



---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>9</b>
<b>Planning for Improvement</b>	<b>17</b>
<b>Positive Culture &amp; Environment</b>	<b>21</b>
<b>Budget to Support Goals</b>	<b>22</b>

## Village Of Excellence Middle School

4600 E BUSCH BLVD, Tampa, FL 33617

[ no web address on file ]

### Demographics

**Principal: Romaine Edwards**

Start Date for this Principal: 1/1/2017

<b>2019-20 Status</b> (per MSID File)	Closed: 2023-06-30
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (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*
<b>School Grades History</b>	2018-19: D (38%) 2017-18: C (42%) 2016-17: B (54%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### 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](http://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

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>9</b>
<b>Planning for Improvement</b>	<b>17</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>22</b>

# Village Of Excellence Middle School

4600 E BUSCH BLVD, Tampa, FL 33617

[ no web address on file ]

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2020-21 Title I School</b>	<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Middle School 6-8	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	Yes	100%

## School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	C

## 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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

**Provide the school's vision statement.**

The vision of the Village of Excellence Middle School is to eradicate the achievement gap by providing high academic educational opportunities to students who would traditionally suffer during secondary education due to their surrounding community.

### 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
Maddox, Lakeisha	Principal	Ms. Maddox provides leadership and administration of the daily operations at the school. Ms. Maddox monitors ongoing achievement data at the weekly, unit and IA level to ensure all scholars make ambitious and achievable academic progress. She uses this data to guide MTSS decisions. Her role is to motivate scholars and staff to strive for superior performance to provide the best possible opportunities for student growth and development, both educationally and personally. To ensure school improvement priorities are being met, the Principal observes lessons and delivers "in the moment coaching" to provide feedback and model execution of lessons.
Jackson, Bruce	Other	Mr. Jackson ensures ongoing local programmatic excellence, rigorous program evaluation, and consistent quality of finance and administration, fundraising, communications, and systems. Mr. Jackson gives recommendations of timelines and resources needed to achieve the strategic goals.

### Demographic Information

**Principal start date**

Sunday 1/1/2017, Romaine Edwards

**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.*

1

**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.*

1

**Total number of teacher positions allocated to the school**

7

**Total number of students enrolled at the school**

103

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

1

**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	0	0	0	0	0	0	44	0	0	0	0	0	0	44
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	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	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	18	11	7	0	0	0	0	36
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	17	9	9	0	0	0	0	35
Number of students with a substantial reading deficiency	0	0	0	0	0	0	10	5	7	0	0	0	0	22

**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	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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Date this data was collected or last updated**

Tuesday 6/29/2021

**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	0	0	0	0	0	0	36	33	33	0	0	0	0	102
Attendance below 90 percent	0	0	0	0	0	0	3	4	7	0	0	0	0	14
One or more suspensions	0	0	0	0	0	0	4	7	10	0	0	0	0	21
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	0	0	15	17	14	0	0	0	0	46
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	17	19	9	0	0	0	0	45

**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	7	10	12	0	0	0	0	29

**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	2	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	1	1	0	0	0	0	2

**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	0	0	0	0	0	0	36	33	33	0	0	0	0	102
Attendance below 90 percent	0	0	0	0	0	0	3	4	7	0	0	0	0	14
One or more suspensions	0	0	0	0	0	0	4	7	10	0	0	0	0	21
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	0	0	15	17	14	0	0	0	0	46
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	17	19	9	0	0	0	0	45

**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	7	10	12	0	0	0	0	29

**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	2	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	1	1	0	0	0	0	2

**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				22%	51%	54%	26%	52%	53%
ELA Learning Gains				37%	52%	54%	50%	53%	54%
ELA Lowest 25th Percentile				30%	47%	47%	59%	48%	47%
Math Achievement				15%	55%	58%	29%	56%	58%
Math Learning Gains				51%	57%	57%	41%	59%	57%
Math Lowest 25th Percentile				73%	52%	51%	41%	52%	51%
Science Achievement				8%	47%	51%	11%	47%	52%
Social Studies Achievement				60%	67%	72%	53%	66%	72%

**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
06	2021					
	2019	18%	53%	-35%	54%	-36%
Cohort Comparison						
07	2021					
	2019	28%	54%	-26%	52%	-24%
Cohort Comparison		-18%				
08	2021					
	2019	20%	53%	-33%	56%	-36%
Cohort Comparison		-28%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
06	2021					
	2019	5%	49%	-44%	55%	-50%
Cohort Comparison						
07	2021					
	2019	24%	62%	-38%	54%	-30%
Cohort Comparison		-5%				
08	2021					
	2019	0%	31%	-31%	46%	-46%
Cohort Comparison		-24%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
08	2021					
	2019	7%	47%	-40%	48%	-41%
Cohort Comparison						

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	61%	67%	-6%	71%	-10%

<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					

<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	50%	63%	-13%	61%	-11%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

**Grade Level Data Review - Progress Monitoring Assessments**

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

i-Ready Diagnostic is an adaptive assessment designed to provide teachers with actionable insight into student needs. It offers a complete picture of student performance and growth, eliminating the need for multiple redundant tests. In grades 6-8, this the monitoring tool.

		Grade 6			
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		4	14	20
	Economically Disadvantaged		2	10	15
	Students With Disabilities		1	10	18
	English Language Learners		0	1	3
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		6	12	25
	Economically Disadvantaged		3	10	15
	Students With Disabilities		1	7	10
	English Language Learners		0	3	6

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	2	10	12
	Economically Disadvantaged	1	10	13
	Students With Disabilities	5	7	15
	English Language Learners	1	3	7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11	25	35
	Economically Disadvantaged	5	10	15
	Students With Disabilities	7	12	15
	English Language Learners	1	5	7
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	5	10	20
	Economically Disadvantaged	1	3	5
	Students With Disabilities	3	6	9
	English Language Learners	1	5	9

Grade 8					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		10	15	25
	Economically Disadvantaged		10	15	25
	Students With Disabilities		3	6	9
	English Language Learners		1	3	6
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		1	3	3
	Economically Disadvantaged		0	0	0
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		10	15	20
	Economically Disadvantaged		3	6	9
	Students With Disabilities		2	4	6
	English Language Learners		1	1	1
		Number/% Proficiency	Fall	Winter	Spring

**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		36		25	75						
BLK	19	35	50	25	56	63		37			
FRL	14	35	50	22	56	63		32			
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											
BLK	19	37	33	14	53	75	4	59	46		
FRL	16	35	25	13	48	79	6	56			

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	13	50			15						
BLK	25	48	65	30	38	33	12	54	67		
FRL	26	48	57	28	40	38	11	50	65		

### 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	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	289
Total Components for the Federal Index	7
Percent Tested	79%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
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

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	41
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	
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	39
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?**

The trends that emerge across grade levels 6-8 are that students lack many foundational skills in reading and math. These deficits directly effect achievement in many content areas. Many students lack the academic

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

After analyzing the data components, based off progress monitoring and the 2019 state assessments, the greatest need for improvement is Civics. Civics had the greatest decrease in proficiency, decreasing from 65% to 37%.

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

During 2019, teachers and students were in a traditional setting of learning and socializing. Teachers were stationary in one classroom. In addition, students were changing classes. The 2019 proficiency for civics was 65%.

During 2021, teachers were rotating classes every period while students remained stationary in one classroom. In addition, students were frequently absent and missed many standards being taught on a daily basis. Students struggled to turn in make up assignments due to absences.

Each year, students having several tutoring opportunities. There was a significant decline in attendance; afterschool & Saturdays.

**New Actions**

This year, the teacher will implement a standards based curriculum (Civics 360 & I-Civics).

Monthly standards based assessments

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

Based on the 2021 projections, 8th grade Science has had the most improvement. During 2019, the Science proficiency was 7%. During 2021, the Science proficiency increased to 20%.

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

Contributing factors include:

- \*provided professional development with the teacher
- \*more coaching and support for the teacher
- \*offered tutoring opportunities for students after school & Saturdays

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

Science-based Strategies:

- \*Utilizing math skills and problem solving
- \*Engage students by asking questions
- \*Build confidence through experiments/labs



\*Use relevance to the real world and challenge student thinking

\*Build vocabulary through application

**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.**

Professional Development Opportunities:

\*Bi-Weekly PLC (Professional Learning Communities)

\*How to Increase Student Ratio & Thinking

\*Monitoring Student Work Products

\*Weekly Quiz Data Tracker

\*Exit Ticket Analysis

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

Additional Services:

\*Tutoring will begin in October 2021. Tutoring will be Wednesdays & Thursdays after school from 3:00-4:30. In addition, tutoring will be on Saturdays 9am-12pm.

## Part III: Planning for Improvement

**Areas of Focus:**

**#1. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** During June 2019, the middle school leadership team engaged in data analysis to unpack the standards that needed support to increase student proficiency. After reviewing progress monitoring results from 2020-21, the team determined it is best to continue implementing the reading curriculum and 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-year assessment (FSA). We have set the following student data targets by grade level:  
 Grade Level FSA Proficiency Targets  
 Grade 6: 2019- 13% 2022- 25%  
 Grade 7: 2021- 23% 2021- 35%  
 Grade 8: 2021- 32% 2022- 40%

**Monitoring:** Village of Excellence Middle School will administer Interim Assessments through I-Ready to monitor students' progress.  
 2021-2022 I-Ready Expectations  
 Subject ELA  
 Grade 6  
 Beginning of Year: 598-615  
 Mid-Year: 616-640  
 End of Year: 641-653  
 Grade 7  
 Beginning of Year: 609-631  
 Mid-Year: 632-653  
 End of Year: 654-669  
 Grade 8  
 Beginning of Year: 620-641  
 Mid-Year: 642-669  
 End of Year: 670-684

**Person responsible for monitoring outcome:** Lakeisha Maddox (lakeisha.maddox@charter.hcps.net)

**Evidence-based Strategy:** EL Education provides opportunities for students to grapple with rigorous text and embeds STEAM activities to build joyful learning-- a much needed engagement strategy for our scholars. Teachers will receive coaching support to implement the program with fidelity and consistency. To "win" on this strategy, the goal of full implementation will be to build teacher capacity in execution. We believe that teachers need to deeply understand the curriculum, standards and learning targets to provide the highest leverage impact on student learning. With deep knowledge of the curricular expectations, teachers will execute stronger lessons.

**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 6-8.

**Action Steps to Implement**

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. iReady.com will be implemented for complementing and supplementing Tier 1 instruction.
4. Implement high quality tutorial sessions after school and on Saturdays (Saturday Academy).

**Person Responsible** Lakeisha Maddox (lakeisha.maddox@charter.hcps.net)

**#2. Instructional Practice specifically relating to Social Studies**

**Area of Focus Description and Rationale:** During June 2021, the middle school leadership team engaged in data analysis to unpack the standards that needed support to increase student proficiency. After reviewing progress monitoring results from 2020-21, the team determined it is best to continue implementing the social studies curriculum and 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-year assessment (Civics EOC). We have set the following student data target for 7th Grade.  
Grade 7 Proficiency Target:  
2021: 37%  
2022: 50%

**Monitoring:** Village of Excellence Middle School will administer Interim Assessments through I-Civics to monitor students' progress.  
2021-2022 I-Civics  
Beginning of Year: 15% Proficiency  
Mid Year: 30% Proficiency  
End of Year: 50% Proficiency

**Person responsible for monitoring outcome:** Lakeisha Maddox (lakeisha.maddox@charter.hcps.net)

**Evidence-based Strategy:** I-Civics provides opportunities for students to grapple with rigorous text and embeds STEAM activities to build joyful learning-- a much needed engagement strategy for our scholars. Teachers will receive coaching support to implement the program with fidelity and consistency. To "win" on this strategy, the goal of full implementation will be to build teacher capacity in execution. We believe that teachers need to deeply understand the curriculum, standards and learning targets to provide the highest leverage impact on student learning. With deep knowledge of the curricular expectations, teachers will execute stronger lessons.

**Rationale for Evidence-based Strategy:** According to ICivics.org, ICivics improve students' civic knowledge, civic attitudes, and core literacy skills. Students are challenged to learn and engage with the material, and improve mastery of standards in the process. New evidence is pointing to the power of matching iCivics with authentic action civics experiences.

**Action Steps to Implement**

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. Civics 360 will be implemented for complementing and supplementing Tier 1 instruction.
4. Implement high quality tutorial sessions after school and on Saturdays (Saturday Academy).

**Person Responsible** Lakeisha Maddox (lakeisha.maddox@charter.hcps.net)

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.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.

**Using SafeSchoolsforAlex.org, the primary area of concern: students having weapons on campus. The secondary concern: fighting on campus. This year, the team was intentional in using the beginning of the year to address classroom routines and procedures, academic routines and procedures, and conflict resolution. Each teacher will be tracked on a student culture rubric. Discipline will be tracked on a weekly basis. This will allow teachers to build rapport and relationships in the classroom.**

#### **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.**

At the Village of Excellence Middle School we strongly believe that "...it takes a whole village...." to educate our scholars. Therefore, we have formed programs, events, and activities to help foster relationships that we build and nourish that will assist us in achieving our educational and behavioral goals of our mission statement.

Embedded in our school culture are teacher and school practices that enable us to have strong connections between school and home. Administration communicates the school calendar to parents monthly to inform them of school events and activities. We also follow up weekly by email, phone, and text alerts to ensure families are aware of days and times they can support our school activities that align to our mission and needs of our scholars. Additionally, teachers communicate scholar's progression towards school, class, and individual goals they have created.

Finally, the school creates a space for the teachers, parents and community to come together as a "village" monthly by way of our Village Council meetings. All parents are members automatically upon enrollment. The council provides additional input on our priorities towards our mission. We conduct Data & Dinner Nights twice per year to discuss student achievement with individual families.

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

At Village of Excellence Middle School, we believe in being solution-oriented as we work to teach students to be self-disciplined.

**School Leader:**

The school leader sets the tone of the school culture by building relationships with the staff and the families. When staff feel valued, this will be reciprocated from the staff to our families. The school leader will provide the following: weekly communication to families by phone, email, and text messages. Additionally, the communications will be posted on the school communication app (class dojo). The school leader will conduct a daily morning meeting/show that will promote a positive culture. This include addressing Social Emotional Learning skills that are crucial to the daily social interactions for middle school students.

**Teachers:**

The teachers will communicate with families on a bi-weekly basis. Building rapport with the families through constant communication is the key to student success. These calls will be tracked by the school leader. The initial call will be an introduction and positive praise. The following calls will be a combination of academic and behavior praise and correction(s). Each week, teachers nominate a student of the week from their homeroom class. This student is announced on the Morning Show on Fridays.

Parents/Families: The families will communicate with the teachers as needed throughout the year. Families have following contact information: phone number, email, class dojo. Families will adhere to the school policies and procedures as well as review them with their student(s).

**Part V: Budget**

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

1	III.A.	<b>Areas of Focus: Instructional Practice: ELA</b>	<b>\$0.00</b>
2	III.A.	<b>Areas of Focus: Instructional Practice: Social Studies</b>	<b>\$0.00</b>
<b>Total:</b>			<b>\$0.00</b>