkircher (bordenkircherd@lake.k12.fl.us)
Evidence-based Strategy	A school-based team will be established to focus on providing resources and incentives designed to increase the engagement of students and families. The Attendance Intervention Team will work with school and district leadership, as well as community partners, to identify students and families struggling to maintain consistent attendance. Members of this team will make contact with the student/family to discern what the cause of the poor attendance is, and provide solutions to help overcome those causes. To monitor this strategy the School Leadership Team will review attendance weekly,and analyze quarterly attendance reports.
Rationale for Evidence-based Strategy	If we create the Attendance Intervention Team and implement the strategies for increasing engagement the rate of students experiencing chronic absence rates will decrease.
Action Step	
Description	1. Establish Attendance Intervention team comprised of: Administrators, School Counselors, School Social Worker, School Mental Health Liaison, School-based PASS teacher. 2. Review student lists weekly and run quarterly attendance reports. 3. Engage with district resources and community partners to provide targeted assistance as needed.
Person Responsible	Dave Bordenkircher (bordenkircherd@lake.k12.fl.us)

#3	
Title	Based on SY19 FSA results for lowest quartile in both ELA and Math, providing interventions targeted to the under-performing subgroups in our Lowest Quartile is one of our most critical areas of concern.
Rationale	This Area of Focus was identified as a critical need because the population of students in several of the subgroups are over-represented in the Lowest Quartile. Fifty-two percent of our Lowest Quartile ELA students, and 40% of our Lowest Quartile Math students demonstrated learning gains on the SY19 FSA. While no subgroup fell below the ESSA 41% expectation, several of the subgroups struggled to demonstrate gains. By focusing on targeted interventions for these students we will increase the performance of our overall Lowest Quartile population by three percentage points in both ELA and Math.
State the measurable outcome the school plans to achieve	By focusing on this area, we expect to see the students in our Lowest Quartile population demonstrate an increase of 3% in both ELA and Math (ELA - 55% and Math - 43%).
Person responsible for monitoring outcome	Dave Bordenkircher (bordenkircherd@lake.k12.fl.us)
Evidence-based Strategy	Multi-grade, content-based PLCs will be used to increase the percent of students in our Lowest Quartile who demonstrate gains in both ELA and Math. To monitor this strategy data from BOY to MOY i-Ready progress monitoring assessments will analyzed by school-based leadership, as well as frequent classroom Learning Walk observations.
Rationale for Evidence-based Strategy	If we implement, monitor, and support the multi-grade, content-based PLCs then there will be an increase in the percent of students in our Lowest Quartile population who demonstrate gains on the SY20 FSA.
Action Step	
Description	1. Establish vertical PLCs based on content (ELA and Math) for grades 3-5. Leadership Team members will monitor and support as groups meet, establish norms, and determine goals of the group for the year. Initiate during pre-plan and August. PLC members will continue with monthly meetings and report to school-based leadership. 2. PLCs meet to share knowledge and experience regarding strengths and challenges of students in the Lowest Quartile population. 3. PLC members will share resources, practices, and programs that they found effective. 4. PLC members will review i_Ready BOY and MOY results together in order to target specific students and/or areas of content. 5. PLC members and MTSS Intervention Team will collaborate to establish targeted instructional interventions for students in the Lowest Quartile population, such as: Title 1 After School Tutoring; IXL Math, ELA, and/or Science; i-Ready; Morning Math Lab; Super Kids Title 1 Reading intervention; etc.
Person Responsible	Dave Bordenkircher (bordenkircherd@lake.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

In addition to the Areas of Focus listed above, The Villages Elementary of Lady Lake will continue to focus on demonstrating high levels of student achievement by providing students a safe and healthy learning environment. Our priorities for supporting continued School Improvement include, but are not limited to the following:
1) Follow all district and State mandates regarding policies and procedures for providing a safe and secure school campus.
2) Nurturing a school culture that is founded on good strong relationships. This includes relationships with our students and their families, among staff members, and the critical element of connections with our community.
3) Setting high expectations (behavior and academic) for each one of our students. We will support our students while not allowing any to opt-out of a quality education.
4) Grade level, content-based team teaching in fourth and fifth grades.
5) Substantial mentoring through Title 1 Mentoring program and partnership with Tutors for Kids.
6) Continue Title 1 funded after school tutoring.
7) Continue Morning Math Lab.
8) Continue to provide daily SIPPS instruction in grades K-2.
9) Working to provide a technology rich learning environment by acquiring chromebooks in an effort to achieve a 2:1 student device ratio.

The list above is cpmprised of many of our successful from previous School Improvement Plans. We strive to continue those strategies that have resulted in success for ur students.

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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

The Villages Elementary of Lady Lake believes that Parental and Community Involvement is a critical element to effective education and student success. As a Title 1 school we are provided resources to assist in the development of key strategies aimed at building significant levels of parental involvement. During the 2018-2019 school year we have the following activities planned:

PTO - The Villages Elementary of Lady Lake has an active and viable Parent Teacher Organization. This group works with the school staff to provide multiple opportunities for Parents to get involved in the school. PTO meets regularly to provide parents with information regarding school operations and activities. Our Parent Teacher Organization, working with School Administration and Title 1 staff, sponsors fundraisers, a Fall Festival in November, and Family Curriculum Nights (Writing, Math, Literacy, and Science) to provide families with opportunities to participate actively in the school.

The Villages Elementary hosts a "Meet the Teacher" orientation prior to the beginning of the school year and Open House in the fall to help parents stay involved with the academic progress of their children. Parents are welcome to come to the school at any time to meet with their child's teacher, counselor, or an administrator.

Rich Community partnership have brought many clubs, churches, and civic groups into the school with donations of valuable resources such as time and materials.

During the school year and the summer The Villages Elementary of Lady Lake runs an open library program in the evenings called BookSHELF when students and families will have full access to all media center resources.

When possible, parent/family notifications and communications from The Villages Elementary of Lady Lake are provided in the home language.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The Social-emotional needs of the students at The Villages Elementary of Lady Lake are served on many levels.
Our teachers are expected to provide concern and support for students demonstrating any level of emotional need. In addition, we have two highly-qualified Certified School Counselors who coordinate with school and district staff to provide support to all students and monitor the student population for students who may need additional resources in any area. Continued social-emotional support is provided through significant numbers of mentors and volunteers who are a regular and frequent presence on our campus. Significant support for for our growing ELL population is provided by a cadre of professionals who are bi-lingual. These professionals offer both academic and social-emotional assistance to students and families in an English Language dominated environment.

Additional support is available and provided on a need by need basis through problem solving MTSS procedures. If and when a student is identified as needing support of any kind, all resources available are brought to the table as options. The MTSS team, along with the students parents, work together to access and provide the support needed for the student to succeed.

In addition, Lake County Schools has allocated a full-time Mental Health Liaison to each school. The primary responsibility of this employee is to identify students whose mental health may be at risk. The Mental Health Liaison will coordinate school, district, and community resources to provide support for identified students and monitor the effectiveness of strategies and resources in place for the students.

Lake County Schools provide significant support to schools in the area of social emotional needs of students. The Student Services Department employs six Mental Health Specialists that support all schools to provide assistance for students who demonstrate more significant and immediate needs for mental health support.

n/a

n/a

n/a

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

The Villages Elementary has one Title 1 funded Pre-K unit with 20 students to help prepare students for kindergarten. Title 1 funds provide a full time teacher and a full time teacher assistant who work together to provide instruction for the students. VPK and Kindergarten Round-ups are scheduled to provide an

opportunity for children and parents to register for the programs as well as get oriented with school culture.

At The Villages Elementary of Lady Lake, all incoming students are assessed upon entering kindergarten with a form of the Brigance K & 1 screening instrument. Then, the Florida Kindergarten Readiness Screener will be administered within the first 30 school days. Parents complete a "Student Profile" questionnaire upon registering a kindergarten student. Information from these sources will be used to plan for the academic and social/emotional instruction for all students.

The progress of each student is reviewed by the Leadership Team along with the student's teacher at the end of the year. During these meetings data is gathered to provide the next year's teacher with a full profile of each student. Once the class lists are set for the new year each teacher meets with the Leadership Team to review the records of each student in the teachers class. This ensures a healthy and thorough vertical articulation within the school. These meetings include information about any specific programs the student may be supported by, such as, ESE, 504, MTSS, etc.

Annual and thorough vertical articulation ensure that all of our students transition to the middle school successfully. Our ESE students transition to middle school through a thorough, individual vertical articulation. Parents of the students are invited and encouraged to attend.

Careful Monitoring of ELL students once they have exited the program ensures a successful transition into the rigorous expectations of school.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Title 1, Part A: Funds provide academic support to students to assist them in achieving the standards in the local curriculum and the Florida Standards. The opportunities may include before and after school programs and resource assistance during the school day. Title I provides an Academic Resource Teacher, a Literacy Coach, Teacher Assistant for Literacy and a Family School Liaison (FSL). Title I funds a Parent Resource Center where the FSL facilitates materials check-out, parent workshops and communication between teachers and parents.

Title I Part C: Migrant Education Program (MEP) staff provide services and support to eligible students and parents. The MEP Migrant Advocate provides parents with social service referrals to local community agencies as well as advocacy support. The district-based MEP Program Specialist coordinates with other federal and district programs to help meet the needs of these students.

Title I, Part D: The Program Specialist for the Neglected and Delinquent (N&D) program provides services for identified N&D students in need.

Title II - Funds provided for Professional Development targeted to the recruitment and retention of effective, certified and Highly Qualified teachers. Professional development provided by the district to provide employees with knowledge of effective instructional strategies.

Title III, (ELL) & ESOL - Lake County Schools programs and resources support cultural awareness, community involvement, and quality services through best practices for English language learners. We strive to provide support to students, families, personnel, teachers, and administrators of Lake County Schools.

Title IX, Homeless: The School Counselors and Social Worker assist to provide resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. District Program Specialists collaborate with the School Homeless Contact to help identified students and their families receive support.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Throughout the elementary school years The Villages Elementary of Lady Lake provides age appropriate skill development in technology and keyboarding skills, as well as healthy study skills and a strong work ethic. Our purpose is to prepare students for instructional challenges and the immersion into technology that they will encounter once the begin secondary school. In partnership with our secondary feeder pattern we intend to build skills that will ensure preparedness and success when our students enter the world of college or the career of their choice.

In addition to these academic strategies, The Villages Elementary of Lady Lake provides awareness of College and Career goals and expectations through the development of important employability and success skills such as regular and consistent attendance, healthy living and nutrition, and "social work" skills such as team building and peer accountability through Socratic practices in classroom discussions and debates.

College awareness is also promoted through school events such as College Colors day when students and staff are encouraged to wear colors and emblems representing their favorite college. Other similar events are planned throughout the year and embedded into our curricular programs.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Based on the SY19 FSA ELA results of our lowest quartile population, implementing stronger collaborative learning practices through Authentic Literacy is one of our most critical areas of focus.	$0.00
2	III.A.	Areas of Focus: Based on the high percentage of students demonstrating chronic absenteeism over the past few years, implementation of a school culture rooted in a foundation of strong relationships and high academic expectations is on of our most critical areas of focus.	$0.00
3	III.A.	Areas of Focus: Based on SY19 FSA results for lowest quartile in both ELA and Math, providing interventions targeted to the under-performing subgroups in our Lowest Quartile is one of our most critical areas of concern.	$0.00
		Total:	$0.00