

St. Johns County School District

Valley Ridge Academy



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	8
Planning for Improvement	13
Positive Culture & Environment	0
Budget to Support Goals	0

Valley Ridge Academy

105 GREENLEAF DR, Ponte Vedra, FL 32081

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

Demographics

Principal: Angela Fuller

Start Date for this Principal: 5/17/2021

2019-20 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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	13%
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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (72%) 2020-21: (73%) 2018-19: A (79%) 2017-18: A (75%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* 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 St. Johns 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.

Part 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

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
Fuller, Angela	Principal	Instructional Leader, cheerleader, motivator, problem solver, PLC champion, supervisor
Allred, Debra	Assistant Principal	Instructional Leader, cheerleader, motivator, problem solver, PLC champion, supervisor, LEA
Hudson, Julie	Assistant Principal	Instructional Leader, cheerleader, motivator, problem solver, PLC champion, supervisor
Schulz, Jessica	Assistant Principal	Instructional Leader, cheerleader, motivator, problem solver, PLC champion, supervisor
Narin, Matthew	Dean	PBIS, Dean, problem solver, TAT coordinator
Nover, Holly	Other	Testing Coordinator schedule assessments, assist with data analysis and PLCs, PBIS for elementary school, MTSS team

Demographic Information

Principal start date

Monday 5/17/2021, Angela Fuller

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.*

19

Total number of teacher positions allocated to the school

79

Total number of students enrolled at the school

1,304

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

15

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

16

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	118	134	141	129	163	138	164	161	155	0	0	0	0	1303
Attendance below 90 percent	8	9	6	3	3	8	1	13	16	0	0	0	0	67
One or more suspensions	1	3	0	0	1	3	4	23	25	0	0	0	0	60
Course failure in ELA	0	1	0	1	1	0	0	0	0	0	0	0	0	3
Course failure in Math	0	1	0	0	1	0	1	0	0	0	0	0	0	3
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	7	9	6	4	12	12	0	0	0	0	50
Level 1 on 2022 statewide FSA Math assessment	0	0	0	4	5	5	5	9	9	0	0	0	0	37
Number of students with a substantial reading deficiency	12	5	12	13	17	13	10	7	10	0	0	0	0	99

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	1	0	3	2	0	3	12	14	0	0	0	0	35

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	6	1	1	1	1	0	0	0	0	0	0	0	0	10
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

Monday 8/29/2022

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	136	128	145	122	146	151	139	146	143	0	0	0	0	1256
Attendance below 90 percent	8	6	3	6	2	2	4	12	8	0	0	0	0	51
One or more suspensions	1	1	2	0	2	1	5	13	16	0	0	0	0	41
Course failure in ELA	0	0	0	2	1	3	0	1	0	0	0	0	0	7
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	5	6	7	2	0	0	0	0	20
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	3	4	4	0	0	0	0	0	0	0	0	0	11

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	2	0	0	1	1	8	5	0	0	0	0	17

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	2	8	6	7	7	7	7	5	8	0	0	0	0	57
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	136	128	145	122	146	151	139	146	143	0	0	0	0	1256
Attendance below 90 percent	8	6	3	6	2	2	4	12	8	0	0	0	0	51
One or more suspensions	1	1	2	0	2	1	5	13	16	0	0	0	0	41
Course failure in ELA	0	0	0	2	1	3	0	1	0	0	0	0	0	7
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	5	6	7	2	0	0	0	0	20
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	3	4	4	0	0	0	0	0	0	0	0	0	11

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators			0	0	2	0	0	1	1	8	5	0	0	0	17

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		2	8	6	7	7	7	7	5	8	0	0	0	57
Students retained two or more times		0	0	0	0	0	0	0	0	0	0	0	0	

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	79%			81%			84%	84%	61%
ELA Learning Gains	62%			64%			71%	67%	59%
ELA Lowest 25th Percentile	51%			52%			65%	61%	54%
Math Achievement	86%			87%			91%	88%	62%
Math Learning Gains	67%			65%			81%	71%	59%
Math Lowest 25th Percentile	59%			62%			79%	66%	52%
Science Achievement	79%			79%			78%	77%	56%
Social Studies Achievement	92%			91%			94%	95%	78%

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	91%	78%	13%	58%	33%
Cohort Comparison		0%				
04	2022					
	2019	85%	77%	8%	58%	27%
Cohort Comparison		-91%				
05	2022					
	2019	84%	76%	8%	56%	28%
Cohort Comparison		-85%				
06	2022					
	2019	84%	74%	10%	54%	30%
Cohort Comparison		-84%				
07	2022					
	2019	78%	72%	6%	52%	26%
Cohort Comparison		-84%				
08	2022					
	2019	81%	71%	10%	56%	25%
Cohort Comparison		-78%				

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	90%	82%	8%	62%	28%
Cohort Comparison		0%				
04	2022					
	2019	96%	82%	14%	64%	32%
Cohort Comparison		-90%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	90%	80%	10%	60%	30%
Cohort Comparison		-96%				
06	2022					
	2019	83%	74%	9%	55%	28%
Cohort Comparison		-90%				
07	2022					
	2019	88%	80%	8%	54%	34%
Cohort Comparison		-83%				
08	2022					
	2019	87%	78%	9%	46%	41%
Cohort Comparison		-88%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	81%	73%	8%	53%	28%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-81%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	75%	72%	3%	48%	27%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	93%	90%	3%	71%	22%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	79%	21%	61%	39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	81%	19%	57%	43%

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	38	39	37	51	47	43	44	73			
ELL	61	71		89	79						
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						
WHT	80	61	52	88	67	63	79	94	69		
FRL	60	44	26	62	57	48	70	79	64		
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	43	46	37	54	40	43	35	62			
ELL	75	100		86	73						
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							
WHT	82	63	52	88	66	63	80	93	81		
FRL	64	72	62	79	72	73	57				
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	47	60	53	69	78	71	40	64	18		
ASN	94	82		96	88		93	100	97		
BLK	60	56	50	77	72	78	31				

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
HSP	80	71	67	82	79	71	85	92	53		
MUL	84	60		92	84			91			
WHT	84	70	64	92	81	79	78	95	68		
FRL	70	67	61	73	75	74	54	81	36		

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)	N/A
OVERALL Federal Index – All Students	72
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	645
Total Components for the Federal Index	9
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	47
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	75
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	86
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	57

Black/African American Students	
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	67
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	73
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students 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
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	73
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	57
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?

There has been a gradual decline in our ELA achievement scores since 2019. Over the last year, there has been an increase in math achievement and learning gains as compared to the 2021 school year. Historical data shows consistent progress in science achievement with 100% achievement for our Asian students and a 16% increase for our free and reduced lunch students this year as compared to last. There has been a 19% increase in our middle school acceleration for our Hispanic subgroup. Social Studies achievement has increased since 2021 9% for students with disabilities. Out of eight categories, in the SWD subgroup, three areas of increased, and two have remained consistent. For our Black students, four areas have increased and one remaining consistent. Math learning gains for Black students had an increase of 29%.

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

Based on the current data, VRA needs to focus on ELA achievement for our students with disabilities. Only 38% of our SWD showed proficiency in ELA, a decrease of five percent from the previous year.

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

VRA has experienced new families moving into the area, many from out of state, with IEPs. We have also had turnover in our ESE department with teachers, this has caused the need for more support for both teachers and students. We are renewing our PLC efforts school wide, creating a school wide intervention schedule for all grade levels (including middle school). The ESE achievement Coach is working with new ESE teachers and general education inclusion teachers to help increase effective strategies and ensure goals match needs.

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

VRA showed the most improvement in our math learning gains. We went from 65 to 67% making a learning gain in math.

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

The curriculum and resources for math were not consistent from previous years, allowing teachers to build instructional practices.

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

VRA is restructuring our ICT 1, ICT 2 and Computer Science courses to ensure students can take them in 6th, 7th and 8th grade to earn digital tool certifications. Teachers will work with administration to ensure students who achieve a level 3 or higher are give the opportunity for advanced or accelerated course work in ELA, math, science, and or social studies in the middle school. Students achieving level four or higher in math and science in 7th and 8th grade who meet the pre-requisites will be offered the opportunity to take high school level courses.

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.

Teachers will be supported by District curriculum staff and provided professional development in the PLC process, Rtl, monthly planning and meetings. Our school has added an ESE achievement coach, to

assist with our inclusion and self-contained students. Teachers will use intervention times to work with students to remediate and enrich all students.

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

ESE achievement coach, PLC team meetings weekly for elementary, biweekly for middle school, weekly MTSS core team meetings.

Areas of Focus

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

:

#1. 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 critical need from the data reviewed.

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. As we review the current data, we have seen a consistent downward trend in ELA learning gains, with a substantial decrease of 21% from 2019 to 2022 (60% to 39%).

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

The ELA Students with Disabilities subgroup will increase learning gains from 39% during the 2021-2022 school year to 45%.

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

The ESE teachers will be included in weekly PLCs with the grade levels they support. During this time the teams will talk about how instruction can be accommodated to better meet the students needs while still meeting the grade level standards. The conversations will align to monitor academic instruction that is provided in and out of the inclusion classrooms, making sure optimal support is provided to promote growth. The ESE Achievement Coach will work with general education teachers on how to further support their students, and work with the ESE teachers on how to effectively write goals and monitor progress that will promote learning gains. Instructional practices will be reviewed with teachers, utilizing district instructional resources.

Person responsible for monitoring outcome:

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

Evidence-based Strategy: Describe the evidence-based strategy being implemented

The PLC process is critical to student growth and success. The District has continued to promote this type of collaboration and it is our goal to deepen the understanding and outcomes to promote the learning gains of our students.

for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

With the District initiative, teams of teachers have attended the PLC Summer Conference and will be attending the RtI Fall Conference. If implemented with fidelity, this process has a high yield for student growth and success. It is our ultimate goal to have the ESE teachers be more a part of this process, utilizing their expertise to support students and teachers.

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 attend the PLC Summer Conference and return to school to support their teams under the tutelage of the Principal.

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

Teachers will attend the RtI Fall Conference and return to school to support their teams under the tutelage of the Principal.

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

ESE Teachers will attend weekly PLCs with the grades they support.

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

State data will be reviewed to monitor progress throughout the school year utilizing the new state assessments.

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

Students in jeopardy of not making learning gains will be discussed at MTSS meetings and plans developed to implement interventions at Tier 2 or Tier 3, as needed.

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

#2. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus
Description and Rationale: Valley Ridge Academy has identified the need to establish clear expectations for staff professional development on the implementation of Professional Learning Communities. A team of selected teachers attended the summer PLC conference prior to pre-planning to learn about the PLC process. These instructional leaders will become the guiding coalition for modeling, facilitating and collaboratively engaging other teachers in the PLC process.
Include a rationale that explains how it was identified as a critical need from the data reviewed.

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

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

Person responsible for monitoring outcome: Angela Fuller (angela.fuller@stjohns.k12.fl.us)

Evidence-based Strategy: 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.
Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Developing and expanding leadership capacity at VRA through the collaborative culture of a Professional Learning Community.
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for

selecting this strategy.

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.

Weekly PLC meetings with grade levels and middle school subject area teachers to discuss data, analyze results and agree on next steps or needs for concepts or skills.

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

#3. Transformational Leadership specifically relating to Leadership Development

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Educational Leadership is in great need of future leaders. With the increased demands on administrators, more people are leaving the profession, along with the natural retirement of other leaders in the Education field. It is our job, as current leaders, to develop and model strategies to prepare the next generation of educational administrators and curriculum experts.

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

Valley Ridge Academy will meet monthly with potential and current teacher leaders to develop and model leadership capacity and best practice strategies for educational improvement.

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

Quarterly surveys will be sent out to the leadership team and meeting with individuals of the leadership team for follow-up and reflection.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Continual feedback from the team to look for areas of improvement and further development. Observation from other District leaders quarterly attendance and District administrative leadership PLCs for continued instructional learning of the administrative team.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Constant feedback is effective for improvement and one of the best ways to teach is to model to others.

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 leadership team, comprised of individuals who have expressed interest in leading their team/ department and who have at least three years of experience in teaching.

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

Create a monthly schedule to meet with the team, and then send out surveys the week before to get topics of interest for the coming meeting.

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

Meet and have Professional Development in an area of leadership practice

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

#4. Positive Culture and Environment specifically relating to PBIS

Area of Focus

Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Due to the increased number of students that have not been in a school building for the past couple of years, and the students who struggle with doing things independently, the school has decided to focus on rewarding students for making positive choices and following the VRA way (Being Respectful, Being Responsible, Being Prepared and on time, Being Safe) and of course 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 2021-22 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 and review discipline numbers at the end of each quarter.

Person responsible for monitoring outcome:

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

Evidence-based

Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

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 22-23 year.

Rationale for Evidence-based Strategy:

Explain the rationale

for selecting this specific strategy.

Describe the resources/criteria used for selecting this strategy.

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

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)

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)

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

Person Responsible Matthew Narin (matthew.narin@stjohns.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.

Valley Ridge promotes a positive culture and climate amongst our student body through a variety of initiatives on campus. By utilizing the evidence-based framework, Positive Behavioral Interventions and Support (PBIS), VRA supports the synergy of our student body, recognizing their hard work and positive behaviors of our elementary and middle school students. The former is recognized in their classrooms and across campus with what we call, "Hawk Bucks". Students may turn in these Hawk Bucks throughout the year to earn or buy rewards such as ice cream and treasure box prizes. In addition, elementary students are voted on by their peers for the monthly Character Counts award that recognizes their positive behaviors in a formal setting in the cafeteria where parents are invited (typically via Teams due to COVID). Their students hear why they are being recognized and they are cheered on for their accomplishments in front of their peers, family, and community members. VRA middle school students are recognized monthly, as well, by their teachers. This recognition also takes place in the cafeteria, but during their lunch period. Highlighting these students is exciting since they are called up by the Dean to retrieve their certificate and prize while their peers are clapping for them. Additionally, our school continuously promotes and posts the VRA Way expectations around campus which encourages students to be respectful, responsible, safe, prepared, and on time. PBIS meetings are held every month, in addition to SAC meetings which promote community engagement and participation.

Furthermore, VRA promotes synergy amongst our faculty and staff through ongoing initiatives that target that demographic in our building. Our Sunshine Club plans and organizes multiple events on campus such as our end of the year banquet and our Valentine's Day party. Sunshine Club also supports our staff with cards for their birthdays and when there is a life change such as death in the family, birth or wedding.

Our admin team will continue to organize team-building activities such as our Halloween Candy Bar, Thanksgiving Turkey Hunt (scavenger hunt), 12 Days of Winter Countdown, Valentine's Day Party, Nacho Average Super Bowl Team luncheon, Spring scavenger hunt, and our end of the year banquet where we recognize all faculty and staff, with an emphasis on retirees.

We will also begin a new initiative to recognize the hard work of our teachers called, "Teacher of the Month". During lunch, our students will vote for a teacher who has impacted their learning at VRA. The winning teachers from August will be surprised in their classroom their picture will be taken and featured on the school news and in the principal's weekly newsletter to staff. Our goal will be to highlight every teacher before the year is over. In addition, we will look to recognize our staff in other ways such as providing lunch for them and surprising them with cards and gifts throughout the year to make them aware of their importance to our school.

Lastly, our school schedules spirit days every Wednesday and Friday to promote togetherness and fun for students, faculty and staff. Spearheaded by our elementary guidance counselor, every Wednesday is a dress up day, such as wear your favorite sports team, orange for fairness, and silly socks for fun. In addition, every Friday is school spirit wear day, everyone on campus is encouraged to wear their favorite VRA shirt.

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

Valley Ridge has a strong support system within and from without the school. Your school is only as strong as the community in which it resides, and our community is very involved and supportive. Furthermore, our PTO provides funding for multiple needs including all of the staff team-building activities, community building events such as movie night, and teacher classroom supplies. The PTO are a group of stakeholders that are vital to our continued positive culture and environment. Moreover, our Dean and testing coordinator promote the PBIS tenets across campus through monthly meetings and through initiatives that support teacher and student achievement; the testing coordinator also leads our School Advisory Counsel every month. Our school counselors promote positive school culture and environment through student counseling and through promoting various spirit days and other activities that nurture the soul of VRA. Teachers also support the above initiatives by participating, promoting and often times organizing a variety of students event such as field studies, school dances, and reward days. Our administrative team partners with all stakeholders to ensure that our school's positive climate and culture is maintained and improved continuously.