Village Of Excellence Academy

2021-22 Schoolwide Improvement Plan

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Village Of Excellence Academy

1251 E FOWLER AVE, STE A, Tampa, FL 33612

[no web address on file]

Demographics

Principal: Glennis Perez   Start Date for this Principal: 7/1/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Economically Disadvantaged Students*
School Grades History	2018-19: B (54%) 2017-18: F (27%) 2016-17: C (43%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	<u>Lucinda Thompson</u>
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <u>click here</u>.	

School Board Approval

This plan is pending approval by the Hillsborough 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)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-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	Yes	98%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	F

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SIP Authority

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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 mission statement of the Village of Excellence Academy is to develop self disciplined students who achieve high academic standards in a safe and caring learning environment.

Provide the school's vision statement.

Our vision is to be the top charter school educational alternative serving scholars in Florida's urban core.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Edwards, Romaine	Principal	Romaine Edwards, School Leader/Principal Mr. Edwards provides leadership and administration of the daily operations of the school. He monitors ongoing achievement data at the weekly, unit, IA level to ensure all scholars make ambitious and achievable academic progress. He uses this data to guide MTSS decisions. His role also is to motivate scholars and staff to strive for superior performance so as to provide the best opportunities for student growth and development, both educationally and personally. To ensure school improvement priorities are being met, the Principal co-observe lessons and delivers "in the moment coaching" to the Assistant Principals of Instruction to provide feedback and model for its execution to them.
Sink, Jennette	Assistant Principal	Crystal Boyd, Assistant Principal of English Language Arts & Social Studies Instruction The role of the Assistant Principal for Instruction (API) is to provide instructional and curricular support to the teaching staff. They observe teachers regularly and use in the moment coaching strategies to adjust instruction. To ensure teachers are getting better weekly, API's provide weekly/bi-weekly feedback using the Observation, Feedback, and Practice structures. They facilitate or prepare teachers to facilitate Unit Unpacking protocols at the start of each unit. The API's also pay attention to teacher preparation and execution by designing and delivering high impact professional development opportunities (department or school-wide) for teachers- delivered on during Early Release Days and/or Professional Learning Communities (PLCs). Finally, API's assist in monitoring ongoing achievement data at the weekly, unit, and IA level to ensure all scholars, including scholars with IEPs, make ambitious and achievable academic progress. They use this data to make programmatic, structural, and intervention decisions.
Perez, Glennis	Teacher, K-12	SAC Chair, Title 1 Coordinator,. Math Team Leader

Demographic Information

Principal start date
Tuesday 7/1/2014, Glennis Perez

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.*
0

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.*
2

Total number of teacher positions allocated to the school

14

Total number of students enrolled at the school

197

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

2

Demographic Data

Early Warning Systems

2021-22

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	30	34	23	37	43	30	0	0	0	0	0	0	0	197
Attendance below 90 percent	85	81	82	88	87	88	0	0	0	0	0	0	0	511
One or more suspensions	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	1	8	0	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	20	5	11	0	0	0	0	0	0	0	36
Level 1 on 2019 statewide FSA Math assessment	0	0	0	13	10	16	0	0	0	0	0	0	0	39
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	3	2	5	2	1	0	0	0	0	0	0	0	13
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

Monday 6/7/2021

2020-21 - 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	36	47	38	43	36	37	0	0	0	0	0	0	0	237
Attendance below 90 percent	5	6	8	7	6	4	0	0	0	0	0	0	0	36
One or more suspensions	1	4	7	22	7	4	0	0	0	0	0	0	0	45
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	12	12	0	0	0	0	0	0	0	24
Level 1 on 2019 statewide Math assessment	0	0	0	0	9	7	0	0	0	0	0	0	0	16

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	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	2	3	4	0	0	0	0	0	0	0	9

2020-21 - 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	36	47	38	43	36	37	0	0	0	0	0	0	0	237
Attendance below 90 percent	5	6	8	7	6	4	0	0	0	0	0	0	0	36
One or more suspensions	1	4	7	22	7	4	0	0	0	0	0	0	0	45
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	12	12	0	0	0	0	0	0	0	24
Level 1 on 2019 statewide Math assessment	0	0	0	0	9	7	0	0	0	0	0	0	0	16

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	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				36%	52%	57%	12%	52%	56%
ELA Learning Gains				83%	55%	58%	30%	52%	55%
ELA Lowest 25th Percentile				100%	50%	53%	38%	46%	48%
Math Achievement				37%	54%	63%	30%	55%	62%
Math Learning Gains				56%	57%	62%	38%	57%	59%
Math Lowest 25th Percentile				53%	46%	51%	31%	44%	47%
Science Achievement				12%	50%	53%	13%	51%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	21%	52%	-31%	58%	-37%
Cohort Comparison						
04	2021					
	2019	48%	55%	-7%	58%	-10%
Cohort Comparison		-21%				
05	2021					
	2019	39%	54%	-15%	56%	-17%
Cohort Comparison		-48%				

			MATH			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	39%	54%	-15%	62%	-23%
Cohort Comparison						
04	2021					

MATH							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**	
	2019	42%	57%	-15%	64%	-22%	
Cohort Comparison		-39%					
05	2021						
	2019	28%	54%	-26%	60%	-32%	
Cohort Comparison		-42%					

SCIENCE							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**	
05	2021						
	2019	12%	51%	-39%	53%	-41%	
Cohort Comparison							

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

For students in Grade 1 - 5 we used i-Ready Diagnostics as our progress monitoring tool for Reading and Mathematics.

Grade 1				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	18	7	26
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	39	3	48
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18	10	28
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20	6	20
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	24	14	13
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15	3	9
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	3	0	6
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	4	12	33
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	8	9
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	4	0	9
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	8			20							
BLK	17	35		28	31						
FRL	14	35		28	31						

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	32	86		22	58						
BLK	35	82	100	35	55	53	13				
FRL	29	78	100	32	57	53	12				

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				6							
BLK	13	29	31	29	36	25	12				
FRL	12	29	38	27	38	31	13				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	21
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	105
Total Components for the Federal Index	5
Percent Tested	95%

Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	14
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	22
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	22
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

One of the highest priorities for school wide improvement are the Science scores. Year over year, our science scores are not improving at the same rate as the scores for science throughout the district.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Science is the area that showed the greatest decline from the prior year.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

We have focused so heavily on our reading program, that we didn't invest heavily in science. Create a strong vision of excellence for Science Instruction, teach Science consistently at all grade levels daily, and implement a strong coaching/feedback cycle that is centered on strong academic instruction in science.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Reading showed the most improvement over the years.

What were the contributing factors to this improvement? What new actions did your school take in this area?

To create that level of gain, we developed systems where we observed reading instruction weekly, met as a
leadership team to evaluate weekly scores and made the appropriate adjustments instructionally to build teacher capacity.

What strategies will need to be implemented in order to accelerate learning?

For the 20-21 school year, we purchased a new school wide science program to increase our student proficiency.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

1. PD's focused on our Arc of they Year Instructional focus:
- Essential Components: Basic Lesson Design & Pacing

- Feedback & Productive Struggle
- Classroom Discourse & Discussion

2. PD's focused on Best Practice for Science Instruction & Looking at Student Work Protocols.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Our teachers will receive additionally:
1. Monthly Planning Meetings w/ J & J Educational Bootcamp (The publishers of our adopted Science Curriculum)

Our Leadership team will receive:
- Weekly Executive Coaching from Achievement First Director of Science

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	Based on data over year the past 2 years, our science scores are not improving at the same rate as the scores for science throughout the district and/or the state. In fact, we have experienced a disparaging 39% - 40% gap in our students performance compared to the district and state's performance on the FCAT. Over those years, we struggled to hold teachers accountable at all the other grade levels, put procedures and protocols in place for science data collection and content mastery, and provide teachers with training at all grade levels to teach science content at a high level.
Measurable Outcome:	The vision for success is that our scholars will demonstrate stronger student outcomes as measured by our state end-of-the-year assessment (FCAT). We have set the following student data target: FCAT Science results for students in 5th grade will increase from 12% to 25% when we implement a standards-based science curriculum through grades K-5.
Monitoring:	The Assistant Principal of Instruction will monitor the progress of our desired outcomes in the following ways: - Monitor Weekly, Unit, & IA Assessment Data - Create and cadence of meeting structures to Analyze, Evaluate, and Adjust plans that address student and teacher performances with the leadership team.
Person responsible for monitoring outcome:	Romaine Edwards (romaine.edwards@charter.hcps.net)
Evidence-based Strategy:	We will: - Build Teacher Capacity to Implement Rigorous Inquiry Based Instruction - Cultivate Instructional Cohesion across grade levels - Build Comprehensive Data Systems and Metrics - Cultivate a Data Oriented Culture Within the Science PLC
Rationale for Evidence-based Strategy:	The purpose of the Arc of the Year (AOTY) is to provide overall vision, strategy and resources for (1) the AOTY as a whole followed by (2) guidance on each portion of the arc. The AOTY is a roadmap; it is not a school-based strategic plan. The leadership team will work together to clarify roles and responsibilities, key decisions, and action plans.

Action Steps to Implement

Arc #0 Arc 0: Preparation, Planning & Practice for a Strong Science Lessons Launch- Summer Preparation and Investment

Arc #1 Basic Lesson Design & Pacing: The first coaching cycle will focus on teachers executing critical lesson components daily that 1) will insure we are on pace throughout the year and 2) give 60% of the instruction period for students to be engaged in rigorous thinking and learning.

Arc #2 Feedback & Productive Struggle: These strategies help students have productive struggle in class that lead to high learning outcomes.

Arc #3 Classroom Discourse & Discussion: It is essential that students have time to discuss and debate concepts in order to achieve true mastery of the knowledge and skills in each course. Having a classroom rich in discourse and discussion will ensure students are mastering and retaining information leading up to their FCAT state exam.

Person Responsible Romaine Edwards (romaine.edwards@charter.hcps.net)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	During June 2020, the leadership team engaged in data analysis to unpack the standards that needed support in increasing student proficiency. Since then, we have struggled to increase proficiency in reading. The pandemic's reach gripped our community. Over the past two years we've decreased in reading achievement and have not to regained positive progress towards our goal. After reviewing the results for the FSA ELA grades 3-5, the team determined it is best to continue deepening in the reading curriculum to develop instructional habits that will lead to effective implementation
Measurable Outcome:	The vision for success is that our scholars will demonstrate stronger student outcomes as measured by our state end-of-the-year assessment (FSA). We have set the following student data targets by grade level: Grade level FSA Proficiency Targets & FSA Growth Targets Grade 3 2019- 21% 2022- 30% Grade 4 2019-_48_% 2022- 36% Grade 5 2019 _39_% 2022- 30%
Monitoring:	The Assistant Principal of Instruction will monitor the progress of our desired outcomes in the following ways: - Unit, & IA Assessment Data - Create and cadence of meeting structures to Analyze, Evaluate, and Adjust plans that address student and teacher performances with the leadership team.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	1. The team will implement Module Unpacking to understand the goals and standards that will be mastered in a quarter to a rubric standard. 2. The team will implement Unit & Lesson Plan Unpacking to have a clear vision of excellence for daily instruction to a rubric standard. 3. i-ready.com will be implemented for complementing and supplementing Tier 1 instruction. 4. Implement high quality tutorial sessions after school and on Saturdays (Saturday Academy).
Rationale for Evidence-based Strategy:	According to EdReports.org, EL Education meets expectations for the three gateways that are required to meet the requirements of our Florida State Standards. For alignment, EL Education meets expectations for text quality, building knowledge and usability for grades K-5.

Action Steps to Implement

Arc #0 Arc 0: Preparation, Planning & Practice for a Strong ELA Lessons Launch- Summer Preparation and Investment

Arc #1 Basic Lesson Design & Pacing: The first coaching cycle will focus on teachers executing critical lesson components daily that 1) will insure we are on pace throughout the year and 2) give 60% of the instruction period for students to be engaged in rigorous thinking and learning.

Arc #2 Feedback & Productive Struggle: These strategies help students have productive struggle in class that lead to high learning outcomes.

Arc #3 Classroom Discourse & Discussion: It is essential that students have time to discuss and debate

concepts in order to achieve true mastery of the knowledge and skills in each course. Having a classroom rich in discourse and discussion will ensure students are mastering and retaining information leading up to their FSA state exam.

Person Responsible   Romaine Edwards (romaine.edwards@charter.hcps.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

When comparing our discipline data against the data across the state it was determined that we are ranked #107 out of 119 Elementary Schools.

The area of concern that we will monitor is violent incidents. In looking closely, we need to decrease fighting per 100 students. Our goal, therefore is to decrease the number of fights from 4.55 per 100 students to 2 per 100 students as measured by the SafeSchoolsforAlex.org website by the end of the 2021 SY.

To ensure we meet our goal we will do the following:
1. Implement "We are Crew" as our school culture and positive behavior focus.
2. Include daily "Crew" meetings with our students in every classroom to build community, teach Social Emotional Learning Strategies, and builds habits of character.
3. Hire behavior techs to support and monitor student progress on Tier 2 & Tier 3 Behavior Plans.

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.

Positive character is not seen as a trait that individuals either have or do not have, but it is seen as a set of habits that are cultivated over time.

At VOEA, teachers explicitly teach and practice character during the school day and students have many opportunities to reflect on their habits of character, but the focus on character does not end when academic instruction begins. Those habits of character are an ongoing focus during class time (i.e. academic courage,

perseverance, compassion, collaboration, etc.) Our reading program - EL-Education has a strong part of its program designed to address having a positive school culture and environment.

We will develop and build out We Are Crew as our theme and the biggest effort to build a positive school culture.

Crew creates a daily opportunity for students to build healthy relationships with adults and peers, to have honest and courageous conversations about issues that impact their lives, and take on leadership in the school and in their communities.

1. Leaders will ensure the school master schedule creates an opportunity for Crew meetings to take place.
2. Teachers will hold daily Crew meetings with their students that are targeted on SEL, habits of character, and other elements of maintaining a positive culture.
3. Parents will join and help make decisions on Crew activities and other Crew opportunities to reinforce having a positive culture.

We will also add behavior techs to our team to support & reinforce our goal of creating a positive school culture. These will aid in developing and monitoring strong behavior plans, and teach social skills to scholars where appropriate.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Principal & Assistant Principal- Oversee and provide guidance to Crew Design team
Crew Design Team: K. Gonzalez, E. Hawkins, C. Miller, G. Perez - Ensures that the activities and grade level initiatives are planned out and executed according to our calendar.

Remaining Teachers: Uphold and ensures that Crew Meetings happen daily in classrooms. They implement the targets and habits of character as set by the Crew Design team. (remaining teaching staff)

Part V: Budget

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

1	III.A.	**Areas of Focus: Instructional Practice: Science**	$0.00
2	III.A.	**Areas of Focus: Instructional Practice: ELA**	$0.00
		Total:	**$0.00**