

Lake County Schools

The Villages Elementary Of Lady Lake School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	14
Planning for Improvement	19
Positive Culture & Environment	23
Budget to Support Goals	0

The Villages Elementary Of Lady Lake School

695 ROLLING ACRES RD, Lady Lake, FL 32159

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

Demographics

Principal: Gregory Dudley

Start Date for this Principal: 8/27/2020

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	14
Planning for Improvement	19
Title I Requirements	0
Budget to Support Goals	0

The Villages Elementary Of Lady Lake School

695 ROLLING ACRES RD, Lady Lake, FL 32159

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

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	95%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	45%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

School Board Approval

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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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Dudley, Gregg	Principal	<p>The Cabinet Team will include the Principal, Assistant Principal, certified School Counselors, the Curriculum Resource Teacher, the Literacy Coach, the ESE School Specialist, the Mental Health Liaison, 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. Dudley joined the Leadership Team on July 1, 2020.</p> <p>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.</p>
Carroll, Lori	School Counselor	<p>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.</p> <p>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.</p>
Shumate, Rheda Gail	School Counselor	<p>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</p>

Name	Title	Job Duties and Responsibilities
		<p>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.</p> <p>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.</p>
Rayment, Susan	Teacher, ESE	<p>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. Rayment joined the leadership team in August of 2014.</p> <p>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.</p>
Sachs, Laura	Assistant Principal	<p>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.</p>

Name	Title	Job Duties and Responsibilities
		<p>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.</p>
Shaner, Mary	Administrative Support	<p>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. Shaner joined the Leadership Team in July of 2016.</p> <p>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.</p>
Kertz, Kelly Lynne	Instructional Coach	<p>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.</p> <p>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.</p>

Name	Title	Job Duties and Responsibilities
Holmes, Lindsey	Instructional Coach	
Sapp, Shannon	School Counselor	Mental Health Liaison

Demographic Information

Principal start date

Thursday 8/27/2020, Gregory Dudley

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

53

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Total number of teacher positions allocated to the school

59

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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 .	

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	128	144	110	148	161	149	0	0	0	0	0	0	0	840
Attendance below 90 percent	15	12	5	9	12	7	0	0	0	0	0	0	0	60
One or more suspensions	2	3	0	3	4	0	0	0	0	0	0	0	0	12
Course failure in ELA	8	5	2	2	1	0	0	0	0	0	0	0	0	18
Course failure in Math	7	3	0	1	1	1	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	13	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	24	0	0	0	0	0	0	0	24

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	40	48	29	57	56	63	0	0	0	0	0	0	0	293

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	5	3	2	2	0	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 8/27/2020

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	
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

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	
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

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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

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%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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				
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						

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
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
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
Multiracial Students	
Federal Index - Multiracial Students	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0

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%	0
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%	0

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 achieved 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?

Based on our EWS data, for the SY19-20, one area of focus is to reduce course failures in ELA and Math by addressing academic gaps resulting from the school closures since March of 2020.

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. Culture & Environment specifically relating to Early Warning Systems

Area of Focus Description and Rationale: ELA and math data from previous administrations of the Florida Standards Assessment indicate inconsistencies in gains for students with disabilities and students scoring in the lowest quartile. Grade level teams will use the district instructional framework to develop collective teacher efficacy to ensure that every student has a great teacher by design rather than chance. This focus is aligned to district and school-based instructional priorities.

Measurable Outcome: One aspect of increased teacher efficacy would be an increase in collegiality among our teaching staff. This factor will be evident as we recruit and retain highly qualified and effective staff. A return on this effort will be an increase of at least 3% on ELA and Math tests for students with disabilities and students scoring in the lowest quartile.

Person responsible for monitoring outcome: Gregg Dudley (dudleyg@lake.k12.fl.us)

Evidence-based Strategy: Two primary strategies that will be established through increased teacher efficacy are establishing and maintaining high expectations for all learners and building quality relationships with all stakeholders.

Rationale for Evidence-based Strategy: By focusing on high expectations for all learners and building relationships with stakeholders, we will ensure positive learning outcomes for all students, regardless of their educational subgroup.

Action Steps to Implement

A campus-wide focus will be placed on person-first language as it relates to ensuring high expectations for all students which include students with disabilities performing in the lowest quartile. Stakeholders have adopted a set of classroom practices which demonstrate an environment where high expectations are culturally embedded. These practices include developing a safe learning environment, allowing for productive struggle, building resiliency, viewing mistakes as learning opportunities, demonstrating curricular relevance, and promoting self esteem.

Person Responsible: Laura Sachs (sachsl@lake.k12.fl.us)

Throughout the year, our professional development activities will focus on answering these questions about relationships: How do we strengthen relationships in our school community? How do we forge relationships with community partners? How do we develop relationships with students and parents? How does successfully answering these three questions support our effort to build collective teacher efficacy related to culture?

Person Responsible: Kelly Lynne Kertz (kertzkl@lake.k12.fl.us)

PLCs, grade level meetings, and professional development opportunities will ensure collective teacher efficacy, which is the key to providing every student with a great teacher. In addition, a member of the leadership team has been assigned to each grade level for support. These leaders also serve as grade level ambassadors in facilitating school-wide instructional planning decisions.

Person Responsible: Gregg Dudley (dudleyg@lake.k12.fl.us)

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	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.
Measurable Outcome:	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:	Gregg Dudley (dudleyg@lake.k12.fl.us)
Evidence-based Strategy:	In order to demonstrate gains in ELA and Math, teachers will have an increased focus on small group instruction. To monitor this strategy, data from BOY to MOY i-Ready progress monitoring assessments will be analyzed by teachers and school-based leadership. Monitoring will also take place through frequent classroom Learning Walk observations.
Rationale for Evidence-based Strategy:	If we implement, monitor, and support the use of small group instruction, then there will be an increase in the percent of students in our Lowest Quartile population, who demonstrate gains on the SY20 FSA.

Action Steps to Implement

1. Establish vertical PLCs based on content (ELA and Math) for grades K-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. Grade levels will meet weekly along with leadership to plan for differentiated small group instruction.

Person Responsible Gregg Dudley (dudleyg@lake.k12.fl.us)

2. PLCs meet to share knowledge and experience regarding strengths and challenges of students in the Lowest Quartile population.

Person Responsible Gregg Dudley (dudleyg@lake.k12.fl.us)

3. PLC members will share resources, practices, and programs that they have found effective.

Person Responsible Kelly Lynne Kertz (kertzkl@lake.k12.fl.us)

4. PLC members will review i-Ready BOY and MOY results together in order to target specific students and/or areas of content.

Person Responsible Lindsey Holmes (holmesl@lake.k12.fl.us)

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 Lori Carroll (carrolll@lake.k12.fl.us)

#3. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus Description and Rationale:**

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.

Measurable Outcome:

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 SY21 FSA.

Person responsible for monitoring outcome:

Gregg Dudley (dudleyg@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 Leadership Team and teachers 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 aligned instructional practices, then there will be an increase in the percentage of students who demonstrate learning gains in our general population and our students scoring in the Lowest Quartile.

Action Steps to Implement

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 during pre-planning (August) and carry on throughout the school year.

Person Responsible

Gregg Dudley (dudleyg@lake.k12.fl.us)

2. Establish (or enhance) content based, vertical PLCs (grades K-5) in both ELA and Math. PLCs will be monitored by School Leadership Team and meet quarterly. Each PLC will compare/analyze BOY data and MOY, in order to target appropriate resources and instructional practices needed.

Person Responsible

Gregg Dudley (dudleyg@lake.k12.fl.us)

No description entered

Person Responsible

[no one identified]

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

A member of the leadership team has been assigned to each grade level for support. These leaders also serve as grade level ambassadors in facilitating school-wide instructional planning decisions related to missed instructional time due to school closure since March 2020.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

One of the finest qualities of the overall school culture at The Villages Elementary of Lady Lake is the school climate and the community wide commitment to the school's purpose. This commitment is clearly reflected at multiple levels throughout the school community. The school staff and administration hold one another accountable for continued high expectations. The Community of Lady Lake also supports and expects The Villages Elementary of Lady Lake to provide a learning environment with a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the relevant application of knowledge and skills. The clear direction of VELL is evident as soon as you walk on to the campus, as has been reported by many community members and families of students. In order to maintain the high academic standards and significant levels of community support, the staff and administration of VELL promote high expectations for instructional practices and pursue the valuable support of the community that we currently enjoy. Parents, families and legal guardians know and understand the direction and goals of the school. Also, the community actively supports the institution's vision, mission, purpose and/or priorities.

Parent Family and Engagement Plan (PFEP) Link

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