Valley Ridge Academy School

2023-24

Schoolwide Improvement Plan (SIP)

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Valley Ridge Academy

105 GREENLEAF DR, Ponte Vedra, FL 32081

http://www-vra.stjohns.k12.fl.us/

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The community of Valley Ridge Academy is dedicated to creating a safe and nurturing environment that inspires and challenges students while developing lifelong learners through collaboration, citizenship, creativity and reflection.

Provide the school's vision statement.

Our vision for VRA is one where children are educated through a collaborative effort among parents, faculty, staff, students, and the community. Our school environment encourages children to take risks and become creative producers without fear of failure.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Fuller, Angela	Principal	Develop teachers and leaders at the School. Effectively communicate with all District and community stakeholders. Supervise all staff and ensure evaluations and paperwork are completed in a timely fashion. Monitor all student achievement and work with the MTSS team for school wide and student specific issues/concerns. Create an annual budget including support staff, teachers, maintenance, food-service, and extended day. Responsible for everything and everyone within the school.
Gransaull, Kaylea	Assistant Principal	Assist in developing and maintaining a school atmosphere conducive to learning and student achievement. Assist in the development, implementation and evaluation of the instructional program, including the use of technology at the assigned school. Utilize current research, outside sources, performance data and feedback from parents, students, teachers and the community to assist in making decisions related to improvement in instruction and student performance. Assist in establishing processes to determine customer needs and level of satisfaction. Promote high student achievement. Designated school based LEA (Local Education Agency) for Exceptional Student Education (ESE). Ensure compliance on all ESE regulations. Schedule and attend initial ESE staffing as LEA. Attend IEP meetings as LEA. Provide recommendations to the Principal regarding curriculum improvement. Coordinate the selection of textbooks, materials and equipment needed at the school. Direct the development of the master schedule and assign teachers according to identified need. Consult with parents, teachers, and other school staff to assist in meeting needs of students. Assist in identifying the academic needs of students and the possible causes of difficulties. Assist school staff in collecting data and reporting progress. Ensure adherence to good safety standards Contribute to positive staff morale through flexibility, support and recognition of groups. Supervise assigned personnel, conduct observations and performance appraisals. Assist in developing and maintaining a school atmosphere conducive to learning. Assist with facilitating a program of family and community involvement. Maintain visibility and accessibility on the school campus and at school related activities and events. Participate in District management meetings, staff development programs and other activities to enhance professional learning. Use quality improvement principles and processes in the daily administration of the school.

Name	Position Title	Job Duties and Responsibilities
		Exercise proactive leadership in promoting the vision and mission of the District. Analyze and use data for decision-making or to improve actions, plans and processes. Model the characteristics of citizenship, character education and literacy.
Schulz, Jessica	Assistant Principal	Assist in developing and maintaining a school atmosphere conducive to learning and student achievement. Assist in the development, implementation and evaluation of the instructional program, including the use of technology at the assigned school. Utilize current research, outside sources, performance data and feedback from parents, students, teachers and the community to assist in making decisions related to improvement in instruction and student performance. Assist in establishing processes to determine customer needs and level of satisfaction. Promote high student achievement. Designated school based LEA (Local Education Agency) for Exceptional Student Education (ESE). Ensure compliance on all ESE regulations. Schedule and attend initial ESE staffing as LEA. Attend IEP meetings as LEA. Provide recommendations to the Principal regarding curriculum improvement. Coordinate the selection of textbooks, materials and equipment needed at the school. Direct the development of the master schedule and assign teachers according to identified need. Consult with parents, teachers, and other school staff to assist in meeting needs of students. Assist in identifying the academic needs of students and the possible causes of difficulties. Assist school staff in collecting data and reporting progress. Ensure adherence to good safety standards Contribute to positive staff morale through flexibility, support and recognition of groups. Supervise assigned personnel, conduct observations and performance appraisals. Assist in developing and maintaining a school atmosphere conducive to learning. Assist with facilitating a program of family and community involvement. Maintain visibility and accessibility on the school campus and at school related activities and events. Participate in District management meetings, staff development programs and other activities to enhance professional learning. Use quality improvement principles and processes in the daily administration of the school. Exercise proactive leadership in promoting the vision and mission of the District. Analyze and use data for decision-making or to improve actions, plans and

Name	Position Title	Job Duties and Responsibilities
		processes. Model the characteristics of citizenship, character education and literacy.
Narin, Matthew	Dean	Handles all behavior/ discipline issues and concerns. Coordinates our PBIS middle school initiative.
MacNaught, Erica	School Counselor	Design and implement a data driven, comprehensive school counseling program for all students to address barriers to student learning and to close the achievement/ opportunity gap. Uses school data to identify and assist individual students who do not perform at grade level and do not have opportunities and resources to be successful in school. Creates yearly, data-driven goals that advance student outcomes in areas of academic, social/emotional, and college/career development. Uses the skills of leadership, advocacy and collaboration to create systemic change to improve the academic, social/emotional, and post-graduate success of all students. Develops an annual calendar and implements a weekly schedule to maximize direct services to students and provide for indirect service delivery. Infuses cultural competence, ethical and professional competencies in planning, organizing, implementing and evaluating the comprehensive school counseling program. Provides or coordinates preventative education and skill building along with counseling for students during times of transition, separation, heightened stress and critical change. Uses appropriate responses and a variety of intervention strategies to meet the needs of the individual, group or school community before, during and after crisis response. Meet and deal effectively with the general public, staff members, parents, administrators and other contact persons using tact and good judgment. Follow attendance, punctuality, proper dress code and other qualities. Set high standards and expectations for self and others. Exhibit interpersonal skills to work as an effective team member. Demonstrate initiative in identifying potential problems or opportunities for improvement and take appropriate action. Perform other tasks consistent with the goals and objectives of this position.
Allred, Debra	Assistant Principal	Assist in developing and maintaining a school atmosphere conducive to learning and student achievement. Assist in the development, implementation and evaluation of the instructional

Name	Position Title	Job Duties and Responsibilities
		program, including the use of technology at the assigned school. Utilize current research, outside sources, performance data and feedback from parents, students, teachers and the community to assist in making decisions related to improvement in instruction and student performance. Assist in establishing processes to determine customer needs and level of satisfaction. Promote high student achievement. Designated school based LEA (Local Education Agency) for Exceptional Student Education (ESE). Ensure compliance on all ESE regulations. Schedule and attend initial ESE staffing as LEA. Attend IEP meetings as LEA. Provide recommendations to the Principal regarding curriculum improvement. Coordinate the selection of textbooks, materials and equipment needed at the school. Direct the development of the master schedule and assign teachers according to identified need. Consult with parents, teachers, and other school staff to assist in meeting needs of students. Assist in identifying the academic needs of students and the possible causes of difficulties. Assist school staff in collecting data and reporting progress. Ensure adherence to good safety standards Contribute to positive staff morale through flexibility, support and recognition of groups. Supervise assigned personnel, conduct observations and performance appraisals. Assist in developing and maintaining a school atmosphere conducive to learning. Assist with facilitating a program of family and community involvement. Maintain visibility and accessibility on the school campus and at school related activities and events. Participate in District management meetings, staff development programs and other activities to enhance professional learning. Use quality improvement principles and processes in the daily administration of the school. Exercise proactive leadership in promoting the vision and mission of the District. Analyze and use data for decision-making or to improve actions, plans and processes. Model the characteristics of citizenship, character education and literacy. Serve as the administrative head of the school in the absence of the Principal.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The leadership teams looks at the data and shares with SAC, teachers, and all staff to discuss priorities for the coming year. Business partners, parents, and staff are all a part of our SAC team. The leadership team also reviews data during MTSS core meetings to find patterns, and trends that need to be addressed. Students with disabilities continues to be a focus for our subgroup populations, along with our free and reduced lunch group.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The MTSS core group monitors the data after each PM testing for FAST and STAR. Our testing coordinator is very involved in our weekly plc meetings and core team. Our ESE achievement coach is also involved in both looking and analyzing the data but also helping our teachers get better at using high yield strategies for improved student learning.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	28%
2022-23 Economically Disadvantaged (FRL) Rate	16%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)

School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A
	2019-20: A
	2018-19: A
	2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	8	9	6	3	3	8	1	13	51
One or more suspensions	0	1	3	0	0	1	3	4	23	35
Course failure in English Language Arts (ELA)	0	0	1	0	1	1	0	0	0	3
Course failure in Math	0	0	1	0	0	1	0	1	0	3
Level 1 on statewide ELA assessment	0	5	4	0	9	15	8	11	7	59
Level 1 on statewide Math assessment	0	0	2	0	6	9	5	8	4	34
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	12	5	12	13	17	13	10	7	89

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	1	0	3	2	0	3	12	21

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	8	9	6	3	3	8	1	13	16	67
One or more suspensions	1	3	0	0	1	3	4	23	25	60
Course failure in ELA	0	1	0	1	1	0	0	0	0	3
Course failure in Math	0	1	0	0	1	0	1	0	0	3
Level 1 on statewide ELA assessment	0	0	0	7	9	6	4	12	12	50
Level 1 on statewide Math assessment	0	0	0	4	5	5	5	9	9	37
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	12	5	12	13	17	13	10	7	10	99

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	0	3	2	0	3	12	14	35

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	8	9	6	3	3	8	1	13	16	67
One or more suspensions	1	3	0	0	1	3	4	23	25	60
Course failure in ELA	0	1	0	1	1	0	0	0	0	3
Course failure in Math	0	1	0	0	1	0	1	0	0	3
Level 1 on statewide ELA assessment	0	0	0	7	9	6	4	12	12	50
Level 1 on statewide Math assessment	0	0	0	4	5	5	5	9	9	37
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	12	5	12	13	17	13	10	7	10	99

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	0	3	2	0	3	12	14	35

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	77	72	53	79	75	55	81		
ELA Learning Gains				62			64		
ELA Lowest 25th Percentile				51			52		
Math Achievement*	85	78	55	86	45	42	87		
Math Learning Gains				67			65		
Math Lowest 25th Percentile				59			62		
Science Achievement*	74	74	52	79	81	54	79		
Social Studies Achievement*	83	79	68	92	71	59	91		
Middle School Acceleration	71	71	70	70	56	51	80		
Graduation Rate		82	74		73	50			
College and Career Acceleration		32	53		89	70			
ELP Progress		70	55		70	70			

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	79
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	473
Total Components for the Federal Index	6
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	72
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	645
Total Components for the Federal Index	9
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	48			
ELL	64			
AMI				
ASN	92			
BLK	47			
HSP	74			
MUL	84			
PAC				
WHT	80			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	60			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	47			
ELL	75			
AMI				
ASN	86			
BLK	57			
HSP	67			
MUL	73			
PAC				
WHT	73			
FRL	57			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	77			85			74	83	71			
SWD	40			53			39		50		5	
ELL	67			60							2	
AMI												
ASN	84			93					100		3	
BLK	50			49			54				4	
HSP	69			74			69		69		5	
MUL	80			83							3	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	80			89			76		69		5	
FRL	53			60			62		75		5	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	79	62	51	86	67	59	79	92	70			
SWD	38	39	37	51	47	43	44	73				
ELL	61	71		89	79							
AMI												
ASN	92	72		96	75		100		82			
BLK	64	55	50	67	57	47	58					
HSP	72	63	50	78	59	47	72	91	72			
MUL	67	64		86	75							
PAC												
WHT	80	61	52	88	67	63	79	94	69			
FRL	60	44	26	62	57	48	70	79	64			

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	81	64	52	87	65	62	79	91	80			
SWD	43	46	37	54	40	43	35	62				
ELL	75	100		86	73							
AMI												
ASN	91	78		96	72		89		86			
BLK	68	53	45	70	37	18	58					
HSP	76	67	61	80	62	68	75	95	71			
MUL	67			77								
PAC												
WHT	82	63	52	88	66	63	80	93	81			
FRL	64	72	62	79	72	73	57					

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.
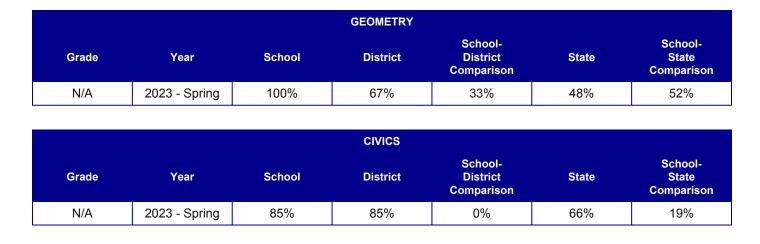
An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	81%	71%	10%	54%	27%
07	2023 - Spring	74%	69%	5%	47%	27%
08	2023 - Spring	70%	69%	1%	47%	23%
04	2023 - Spring	79%	76%	3%	58%	21%
06	2023 - Spring	76%	70%	6%	47%	29%
03	2023 - Spring	81%	72%	9%	50%	31%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	85%	81%	4%	54%	31%
07	2023 - Spring	70%	66%	4%	48%	22%
03	2023 - Spring	84%	78%	6%	59%	25%
04	2023 - Spring	88%	79%	9%	61%	27%
08	2023 - Spring	86%	81%	5%	55%	31%
05	2023 - Spring	88%	74%	14%	55%	33%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	75%	71%	4%	44%	31%
05	2023 - Spring	75%	70%	5%	51%	24%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	78%	22%	50%	50%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	67%	33%	48%	52%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	85%	85%	0%	66%	19%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Middle school ELA had the lowest performance as only 76 (6th), 74 (7th), and 70 (8th) percent of these grade levels were a level three or higher on the PM3 for FAST. We believe this is mostly due to the number of new students we received in middle school this year. Many of the students have IEPs and have been distance, or online learning for the past couple of years.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The 6th grade ELA showed the biggest decline from 5th grade. In the 21-22 school year 83% of the 5th graders showed proficiency earning a level 3-5. In 6th grade, only 76% of the students earned an achievement level of 3-5 during the 22-23 school year. We believe this is in part, due to the number of new 6th graders who enrolled this year. Many had been home-schooled, or in states where online learning has taken place for the last few years. Many of our new students were two or more years below level to start.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

We were above the State average in every category. There were a couple of areas where we were at the same as the district average, but most areas were even above the district average. The only area we struggled was in 4th grade ELA with 10 percent of our students achieving at the level 1, compared to nine percent for the district average. All of our level 3 + percentages were above the District and State average. Math was also noted as a strength for us, all but one grade level had over 80 percent at level 3 or higher.

Which data component showed the most improvement? What new actions did your school take in this area?

Students in grades 3-8 participated in the FAST Mathematics assessment during the 22-23 school year. During Progress Monitoring 1 (PM1), 37% of students in grades 3-8 students showed Level 3 or above.

When students tested in Progress Monitoring 3 (PM3), 85% of students in grades 3-8 showed Level 3 or above. This means there was a 48% increase from PM1 to PM3 in proficiency levels.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

One area of concern is the number of students who are absent 10% or more days. There is a population of students at Valley Ridge Academy who lack adult support at home and resources to be able to come to school.

Another potential area of concern is students who scored a Level 1 on the statewide ELA assessment. There are 59 students who scored a Level 1 on the ELA assessment, equating to roughly 4.5% of our student body population.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

ELA achievement for grades 3 and up
ELA learning gains for our students with disabilities
Middle school acceleration
Math learning gains for our students with disabilities

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Due to a rise in behavior issues and students who lack support at home, Positive Behavior Intervention Supports (PBIS) will be used across grade levels to increase positive behaviors and choices. Students are rewarded for making positive choices and following the VRA Way (Being Respectful, Being Responsible, Being Prepared and on time, Being Safe) and Being Kind.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Valley Ridge Academy will see a 5% decrease in the number of discipline referrals in K-8 students from the 2022-23 school year.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The MTSS core team will discuss discipline infractions and problem areas each week to problem solve student needs. MTSS will review discipline numbers at the end of each quarter.

During PLC, grade level teams are responsible for discussing and implementing PBIS incentives for their students. Additionally, the PBIS team will meet monthly to plan school wide incentives for students.

Person responsible for monitoring outcome:

Matthew Narin (matthew.narin@stjohns.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. This program is supported by our District and our school is hoping to become a model school this 23-24 year.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

This program has been found to be highly effective and promotes positive relationships between students and staff while fostering a collaborative, engaging learning environment.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

PBIS committee created and monthly meetings held, information to be shared with teams during weekly meetings.

Person Responsible: Holly Nover (holly.nover@stjohns.k12.fl.us)

By When: on going

Weekly MTSS core meetings to review discipline concerns and data, including discussing next steps to support specific student concerns.

Person Responsible: Matthew Narin (matthew.narin@stjohns.k12.fl.us)

By When: on going

Monthly and Quarterly PBIS incentives for both elementary and middle school students.

Person Responsible: Matthew Narin (matthew.narin@stjohns.k12.fl.us)

By When: on going

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our middle school ELA achievement is a weakness and we will continue to focus on students who are not making gains after PM 2 with small group instruction and reteach.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

VRA will increase the percentage of students achieving level 3 or higher by 3% in each middle school grade level for the 2023-24 school year.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Through targeted interventions designed to close gaps in learning that have been identified through data review, students within the middle school will increase by at least 3 points from PM 1 to PM 2 or they will be provided small group instruction after school, or within their classes.

Person responsible for monitoring outcome:

Debra Allred (debra.allred@stjohns.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

During professional development and PLCs, teachers will identify essential standards, create common formative assessments, and share and analyze the data from sources such as District CSAs, common formative and summative assessments, and student overall grades in order to create groups for remediation and enrichment. Students in the bottom quartile will be "flagged" for extra monitoring and extra interventions will be put in place for students not showing growth after the second Progress monitory assessment in the Winter.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

With an update to the curriculum maps, the teachers are able to more effectively align their work to the needs of the students with an emphasis on student growth at all levels. The data gathered will be reviewed on a regular basis within grade level and subject specific Professional Learning Communities (PLC's) and used to further plan instruction and targeted identified gaps.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Create a list of our bottom quartile students in K-9

Person Responsible: Holly Nover (holly.nover@stjohns.k12.fl.us)

By When: October 15, 2023

Meet quarterly at MTSS core to review and monitor progress of these students.

Person Responsible: Jessica Schulz (jessica.schulz@stjohns.k12.fl.us)

By When: June 1, 20204

#3. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Valley Ridge Academy has identified the need to establish clear expectations for staff professional development on the implementation of Professional Learning Communities. Instructional leaders from each grade level/department will be our Guiding Coalition for modeling, facilitating and collaborative engaging their team members in the PLC process. We will continue to build the capacity of new teachers and staff, through ongoing professional learning.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The specific measurable outcomes resulting from the PLC process will include common planning times for each grade level to collaborate and discuss clear expectations for student learning with processes to monitor, analyze, and assess the evidence of students' learning. Teachers will collaborate on specific student data and share instructional strategies. They will work collaboratively to establish what students need to learn for each unit or topic, while utilizing common formative assessments to monitor student mastery on an ongoing basis.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Administration will attend all elementary PLCs weekly, and middle school PLCs bi-weekly to support the instructional leaders and our commitment to the continuum of our PLC processes with established objectives.

Person responsible for monitoring outcome:

Angela Fuller (angela.fuller@stjohns.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The PLC team members will engage collaboratively with shared leadership to ensure student success. Teachers will determine goals and implement instructional strategies that are researched based to monitor and improve student achievement.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Developing and expanding leadership capacity at VRA through the collaborative culture of a Professional Learning Community.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Schedule Guiding Coalition quarterly meetings

Person Responsible: Angela Fuller (angela.fuller@stjohns.k12.fl.us)

By When: End of September

Register for a team to attend a PLC conference during the 23-24 school year.

Person Responsible: Angela Fuller (angela.fuller@stjohns.k12.fl.us)

By When: June 30, 2024

#4. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our population of Students with Disabilities continues to change and increase each year with varying needs. The instructional support team also has had extensive changes, requiring more supports to increase the effectiveness of their instructional practices. Specifically, in 4th grade this year our students as a whole had 79% level three or above in ELA; our SWE in 4th grade only had 23% at level three or above. We saw the same trend in 5th grade EL, where altogether 81% were level three or above but only 32% of ESE students were level three or above. We must work harder to close the gap for our students with disabilities.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

During the 23-24 school year, our SWD will have at least a 5% increase from the previous year for the percentage of students achieving level three or higher.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

We will look at the data after progress monitoring two to identify and work with students who are not on track to achieve level 3 or higher. Students who are not growing will be invited to attend tutoring sessions, either before and after school.

Person responsible for monitoring outcome:

Kaylea Gransaull (kaylea.gransaull@stjohns.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Before and afterschool tutoring, using researched based instructional tools like Lexia, Dreambox, IXL, and small group re-teach.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Highly engaging and researched based programs we have access to for all students.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Identify students not on track to achieve level three or who have not grown from PM1-PM2 in ELA.

Person Responsible: Holly Nover (holly.nover@stjohns.k12.fl.us)

By When: February 1, 2024