Varsity Lakes Middle School

2021-22 Schoolwide Improvement Plan

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Varsity Lakes Middle School

801 GUNNERY RD N, Lehigh Acres, FL 33971

http://vlm.leeschools.net//

Demographics

Principal: Chevone ESE Anderson Thomas

Start Date for this Principal: 9/20/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
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* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (51%) 2017-18: B (55%) 2016-17: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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 Lee 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)
Middle School 6-8	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	85%

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Varsity Lakes Middle School will provide a nurturing environment that ensures the continued development of the whole student. Through challenging learning experiences, all students will mature academically, socially, physically, emotionally, and creatively.

Provide the school's vision statement.

Varsity Lakes Middle School is a learning institute that is dedicated to the creation of academic excellence through rigorous, engaging instruction and integrated curriculum.

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
LeMaster, Scott	Principal	
Baxa, Kimberly	Assistant Principal	
Harris, Michael	Assistant Principal	
Hunt, Maria	Assistant Principal	
	Dean	Focus on School Improvement Plan and daily Discipline.

Demographic Information

Principal start date
Monday 9/20/2021, Chevone ESE Anderson Thomas

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.*
25

Total number of teacher positions allocated to the school
82

Total number of students enrolled at the school
1,335

Identify the number of instructional staff who left the school during the 2020-21 school year.
35

Identify the number of instructional staff who joined the school during the 2021-22 school year.
32

Demographic Data

Early Warning Systems

2021-22

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	428	429	456	0	0	0	0	1313
Attendance below 90 percent	0	0	0	0	0	0	92	61	60	0	0	0	0	213
One or more suspensions	0	0	0	0	0	0	29	53	66	0	0	0	0	148
Course failure in ELA	0	0	0	0	0	0	53	7	35	0	0	0	0	95
Course failure in Math	0	0	0	0	0	0	53	7	27	0	0	0	0	87
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	98	11	168	0	0	0	0	277
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	137	176	183	0	0	0	0	496
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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	133	134	177	0	0	0	0	444

The number of students identified as retainees:

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

Date this data was collected or last updated
Tuesday 9/21/2021

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	402	413	441	0	0	0	0	1256
Attendance below 90 percent	0	0	0	0	0	0	37	24	34	0	0	0	0	95
One or more suspensions	0	0	0	0	0	0	11	43	44	0	0	0	0	98
Course failure in ELA	0	0	0	0	0	0	45	2	18	0	0	0	0	65
Course failure in Math	0	0	0	0	0	0	17	0	21	0	0	0	0	38
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	77	101	90	0	0	0	0	268
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	81	91	95	0	0	0	0	267

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	72	73	91	0	0	0	0	236

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	2	1	2	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	2	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	402	413	441	0	0	0	0	1256
Attendance below 90 percent	0	0	0	0	0	0	37	24	34	0	0	0	0	95
One or more suspensions	0	0	0	0	0	0	11	43	44	0	0	0	0	98
Course failure in ELA	0	0	0	0	0	0	45	2	18	0	0	0	0	65
Course failure in Math	0	0	0	0	0	0	17	0	21	0	0	0	0	38
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	77	101	90	0	0	0	0	268
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	81	91	95	0	0	0	0	267

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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	2	1	2	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	2	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				53%	55%	54%	52%	55%	53%
ELA Learning Gains				55%	56%	54%	51%	54%	54%
ELA Lowest 25th Percentile				42%	44%	47%	40%	44%	47%
Math Achievement				52%	64%	58%	57%	62%	58%
Math Learning Gains				48%	64%	57%	55%	63%	57%
Math Lowest 25th Percentile				36%	54%	51%	41%	54%	51%
Science Achievement				40%	50%	51%	48%	52%	52%
Social Studies Achievement				64%	70%	72%	67%	69%	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	50%	52%	-2%	54%	-4%
Cohort Comparison						
07	2021					
	2019	53%	51%	2%	52%	1%
Cohort Comparison		-50%				
08	2021					
	2019	54%	57%	-3%	56%	-2%
Cohort Comparison		-53%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	31%	47%	-16%	55%	-24%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	56%	57%	-1%	54%	2%
Cohort Comparison		-31%				
08	2021					
	2019	34%	60%	-26%	46%	-12%
Cohort Comparison		-56%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	38%	46%	-8%	48%	-10%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	63%	67%	-4%	71%	-8%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	91%	59%	32%	61%	30%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	50%	-50%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

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

Data was collected through a quarterly progress monitoring cycle, which included instruments such as STAR, iReady. and district-created progress monitoring assessments.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	63/25.8	104/34.3	101/32.6
	Economically Disadvantaged			
	Students With Disabilities	1/3.1	4/9.3	3/7.3
	English Language Learners	0/0	5/10.4	6/12.2
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	4/2.8	14/8.3	16/9.6
	Economically Disadvantaged			
	Students With Disabilities	0/0	2/5.3	3/8.3
	English Language Learners	1/3.4	2/5.7	2/5.7

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	112/35.6	164.41.3	161/40.4
	Economically Disadvantaged			
	Students With Disabilities	3*9.1	8/15.7	9/17.6
	English Language Learners	3/11.1	4/10	4/10
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24/25.6	98/29.3	116/33.5
	Economically Disadvantaged			
	Students With Disabilities	2/7.7	2/5.9	3/8.3
	English Language Learners	3/10.3	3/9.1	4/9.8
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	137/42.3	164/47.5	124/53.2
	Economically Disadvantaged			
	Students With Disabilities	4/11.1	8/21.6	14/37.8
	English Language Learners	8/22.2	7/24.1	9/25.0

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	165/52.2	230/58.5	223/55.5
	Economically Disadvantaged			
	Students With Disabilities	2/6.9	6/13.6	7/16.7
	English Language Learners	2/7.1	9/18	9/17.3
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	156/43.3	177/41.6	182/42.2
	Economically Disadvantaged			
	Students With Disabilities	3/7.0	5/9.4	6/11.5
	English Language Learners	10/22.7	10/17.5	11/19.3
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	88/24.6	122/32.6	127/40.6
	Economically Disadvantaged			
	Students With Disabilities	1/2.4	0/0	1/3.8
	English Language Learners	2/4.8	3/6.3	4/10.8

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	29	26	9	17	15	2	25			
ELL	19	34	35	14	18	22	9	32			
ASN	53	47		53	47						
BLK	29	34	24	21	19	15	28	36	53		
HSP	41	42	32	31	25	25	33	45	46		
MUL	43	35		36	30		18	71			
WHT	49	43	35	50	38	27	47	72	58		
FRL	33	37	25	25	22	20	27	41	42		
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	13	34	32	16	28	25	4	30	40		
ELL	30	44	33	30	33	25	17	26	43		

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
ASN	70	63		75	68				73		
BLK	47	49	39	41	39	34	27	61	70		
HSP	51	54	41	50	47	34	40	58	72		
MUL	65	77		55	58				69		
WHT	62	61	52	70	57	51	52	85	77		
FRL	46	51	41	44	42	33	37	54	66		
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	12	32	25	21	40	37	10	24			
ELL	15	39	42	30	47	35	15	38			
ASN	67	62		86	67						
BLK	41	45	42	42	46	38	33	60	79		
HSP	49	50	39	55	52	42	45	65	77		
MUL	52	50		59	48		45				
WHT	72	59	43	79	72	50	73	79	86		
FRL	48	49	39	52	52	41	42	64	76		

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	36
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	35
Total Points Earned for the Federal Index	356
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	18
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	24
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	50
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	29
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	36
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	39
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	47
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	31
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?

Scores for Hispanic students are going down across the board. Math achievement scores from 18 to 19 were down across the board.

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

In both proficiency and learning gains, Math data shows a great need for improvement.

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

Main contributing factor to the need for math improvement was data showing in almost every subgroup that we went down in both proficiency and learning gains. Focusing on standards, what the data says, creating an awareness with current data for staff and students, and focusing on where students need to go in terms of their goals and how they get their (plan wise) will help with improvement. Creating an urgent mindset for staff and students will lead to overall improvement.

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

In ELA we saw improvement in our ELL and SWD subgroups.

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

Still working on this as administration is brand new, We would say extra resources like coaches definitely helped last year.

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

Professional development on high yield strategies and relationship building training (mindfulness). We anticipate relationship building will lead to less discipline problems which in turn will impact learning in a positive manner for more students.

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.

Mindfulness-Relationship focused
Kagan Cooperative Learning

Questioning
Objective effectiveness and understanding how to develop the objective

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

Sustainability requires continuous improvement, with a focus
on the efficiency and effectiveness of our processes and their long-term impact. Monitoring components will be of the utmost importance with data discussed weekly with all stakeholders.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Discipline

Area of Focus Description and Rationale:	Varsity Lakes Middle School has a very high amount of violent incidents. These violent incidents have been shown to stem from a lack of processes and procedures put into place to handle disciplinary action for students. The data available shows that the school had a very low suspension count which doesn't correlate to the number of violent incidents reported. This also means that SESIR offenses were not reported correctly either.
Measurable Outcome:	Violent incidents and SESIR incidents will be lowered by 60% and when those incidents occur, they will be disciplined severely in order to be state compliant, create a safer school environment, and reduce the number of future incidents.
Monitoring:	New processes and procedures have been put in place concerning student movement, teacher movement, supervision, discipline documentation, and disciplinary consequences.
Person responsible for monitoring outcome:	Scott LeMaster (scottle@leeschools.net)
Evidence-based Strategy:	There are various studies that outline the importance of a physical environment with rules, routines, expectations, structure, and active supervision, Proximity control, and active supervision are very important tools in managing transitions during the school day. Most violent incidents that occurred on this campus last year, occurred because there was a lack of teacher supervision. Our leadership team has addressed those issues and our staff members are strategically placed throughout the school so that all areas of the school, have visible coverage. Our constant collaboration within the school will ultimately have a positive effect on the school culture and environment and provide our students with a safer, more structured campus in which they can strive.
Rationale for Evidence-based Strategy:	The Journal of Applied Psychology documents many studies on proximity control, active supervision, climate control, and supervisory safety practices. It is a very useful tool to implement procedures and processes that address social constructs and the effectiveness of having clear expectations, rules, and regulations that are regularly reinforced.

Action Steps to Implement

No action steps were entered for this area of focus

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.

In viewing the discipline data across the state we have found that Varsity Lakes Middle School ranked very high in School Incident Ratings, which included high number counts of Violent Incidents and Property Incidents, with a low number count of Drug/Public Order Incidents. Varsity Lakes Middle School reported 7.6 incidents per 100 students, which is greater than the Statewide rate of 4.2 incidents per 100 students. Varsity Lakes Middle School ranked # 476 of 553 for School Incidents in the State, and # 17 of 18 in Lee County. After reviewing the data above, and looking at the comparison between Violent Incidents Reported and Total Reported Suspensions, we found that there was a discrepancy between the two data points. Varsity Lakes Middle School ranked # 207 of 553 in the State and # 14 of 69 in Lee County with only 11.6 suspensions per 100 students, totaling 157 reported suspensions, which is drastically lower than the State Average of 18.3 suspensions per 100 students. After analyzing the data, it has been determined that many violent incidents at Varsity Lakes Middle School were not handled or documented appropriately. Many of the issues seemed to stem from a lack of proper supervision in classrooms, hallways, or other important areas of the school. There seemed to be a lack of systems and processes put into place to monitor student activity and behavior, as well as documentation of disciplinary data. The lack of safety protocols directly contributed to the negative school culture and environment. After interviewing students, staff, and members of the community, it was apparent that Varsity Lakes Middle School was considered an unsafe environment, and changes needed to be made. Our main focus will be to change the way students and staff move throughout the hallways and other areas of the school and be more vigilant with documentation of behaviors, dealing with those behaviors swiftly and justly, and improving communication with parents/guardians and students concerning those behaviors.

During preschool of the current school year, an entirely new administration was put into place at Varsity Lakes Middle School, and that administration put together a leadership team designed to make lasting changes to improve the culture, environment, and safety of the school. Schoolwide, teachers, counselors, administrators, and other faculty members have been assigned duty locations so that each location of the school has proper supervision. Each floor of the building has an administrator and security specialist present to deal with any issues. Class changes have been restructured and supervision during these times is provided by all members of the faculty; during this time, teachers are at their doors, observing the hallways, entryway, and their classrooms, while welcoming students to class and keeping their eyes and ears open. The lunch schedule was revamped to provide more coverage by faculty members and allow for more effective supervision while maintaining a safe and secure environment for students to eat their lunch and classes to remain in session throughout the building. A behavior documentation system was designed and put into place and has already been praised by many staff members for its efficiency and overall effectiveness. Students are being held accountable for their actions, and violent threats or other incidents are met with severe consequences. Our dismissal processes and procedures have also been revised to provide more supervision and proximity control.

The school culture and safety of our students and staff have already drastically changed due to the changes implemented by the new leadership but we continue to make necessary changes to improve our school's environment. Documentation of student behavior is on the rise and those behaviors have been steadily consequenced resulting in positive changes. As a result of constant documentation and observance of school rules and regulations, our suspension numbers have been on the rise as well. This year, the correlation between our violent behaviors and suspension rates should be accurately represented by the data. We have already found that our diligence in dealing with these behaviors quickly and severely, has reduced the number of overall discipline issues in the school. Our communication with families and students has vastly improved and many parents and staff members have shared their happiness with the state of the school compared to last year. We aim to make this a lasting impression and continue to show improvement as we move through the school year.

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.

The new administration has a clear focus on improving the school culture and environment by implementing practices that identify and target behaviors exhibited throughout the school and dealing with those behaviors appropriately. We want our students to feel safe as they walk through hallways, classrooms, and other locations on the campus. Part of this is knowing that there is an adult nearby at all times that they can turn to if they need guidance or to report something. After talking with stakeholders, it was apparent that in order to improve the culture at Varsity Lakes Middle School, we needed to change the way discipline was handled. We needed to provide more structure and constantly reinforce our school rules and regulations. Our high expectations for behavior as well as our haste in dealing with those behaviors that go against our rules and regulations have been steadily decreasing the number of incidents on our campus. We continue to reach out to stakeholders to improve our processes and procedures. Relationship building with students ahs been a major focus as we were trained in mindfulness. We believe that with better relationships with students teachers will see less discipline problems resulting in more learning opportunities as students will be in class and not suspended.

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

Teachers and students are our most influential stakeholders. They are in the halls, classrooms, and other areas of the school the most often. We are constantly asking them questions to gain more information about what we can do to make Varsity Lakes Middle School a safer and more structured school. Student families and community members will be more heavily involved this year because of our communication guidelines in terms of incident reporting as well as teacher expectations for clear, concise communication with students and guardians. We take every conversation we have with a student, parent, teacher, or community member seriously, and we are actively looking for suggestions for improvement.

Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Discipline	$0.00
		Total:	$0.00