The Villages Elementary Of Lady Lake School

2022-23 Schoolwide Improvement Plan

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The Villages Elementary Of Lady Lake School

695 ROLLING ACRES RD, Lady Lake, FL 32159

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

Demographics

Principal: Greggory Dudley

Start Date for this Principal: 7/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically **Disadvantaged (FRL) Rate** (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (57%) 2018-19: A (62%) 2017-18: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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695 ROLLING ACRES RD, Lady Lake, FL 32159

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		A	A

School Board Approval

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

Provide the school's vision statement.

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

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Dudley, Gregg	Principal	
Kertz, Kelly Lynne	Curriculum Resource Teacher	
Sachs, Laura	Assistant Principal	
Carroll, Lori	School Counselor	
Shumate, Rheda Gail	School Counselor	
Rayment, Susan	Staffing Specialist	
Sapp, Shannon	Other	

Demographic Information

Principal start date
Wednesday 7/1/2020, Greggory Dudley

Number of teachers with a 2022 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.*
5

Number of teachers with a 2022 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.*
7

Total number of teacher positions allocated to the school
47

Total number of students enrolled at the school
73

Identify the number of instructional staff who left the school during the 2021-22 school year.
11

Identify the number of instructional staff who joined the school during the 2022-23 school year.
8

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	127	128	113	123	106	104	0	0	0	0	0	0	0	701
Attendance below 90 percent	17	54	37	44	34	31	0	0	0	0	0	0	0	217
One or more suspensions	0	2	1	1	0	3	0	0	0	0	0	0	0	7
Course failure in ELA	0	1	7	8	2	0	0	0	0	0	0	0	0	18
Course failure in Math	0	0	5	5	2	0	0	0	0	0	0	0	0	12
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	2	18	9	0	0	0	0	0	0	0	29
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	13	17	0	0	0	0	0	0	0	31
Number of students with a substantial reading deficiency	0	0	1	5	18	9	0	0	0	0	0	0	0	33

Using the table above, complete the table below with the number of students by current grade level who have 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	3	1	4	11	14	0	0	0	0	0	0	0	33

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated
Thursday 8/18/2022

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	99	112	123	114	142	136	0	0	0	0	0	0	0	726
Attendance below 90 percent	31	31	34	36	42	27	0	0	0	0	0	0	0	201
One or more suspensions	0	1	2	1	5	9	0	0	0	0	0	0	0	18
Course failure in ELA	5	7	4	2	3	0	0	0	0	0	0	0	0	21
Course failure in Math	2	3	2	3	2	2	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	21	20	21	0	0	0	0	0	0	0	62
Level 1 on 2019 statewide FSA Math assessment	0	0	0	12	25	20	0	0	0	0	0	0	0	57
Number of students with a substantial reading deficiency	20	67	78	40	20	16	0	0	0	0	0	0	0	241

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	1	9	16	25	40	62	0	0	0	0	0	0	0	153

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	4	2	7	0	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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	99	112	123	114	142	136	0	0	0	0	0	0	0	726
Attendance below 90 percent	31	31	34	36	42	27	0	0	0	0	0	0	0	201
One or more suspensions	0	1	2	1	5	9	0	0	0	0	0	0	0	18
Course failure in ELA	5	7	4	2	3	0	0	0	0	0	0	0	0	21
Course failure in Math	2	3	2	3	2	2	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	21	20	21	0	0	0	0	0	0	0	62
Level 1 on 2019 statewide FSA Math assessment	0	0	0	12	25	20	0	0	0	0	0	0	0	57
Number of students with a substantial reading deficiency	20	67	78	40	20	16	0	0	0	0	0	0	0	241

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	1	9	16	25	40	62	0	0	0	0	0	0	0	153

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	4	2	7	0	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data 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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	60%	50%	56%				69%	58%	57%
ELA Learning Gains	63%						62%	57%	58%
ELA Lowest 25th Percentile	54%						52%	49%	53%
Math Achievement	61%	46%	50%				74%	60%	63%
Math Learning Gains	59%						69%	56%	62%
Math Lowest 25th Percentile	46%						40%	39%	51%
Science Achievement	53%	52%	59%				68%	54%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	66%	60%	6%	58%	8%
Cohort Comparison		0%				
04	2022					
	2019	65%	60%	5%	58%	7%
Cohort Comparison		-66%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	70%	59%	11%	56%	14%
Cohort Comparison		-65%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	79%	62%	17%	62%	17%
Cohort Comparison		0%				
04	2022					
	2019	65%	61%	4%	64%	1%
Cohort Comparison		-79%				
05	2022					
	2019	68%	57%	11%	60%	8%
Cohort Comparison		-65%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	66%	56%	10%	53%	13%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	34	51	36	39	46	32	26				
ELL	52	64		63	71		33				
BLK	53	66	65	45	47	53	48				
HSP	53	60	33	58	64	38	42				
MUL	54	39		67	67						
WHT	66	67	63	67	59	42	61				
FRL	54	58	48	57	60	46	39				

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	31	44	45	33	20	20	13				
ELL	49	58		68	33		42				
BLK	47	50		47	33		29				
HSP	56	67	54	64	43	27	45				
MUL	63			53							
WHT	71	62		71	56		78				
FRL	58	58	52	57	42	35	53				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	40	59	50	40	56	48	28				
ELL	54	47	36	67	70	50	50				
ASN	82			100							
BLK	50	54	40	66	72	50	57				
HSP	63	56	40	67	71	52	62				
MUL	47	50		47	55						
WHT	77	66	61	79	67	24	72				
FRL	64	61	53	71	68	43	63				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	72
Total Points Earned for the Federal Index	468
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	59
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	54
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	57
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

While many of our kindergarten students do not enter VELL "kindergarten ready", historical trends indicate that cohorts perform at or above grade level by third grade. Changes to the pre-k curriculum have resulted in measurable increases in readiness for participating students. Performance trends in ELA and Math show that students in third through fifth grade consistently score above state and district averages in proficiency. In 2021-2022, learning gains in grade four were particularly positive in both ELA and Math. During the same test administration fifth grade math proficiency was notably lower than historical norms. Learning gains were also down for fifth grade math and ELA. Subgroups at VELL consistently outperform state and district averages, however they are not performing at the same rate as the student body as a whole.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on recent data, students in grade five need to meet higher levels of proficiency and learning gains in both ELA and Math. Historical data and recent scores indicate that an increased focus on the lowest quartile students continues to be necessary.

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

Chronic attendance issues continue to plague the school system since the COVID Pandemic. Our school is implementing a new incentive/behavior plan for the 22-23 school year. The program will focus on attendance, behavior, and academics (ABA). Additionally, there was inconsistent performance between classes on state-wide testing. Personnel changes in fifth grade, professional development, and increased opportunities for common planning will necessary to address this need.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Our fourth grade scores in both proficiency and learning gains were strong and improved compared to the previous year's fourth grade scores.

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

Focused instruction with frequent data chats between administration, teachers, and students helped contribute to this improvement. The PLC process in grade four was exemplary for our school. Collaborative planning and efforts were focused on ALL students making gains.

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

In 2022-2023 a continued focus on the implementation of the PLC process will help to ensure standards alignment, rigorous learning, common assessments, and appropriate reteaching and enrichment opportunities. The focus of common planning will shift from pacing and resources to instructional practices and results for all learners. The integrity of the common planning process will be preserved so that the PLC process can be implemented with fidelity. VELL will also continue the 30 minute "Walk-to" intervention/enrichment block with fidelity.

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.

Grade level chairs attended the PLC Conference in Orlando during the summer of 2022. These teacher leaders will be better equipped to facilitate conversations about instructional practices and intervention strategies during the 2022-2023 school year. Members of the leadership team are supporting 1 or more grade levels and offer resources and time to allow teachers to meet to discuss strategies, instructional practices, and assessments on two Wednesdays per month. District staff will meet with teacher leaders on August to identify specific instructional strategies that are needed to focus on student growth and learning gains. A plan of action will be developed to outline support around the purpose and intervention portions of the district instructional framework. Particular attention will be paid to practices addressing in-class teacher led interventions, though school-wide walk-to interventions will also be included in the process.

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

Leadership team members will continue to support their grade levels and continue to monitor and assist the "walk-to" interventions. Additionally, leadership will support the "ABA" incentive plan. The leadership team will continue to hold quarterly data chat meetings that focus on student progress and progress towards growth goals. The four key questions of the PLC process will guide instructional planning: What are students expected to know or do? How will we know if they have learned it? What will we do when they don't learn it? What will we do to extend learning for students who already have this content?

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	VELL expects all students to learn at high levels as measured by state and district assessments. A focus on guided instruction and student collaboration as outlined in our district's instructional framework will be made in PLC's. The PLC process focuses on a commitment to ALL students demonstrating growth in learning.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	80% of students will learn at high levels, as demonstrated by proficiency and learning gains on district and state assessments.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Members of the leadership team will monitor the PLC process for fidelity. Leadership will analyze data throughout the year to monitor its effectiveness.
Person responsible for monitoring outcome:	Gregg Dudley (dudleyg@lake.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The PLC process exists to ensure high levels of learning for all students by focusing on learning in a collaborative culture. The focus on guided instruction will enable teachers to have open dialogue about instructional strategies that work.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	When a school engages in a true PLC experience, educators embrace the ideal that all students can learn and show growth. VELL Is dedicated to this and has made a commitment to work together to ensure the success of each student. All teachers at VELL will participate in PLCs.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The principal has provided the opportunity for Grade Level Chairpersons to attend the summer PLC process this past summer. These chairpersons have brought back the information and have been empowered to facilitate the PLC process and expectations for this school year with at focus on student growth and achievement.

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

Teachers will meet regularly with their teams and will implement the PLC process as they collaborate on instructional practices related to guided instruction and student collaboration. Teachers and administrators will be actively involved in monitoring each student's learning, and provided systematic interventions to reteach or extend learning. Leadership team members will support their assigned grade levels by providing resources, as available and supporting teachers in MTSS.

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

#2. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	VELL expects all students to learn at high levels as measured by district and state assessments. Our data indicates that students with disabilities is a targeted underperforming subgroup according to the FLDOE 21-22 Report card for VELL.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Proficiency levels for students with disabilities will move from 38% to 41% as measured by state assessments. Additionally, 80% of students with disabilities will demonstrate measurable learning gains as measured by state assessments.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Leadership team members will monitor the fidelity of targeted and flexible walk-to and in-class intervention/enrichment groups. The ESE team will implement the PLC process in regularly scheduled meetings led by the ESE specialist to monitor progress and improve instructional strategies of teachers who work with our ESE students. Quarterly data chats facilitated by administration will include targeted questions that focus on the performance of students in the ESE subgroup.
Person responsible for monitoring outcome:	Gregg Dudley (dudleyg@lake.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Differentiation provides targeted instruction to meet the needs of every student. Small groups in flexible settings will provide the instruction for learners who are challenged as well as those who are in need of accelerated instruction.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	VELL is committed to the success of each individual student and we work as a team to conduct the business of educating every student placed in our care.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will work together to establish common formative assessments that indicate student proficiency on identified standards. Students will be placed in the appropriate targeted flexible group based on current

data for intervention and/or enrichment. Flexible groups will allow for allow for the appropriate differentiation of instruction for each identified skill or standard.

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

VELL teachers and leadership will monitor data on an ongoing basis to ensure groups are addressing individual needs. Modifications to group membership will be made as needed.

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

#3. Positive Culture and Environment specifically relating to Early Warning Systems	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	This area was identified as a critical need based on the Students with Disabilities data. Students in this subgroup are frequently also a part of the lowest quartile of our student body. With our expectation for all students to achieve at high levels, it is important for VELL to target every child who needs assistance in meeting the standards.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	80% of students who fall within the lowest quartile of our student body will demonstrate growth on district and/or state assessments. Additionally, it is our goal to have 80% of students in grades 4 and 5 demonstrate learning gains as measured by state assessments in ELA and Math.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Data will be monitored and discussed throughout the school year between leadership, teachers, and students, with a special focus on the students who fall within the lowest quartile and/or are a student with a disability. This data will be discussed twice a month by grade levels and quarterly by the leadership team and individual teachers.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Focusing on learning, a collaborative culture and collective responsibility, learning strategies and instructional implications will be discussed through our PLCs.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The PLC process provide the opportunity for educators to embrace high levels of learning for themselves, which leads to higher yields for student learning. The PLC process will assist our teachers in building a collaborative environment at our school always with the student in mind.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will meet regularly with their grade level teams and will implement the PLC process as they collaborate on essential knowledge and skills, monitoring student learning, and providing systematic and explicit instruction and interventions for students.

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

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

The school addresses building a positive school culture for stakeholders in a number of ways:
For families, the school maintains positive communication through social media, school callouts, family participation events, Class Dojo, Remind, etc. Parents know that we have a strong focus on campus safety and that we maintain high expectations for both student behavior and academic success. These factors lead to a scenario where parents are eager to send their children to VELL/
For students, we maintain high expectations for attendance, behavior, and academic performance. We use the character counts program to help build a culture that encourages students to make daily choices based on core values. We encourage students to Be Respectful, Be Responsible, and Be Ready to Learn. We strive to create an environment where students feel safe and feel confidant taking academic risks that lead to better learning outcomes.
For teachers, we continue to build a professional environment that promotes collaboration and use of best practices. We promote this goal through the use of the PLC process during common planning time. We focus on building a sense of collegiality, trust, and support that allows teachers to extend their abilities and learn/adopt new best practices. We take opportunities to celebrate individual success and see how we can extend that across grade levels and throughout the campus. We also provide opportunities to meet for fellowship and build relationships among our school family.
For Volunteers, we take the time to welcome them to our school community and help them understand our culture, values, and expectations. We provide them support as they work with us to meet student and campus needs.
We also strive to develop positive relationships with various district departments and provide them with on-site resources when they visit our campus to engage in school related functions.
At VELL, we are blessed to have and maintain relationships with community stakeholder groups including church and civic organizations that support our mission. These groups play a pivotal role in providing resources that help shape our culture and build a sense of community. Some of their efforts include faculty and staff appreciation initiatives and support for basic student/family needs.

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

Administration/Leadership Team- Responsible for providing resources necessary to ensure that the safety of stakeholders, morale of teachers/staff, and high expectations for student learning are maintained. This includes supporting policies, procedures, programs, and protocols that align with these objectives. It also includes the responsibility to clearly communicate with stakeholders regarding progress towards these goals.
Teachers-Responsible for providing a standardized curriculum using adopted best practices to ensure high expectations, growth, and proficiency for students. This includes clear and consistent communication with families, collaboration with peers, and support of state, district, and school-based initiatives.
Parents-Responsible for having students at school and on time daily and for providing basic support for

safety and academic expectations. This includes being tuned in to school initiatives and activities and providing support for those things.

District-Responsible for providing adequate facilities, infrastructure, resources, professional development, and staffing to ensure that the school-based personnel are able to fulfill their fundamental mission.