

Table of Contents

- SIP Authority 1
- I. School Information 3
 - A. School Mission and Vision 3
 - B. School Leadership Team 3
 - C. Stakeholder Involvement and Monitoring 9
 - D. Demographic Data 10
 - E. Early Warning Systems 11
- II. Needs Assessment/Data Review 14
 - A. ESSA School, District, State Comparison 15
 - B. ESSA School-Level Data Review 16
 - C. ESSA Subgroup Data Review 17
 - D. Accountability Components by Subgroup 20
 - E. Grade Level Data Review 23
- III. Planning for Improvement 24
- IV. Positive Culture and Environment 28
- V. Title I Requirements (optional) 31
- VI. ATSI, TSI and CSI Resource Review 33
- VII. Budget to Support Areas of Focus 34

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

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: <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Fuller, Angela

Position Title

Principal

Job Duties and Responsibilities

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.

Leadership Team Member #2

Employee's Name

Gransauil, Kaylea

Position Title

Assistant Principal

Job Duties and Responsibilities

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 processes.

Model the characteristics of citizenship, character education and literacy.

Leadership Team Member #3

Employee's Name

Jessica Schulz

Position Title

Assistant Principal

Job Duties and Responsibilities

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 processes.
Model the characteristics of citizenship, character education and literacy.

Leadership Team Member #4

Employee's Name

Debra Allred

Position Title

Assistant Principal

Job Duties and Responsibilities

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 processes.
Model the characteristics of citizenship, character education and literacy.

Leadership Team Member #5

Employee's Name

Narin, Matthew

Position Title

Dean

Job Duties and Responsibilities

Handles all behavior/ discipline issues and concerns.
Coordinates our PBIS middle school initiative.

Leadership Team Member #6

Employee's Name

MacNaught, Erica

Position Title

School Counselor

Job Duties and Responsibilities

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.

C. Stakeholder Involvement and Monitoring

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. (ESEA 1114(b)(2))

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

The leadership team 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 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.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION KG-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	28.0%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	16.7%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: A 2020-21: A 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days		12	13	8	8	15	32	14	27	129
One or more suspensions		0	4	1	0	3	7	24	16	55
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment		5	21	13	4	12	11	6	10	82
Level 1 on statewide Math assessment		20	10	9	3	8	8	4	5	67
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		0	0	0						0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

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				4	5			3	15	27

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	4		1		2				9
Students retained two or more times										0

Prior Year (2023-24) As Last 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 school days		8	9	6	3	3	8	1	13	51
One or more suspensions		1	3			1	3	4	23	35
Course failure in ELA			1		1	1				3
Course failure in Math			1			1		1		3
Level 1 on statewide ELA assessment		5	4		9	15	8	11	7	59
Level 1 on statewide Math assessment			2		6	9	5	8	4	34
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		12	5	12						89

Prior Year (2023-24) As Last Reported (pre-populated)

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			1		3	2		3	12	21

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		6	1	1	1	1				10
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	78	74	58	77	72	53	79	75	55
ELA Grade 3 Achievement **	78	78	59	83	76	56			
ELA Learning Gains	65	65	59				62		
ELA Learning Gains Lowest 25%	57	56	54				51		
Math Achievement *	87	81	59	85	78	55	86	45	42
Math Learning Gains	70	74	61				67		
Math Learning Gains Lowest 25%	68	63	56				59		
Science Achievement *	71	72	54	74	74	52	79	81	54
Social Studies Achievement *	94	91	72	83	79	68	92	71	59
Graduation Rate		71	71		82	74		73	50
Middle School Acceleration	78	73	71	71	71	70	70	56	51
College and Career Readiness		19	54		32	53		89	70
ELP Progress	60	71	59	64	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 (FPP) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	73%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	806
Total Components for the FPPI	11
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
73%	79%	72%	73%		79%	75%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	48%	No		
English Language Learners	63%	No		
Asian Students	86%	No		
Black/African American Students	47%	No		
Hispanic Students	67%	No		
Multiracial Students	65%	No		
White Students	78%	No		
Economically Disadvantaged Students	56%	No		

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%
Students With Disabilities	48%	No		
English Language Learners	64%	No		
Asian Students	92%	No		
Black/African American Students	47%	No		
Hispanic Students	74%	No		
Multiracial Students	84%	No		
White Students	80%	No		
Economically Disadvantaged Students	60%	No		

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%
Students With Disabilities	47%	No		
English Language Learners	75%	No		
Native American Students				
Asian Students	86%	No		
Black/African American Students	57%	No		
Hispanic Students	67%	No		
Multiracial Students	73%	No		
Pacific Islander Students				
White Students	73%	No		
Economically Disadvantaged Students	57%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	78%	78%	65%	57%	87%	70%	68%	71%	94%	78%			60%
Students With Disabilities	41%	48%	46%	41%	57%	54%	54%	32%	74%	33%			
English Language Learners	59%		64%	60%	71%	64%							60%
Asian Students	89%		79%	73%	96%	85%		73%	100%	93%			
Black/African American Students	50%	40%	46%	40%	53%	47%	40%	56%					
Hispanic Students	76%	79%	64%	67%	75%	53%	56%	58%	84%	62%			
Multiracial Students	71%	80%	48%		76%	48%							
White Students	81%	81%	66%	57%	90%	74%	77%	75%	95%	79%			
Economically Disadvantaged Students	55%	52%	54%	45%	65%	61%	55%	50%	73%	53%			

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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%	83%			85%			74%	83%	71%			64%
Students With Disabilities	40%	56%			53%			39%		50%			
English Language Learners	67%				60%								
Asian Students	84%				93%					100%			
Black/African American Students	50%	33%			49%			54%					
Hispanic Students	69%	91%			74%			69%		69%			
Multiracial Students	80%	90%			83%								
White Students	80%	87%			89%			76%		69%			
Economically Disadvantaged Students	53%	52%			60%			62%		75%			

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%			
Students With Disabilities	38%		39%	37%	51%	47%	43%	44%	73%				
English Language Learners	61%		71%		89%	79%							
Native American Students													
Asian Students	92%		72%		96%	75%		100%		82%			
Black/African American Students	64%		55%	50%	67%	57%	47%	58%					
Hispanic Students	72%		63%	50%	78%	59%	47%	72%	91%	72%			
Multiracial Students	67%		64%		86%	75%							
Pacific Islander Students													
White Students	80%		61%	52%	88%	67%	63%	79%	94%	69%			
Economically Disadvantaged Students	60%		44%	26%	62%	57%	48%	70%	79%	64%			

E. 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.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	79%	76%	3%	55%	24%
Ela	4	81%	72%	9%	53%	28%
Ela	5	77%	71%	6%	55%	22%
Ela	6	77%	72%	5%	54%	23%
Ela	7	80%	71%	9%	50%	30%
Ela	8	76%	72%	4%	51%	25%
Math	3	85%	79%	6%	60%	25%
Math	4	88%	77%	11%	58%	30%
Math	5	84%	74%	10%	56%	28%
Math	6	89%	78%	11%	56%	33%
Math	7	75%	68%	7%	47%	28%
Math	8	77%	81%	-4%	54%	23%
Science	5	74%	69%	5%	53%	21%
Science	8	69%	72%	-3%	45%	24%
Civics		94%	92%	2%	67%	27%
Algebra		100%	77%	23%	50%	50%
Geometry		100%	74%	26%	52%	48%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Math Learning Gains Lowest 25% showed the most improvement from the previous school year—rising from 59 to 68. We believe this can be attributed to the amount of math intervention students were receiving. Our Instructional Literacy Coach pulled a report at the beginning of the year with students struggling in the area of math and the RTI/ MTSS team sorted through the data and determined which students needed an RTI plan. There were about 20 new math plans created in grades K-8 during the 2023-2024 school year.

Lowest Performance

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

ELA Learning Gains Lowest 25% showed the lowest performance during the 2023-2024 school year (57). We attribute this to the amount of phonics instruction students missed in the primary grades during the 2019-2020 and 2020-2021 school years. Fourth and fifth grade showed a great need of phonics instruction. These students were struggling to chunk words together, impacting reading comprehension.

Greatest Decline

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

Science achievement was the lowest achievement, dropping from 79 to 71. We had an influx of upper elementary and middle school students that came to our school from out of state, private school or homeschool. Many of our students from out of district were 1-2 years below grade level when they started school.

Greatest Gap

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.

The greatest gap is the Math Achievement between our school (87) and state (59). This is a positive thing for Valley Ridge Academy because we are above the state average. Some of our teachers

participated in CGI training, and our math teachers attended weekly PLC meetings together.

EWS Areas of Concern

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

Students absent 10% or more school days is a potential area of concern, with 129 students in grades K-8. We have students at school who lack support at home and don't always have a way to get students to school on time or at all. Students rely solely on the bus, so if a student misses the bus in the morning, they will miss a full day at school.

Highest Priorities

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
- Math learning gains for our students with disabilities
- Science Achievement

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our SWD achievement (48) is a weakness and we will continue to monitor those who are not showing growth after the PM2 assessment. In elementary, we have had significant teacher turnover in Varying Exceptionalities department, and it is impacting our students.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

VRA will increase the percentage of students achieving Level 3 or higher in ELA by 3%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Administrators and Instructional Literacy Coach will collaborate with general education teachers and ESE case providers on a regular basis during Professional Learning Community time. We will conduct data digs when we receive FAST scores, as well as standards-based assessment scores. We will ensure goals on IEPs are aligned appropriately.

Person responsible for monitoring outcome

Angela Fuller

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Foundations Just Words Read180 Journeys

Rationale:

We are focused on phonics instruction to ensure we can begin moving students to comprehension learning.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

PLC meetings/ ESE team meetings

Person Monitoring:

Angela Fuller

By When/Frequency:

End of quarter 1

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

FAST data will be calculated for all grades K-8, and all grade levels will have had one round of RTI/ MTSS.

Area of Focus #2

Address the school’s highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Instructional Coaching

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

We are going to use the district provided Instructional Literacy Walkthroughs to guide our discussion in our administration meetings. Using this data, we will use PLC time to generally coach grade level teachers on certain things. We will also use time to individually coach teachers. This is for our general education teachers, ESE self-contained teachers and VE teachers. It’s critical that our teachers know the resources to use during instruction and know how to use them effectively.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

We will see an increase in small group instruction, and less whole group instruction during our Literacy Walkthroughs. We will have a 3% decrease in whole group instruction data.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of

how ongoing monitoring will impact student achievement outcomes.

Administrators and Instructional Literacy Coach will use the district provided Instructional Literacy Walkthrough platform to monitor whole group/ small group, what resources are being used

Person responsible for monitoring outcome

Angela Fuller

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Literacy Walkthroughs Observations PLC meetings ESE team meetings

Rationale:

We will be able to look at data through the district created Microsoft Forms application.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Instructional Coaching

Person Monitoring:

Angela Fuller

By When/Frequency:

ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Attending PLCs PLC Conference Instructional Walkthroughs Executive functioning book study with School Psychologist

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student

learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. 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 2023-24 school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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 24-25 year.

Rationale:

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:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

PBIS meetings

Person Monitoring:

Matthew Narin

By When/Frequency:

ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii)

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00