Valley Ridge Academy

2017-18 School Improvement Plan

Valley Ridge Academy

105 GREENLEAF DR, Ponte Vedra, FL 32081

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

School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 3)
Combination School PK-8	No	12%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	0%

School Grades History

Year	2016-17	2015-16	2014-15
Grade	A	A	A*

*Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan was approved by the St. Johns County School Board on 9/25/2017.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Valley Ridge Academy

DA Region and RED	DA Category and Turnaround Status
Northeast - [Dustin Sims](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

All parents are given the opportunity to provide input about their child through parent input forms. Parents are encouraged and recommended to participate in parent/teacher conferences to build relationships and to support a positive school experience. All elementary grade level parents are invited to participate in Intake Conferences. This gives our staff an opportunity to learn more about the students and build a positive relationship with parents. Middle school students participate in "Power Hour" weekly which allows the teacher and students an opportunity to get to know each other. Our teachers have been introduced to Positive Behavior Support, which is a program on building student relationships. As we progress through the program, we will all learn how to build and develop relationships between teachers and students. Teachers are able to create social contracts with their classes and spend time sharing "good news," which is an excellent way for teachers and students to learn more about themselves and others. We aim to have clubs/groups, activities and guest speakers in order to build culture.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

Valley Ridge will hold periodic behavior expectation assemblies where we discuss the rules and our focus on looking out for each other. We must be respectful and caring so we can all get along and "live" in such a tight space. We are constantly reinforcing good behavior and recognizing good character. By using the Operation Hedgehog and Student-to-Student programs, all levels of students will learn about positive behavior.
We have also partnered with the Ponte Vedra Rotary to open chapters of Early Act and Middle Act. Both are designed to engage students in the community through Service Projects. Valley Ridge Academy also recognizes the Character Counts! pillars monthly and holds corresponding celebrations.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Behavioral expectations have been developed by a team of teachers, parents and administrators. These expectations are based on the Student Code of Conduct and the Character Counts! Pillars. Behavioral expectations are shared with staff and students through classroom lessons, assemblies, and by having consistency throughout the school. In the event an expectation is not met the consequences are as follows: 1st - verbal warning, 2nd - parent communication, 3rd - lunch detention, 4th - referral.

With the Positive Behavior Support System, the idea is also to reward the positive as opposed to punishing the negative. To this end we have developed a PBS Store (Hawk Shop) to provide an avenue for students to be rewarded. This is in partnership with the PTO.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

There are three school counselors at Valley Ridge Academy who are available for students' social and emotional needs. Students may be referred to the counselor by another student, parent(s) or teacher. If a student's needs are too great for the counselor, then outside services are recommended. The counselors work with the families to ensure students receive needed assistance.

The vision included the capacity for all three counselors to visit classrooms to teach lessons in order to form the relationship with every student. In addition, the guidance counselors work with small groups of students who have social-emotional needs.

Teachers develop a relationship of caring with all of their students and families through conferencing and consistent communication.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

One or more suspensions, whether in school or out of school

Course failure in English Language Arts or Mathematics

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	2	3	3	8	8	3	7	3	9	0	0	0	0	46
One or more suspensions	0	2	2	0	1	5	3	4	11	0	0	0	0	28
Course failure in ELA or Math	0	0	0	0	1	2	2	2	15	0	0	0	0	22
Level 1 on statewide assessment	0	0	0	0	10	9	7	10	11	0	0	0	0	47

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	3	3	1	2	10	0	0	0	0	19

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

MTSS core team intervention
Parent Conferencing
ELA/Math plans written for intervention
As part of a school-wide PLC Process, we will provide in-depth PLC training to all instructional staff members. This will allow staff members to target intervention strategies to improve the academic performance of the students identified through the EWS.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

1. PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Our goal at Valley Ridge Academy is to make 100% of our parents feel welcome and a part of our school. We work in conjunction with our PTO in order to plan for positive school wide events such as Family Nights, Literacy evenings, Curriculum Chats, SAC meetings, conferences, and school-wide festivals. The school mission and vision are shared through the SAC committee and published on the school website.
In an effort to keep parents informed, a Curriculum Night is planned in the fall. Several informational nights are planned throughout the year which focus on technology, FSA, and eighth grade introduction to high school. Data discussions with parents are also planned through each child's individual teacher.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

We will work towards building a positive image for Valley Ridge Academy by building lasting relationships with our parents. To accomplish this goal, the VRA website will be updated weekly with all pertinent information. An electronic newsletter will be published on the first Friday of each month. The district provided School Messenger System will be used to contact parents quickly with pressing information. Curriculum Chats and other information evening events will be held for each grade level. The VRA PTO also works hard to offer events that encourage family participation including the Family Nights, Festivals, Book Fair, Art Exhibition, and a Hawk Run.
Partnerships with local business partners ensure our students are engaging in community projects thus gaining trust in our community.

Nocatee is currently the 3rd fastest growing community in the country thus the idea of relationship building becomes more important.

C. Effective Leadership

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
McMandon, Sandra	Principal
Hudson, Julie	Assistant Principal
Lee, James	Assistant Principal
Allred, Debra	Assistant Principal
Gifford, Brian	Dean
Dail, Ellen	Guidance Counselor
McNaught, Erica	Guidance Counselor
Turner, Tiffany	Instructional Coach

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Principal: Provides a common vision for the use of data-based decision-making, ensures the school-based team is implementing and conducting assessment of skills, ensures implementation of intervention support and documentation, ensures adequate professional development, and communicates with parents regarding school-based plans.
Assistant Principal: Provides leadership for the team-based decisions; facilitates the intervention programming; collaborates with other staff members to implement various interventions.
Assistant Principal: Provides leadership for RtI team; facilitates the intervention programming; collaborates with other staff members to implement the various interventions; coordinates data analysis.
Instructional Literacy Coach: Provides the vision for professional development and coordinates with the teachers to ensure their Deliberate Practice is focused on student growth.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The goal is to ensure that all students make Learning Gains and that our families are informed. We have weekly RTI/MTSS meetings and highlight the people responsible and the resources to ensure progress.
We have allocated our entire SAI Budget to support our lowest quartile to include an Intensive Reading teacher.
We have revised our K-5 focus on the Balanced Literacy Framework. We began a training module and the goal is to continue to provide training to our teachers so they may support the needs of our students. The overarching goal is to provide a solid foundation for instruction in all content areas.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Sandra McMandon	Principal
Holly Southworth	Teacher
Anne Pounder	Teacher
Valerie Painter	Teacher
Melissa Hughes	Teacher
Lindsey Rice	Teacher
Danielle Babineau	Teacher
Marci Lawlor	Teacher
Melissa Von Dolteren	Teacher
Holly Nover	Teacher
Lauren Bayliss	Teacher
Johanna Santinho	Teacher
Tricia Ingle	Teacher
Ann Fishman	Education Support Employee
Brian Gifford	Education Support Employee

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The results of the Needs Assessment were shared through the SAC team. Goals were set to reflect the current needs of our students.

b. Development of this school improvement plan

Development of the School Improvement Plan will be done with the input from school leaders and community stakeholders.

c. Preparation of the school's annual budget and plan

The SAC budget is approximately $10,829.16 which will be used to protect the SIP goals. We will also use other revenue sources to help us reach our potential.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

N/A

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
McMandon, Sandra	Principal
Hudson, Julie	Assistant Principal
Lee, James	Other
Allred, Debra	Assistant Principal
Turner, Tiffany	Instructional Coach
Dail, Ellen	Guidance Counselor
McNaught, Erica	Guidance Counselor

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The Literacy Leadership Team will meet with small groups of teachers on a monthly basis for the purpose of aligning reading goals, developing scopes and sequences for project based-learning and implementation of reading goals.
The team will also assist to carry out the Balanced Literacy Approach for instructing students in the area of ELA.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

All of our teachers have built in PLC time bi-weekly. We also have developed a creative "WOW" schedule to give them additional PLC time, by grade level and additional 120 minutes every six weeks. The idea here is to build community and to see common practices in place. Our middle school teachers have subject area planning every day.
The goal is to highlight data and use the data to drive instruction.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

By attending job fairs,and referring to the hiring authority within the district's paperless application system, we are able to hire teachers within the appropriate field who are highly qualified. The leadership team will provide intensive staff development programs and a mentor.
As we continue to grow we were in a position to hire an additional thirty teachers. This is done after careful review of all paperwork and a vision to hire creative teachers.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

All teachers new to the St. Johns County School District and Valley Ridge Academy will be paired with a veteran teacher in his/her field or grade level to develop a portfolio to verify educator competencies. Meetings will be held on a monthly basis. In addition, a new teacher cadre has been developed and implemented to support the needs of new faculty members. This group meets monthly and is led by a strong teacher leader who has been selected by administration.

All new teachers to St Johns County are also invited to attend monthly district driven meetings in order to learn the culture here.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Teacher representatives from each course and or grade level meet twice a year with district Subject Area Specialists to develop/review curriculum maps, formative assessments and teacher resources to include instructional materials. These District Professional Learning Communities work to ensure that curriculum, instruction and assessment are based on applicable state standards. This process is in addition to a standards based instructional materials review program that is used when the district adopts the primary instructional materials for a course. The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District Professional Learning Communities are implemented at the school level. The curriculum maps which include links to vetted instructional materials and lesson plans are the basis for school level standards based planning and instruction.

In addition to what each teacher is doing to promote learning and measure student performance, District midterms (6-12) assessments and progress monitoring assessments (K-5) are given in the core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are available to all teachers and administrators. These reports are used by teachers, administrators and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

Administrators meet with teachers in grade level / content area Professional Learning Communities to review data reports and analyze results with the intent of planning instruction to differentiate, intervene, re-teaching, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards based instruction and learning. This process is repeated twice a year and serves as the foundation for a standards based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction and assessment in a manner designed to promote the highest level student mastery of the Florida Standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

All students below grade level will be placed in an Intensive Reading Class. The class will be taught by a certified reading specialist and will focus on high yield strategies. In addition, students who are

performing below grade level will be presented to the MTSS team for support and recommendations for interventions.
All elementary teachers will be trained in Balanced Literacy and work to create that reading foundation for all students.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year:

Balanced Literacy Framework

Strategy Rationale

Provide a solid foundation for students in these formative years.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data from the number of teachers trained and from the iReady data for every student.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

We will collaborate with our feeder high school, Nease High School, and will provide information/ meetings to facilitate a smooth transition to high school. This will provide them the opportunity to learn information regarding the high school campus and learn about the culture. Representation for NHS will also come here to VRA for an Assembly/Academy Night and we will work through the formation of Freshman Seminar with all eighth graders.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

na

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

na

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

na

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

na

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B =** Barrier **S** = Strategy

`1` = Problem Solving Step 🔑 S123456 = Quick Key

Strategic Goals Summary

G1. If we implement a Balanced Literacy approach to include linguistics and language acquisition, in all elementary classrooms, then our students will be proficient as indicated on the ELA FSA.

G2. If we target our lowest quartile in reading, third through eighth grades, and provide intensive, high yield instructional strategies, we will increase student achievement in reading.

G3. If we implement common expectations and language for writing standards in each grade level and develop critical and creative thinking skills while embedding ongoing assessments across the curriculum in Science, Social Studies, Math and Language Arts then student proficiency will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If we implement a Balanced Literacy approach to include linguistics and language acquisition, in all elementary classrooms, then our students will be proficient as indicated on the ELA FSA. `1a`

🔍 G096630

Targets Supported `1b`

Indicator	Annual Target
ELA Achievement District Assessment	88.0

Targeted Barriers to Achieving the Goal `3`

- Cross Curriculum planning and the training associated with the Balanced Literacy framework.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- We will use school funding to train teachers and provide the necessary resources needed to build a solid program.

Plan to Monitor Progress Toward G1. `8`

Data form F&P and from iReady

Person Responsible
Sandra McMandon

Schedule
Monthly, from 9/29/2017 to 5/16/2018

Evidence of Completion
Participation in aligned Professional Development. Evidence from our district work in Balanced Literacy.

G2. If we target our lowest quartile in reading, third through eighth grades, and provide intensive, high yield instructional strategies, we will increase student achievement in reading. 1a

🔍 G096631

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	70.0

Targeted Barriers to Achieving the Goal 3

- The main issue will surround protecting enough time in order for this to be achieved. Also the alignment to Learning Goals Scales / High Yield Strategies and the technology integration will also prove to be important.

Resources Available to Help Reduce or Eliminate the Barriers 2

- SAI Dollars

- School Based Funding

- Donations from the community

Plan to Monitor Progress Toward G2. 8

Data from iReady, F&P and other classroom assessments will be gathered and analyzed for evidence of student achievement.

Person Responsible
Sandra McMandon

Schedule
Weekly, from 9/13/2017 to 5/16/2018

Evidence of Completion
Data from iReady, F&P, and other classroom assessments

G3. If we implement common expectations and language for writing standards in each grade level and develop critical and creative thinking skills while embedding ongoing assessments across the curriculum in Science, Social Studies, Math and Language Arts then student proficiency will increase. 1a

🔑 G096632

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	85.0

Targeted Barriers to Achieving the Goal 3

- Training on district provided writing program

Resources Available to Help Reduce or Eliminate the Barriers 2

- A focus on writing across the curriculum will be part of the VRA culture. We will use resources available to train teachers on this philosophy.

Plan to Monitor Progress Toward G3. 8

Will review the School/District writing prompt data and the writing components in the DBQs.

Person Responsible

Tiffany Turner

Schedule

Quarterly, from 9/13/2017 to 5/16/2018

Evidence of Completion

Reviewing the evidence from the different assessments to seek alignment.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

[1] = Problem Solving Step   🔑 S123456 = Quick Key

G1. If we implement a Balanced Literacy approach to include linguistics and language acquisition, in all elementary classrooms, then our students will be proficient as indicated on the ELA FSA. [1]

🔑 G096630

G1.B1 Cross Curriculum planning and the training associated with the Balanced Literacy framework. [2]

🔑 B259934

G1.B1.S1 Teachers will implement a Balanced Literacy approach to increase student achievement across all content areas. [4]

🔑 S275335

Strategy Rationale

By utilizing the components within the Balanced Literacy Framework, instructional strategies will improve to meet the varied needs of all learners.

Action Step 1 [5]

Train all teachers on the components associated with Balanced Literacy

Person Responsible

Tiffany Turner

Schedule

Biweekly, from 9/13/2017 to 5/16/2018

Evidence of Completion

Data discussions and PD Development will be framed from these meetings.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Data Discussions on a monthly basis will be important.

Person Responsible

Sandra McMandon

Schedule

Biweekly, from 9/29/2017 to 5/16/2018

Evidence of Completion

The evidence will be seen in the data and logged in the staff development, deliberate practice. Evidence will include performance on iReady and F&P Data.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

The depth of student responses will be the key to the monitoring process. Attendance in school and progress on iReady will also assist in monitoring student progress.

Person Responsible

Sandra McMandon

Schedule

Every 6 Weeks, from 9/29/2017 to 5/16/2018

Evidence of Completion

Student Data / RTI Data

G2. If we target our lowest quartile in reading, third through eighth grades, and provide intensive, high yield instructional strategies, we will increase student achievement in reading. [1]

🔑 G096631

G2.B1 The main issue will surround protecting enough time in order for this to be achieved. Also the alignment to Learning Goals Scales / High Yield Strategies and the technology integration will also prove to be important. [2]

🔑 B259935

G2.B1.S1 Create a cross-curriculum platform where Reading Strategies are infused in all content areas. Focus through PLCs on the idea of common assessment in order to ensure all students have the capacity to grow. [4]

🔑 S275336

Strategy Rationale

This will create the time and provide the opportunity to transfer, thus learning the content.

Action Step 1 [5]

Training in high yield strategies and Making Meaning

Person Responsible

Sandra McMandon

Schedule

Biweekly, from 9/13/2017 to 5/16/2018

Evidence of Completion

Data from iReady, F&P, other classroom data

Plan to Monitor Fidelity of Implementation of G2.B1.S1 [6]

Data Discussions and Progress Monitoring

Person Responsible

Sandra McMandon

Schedule

Monthly, from 9/13/2017 to 5/16/2018

Evidence of Completion

Notes from the data discussion and evidence from RTI meetings. Numbers of students referred for tutoring and numbers of students in danger of failing will also be important.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Monitoring will be done through direct observation and through student produced evidence.

Person Responsible

Sandra McMandon

Schedule

Monthly, from 9/13/2017 to 5/16/2018

Evidence of Completion

Data from iReady, F&P, and other classroom assessments

G3. If we implement common expectations and language for writing standards in each grade level and develop critical and creative thinking skills while embedding ongoing assessments across the curriculum in Science, Social Studies, Math and Language Arts then student proficiency will increase. `1`

🔑 G096632

G3.B1 Training on district provided writing program `2`

🔑 B259936

G3.B1.S1 Provide aligned PLC time by grade level to focus on the importance of writing and project based learning and the cross curricular approach. `4`

🔑 S275337

Strategy Rationale

Exposure to the content and the integration across subject areas will increase the performance.

Action Step 1 `5`

Staff Development and Project Based Learning training

Person Responsible

Tiffany Turner

Schedule

Every 6 Weeks, from 9/13/2017 to 5/16/2018

Evidence of Completion

Writing Prompts

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Progress monitoring data as it relates to writing and project based learning.

Person Responsible

Tiffany Turner

Schedule

Every 6 Weeks, from 9/13/2017 to 5/16/2018

Evidence of Completion

We will meet in PLC format to review the data and address the concerns accordingly.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Observe and collaborate with our ILC to ensure the cross curricular piece in writing is done with fidelity.

Person Responsible

Sandra McMandon

Schedule

Every 6 Weeks, from 9/13/2017 to 5/16/2018

Evidence of Completion

Data from writing assessments. In-depth look at quarterly assessments.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.MA1 M397993	Data form F&P and from iReady	McMandon, Sandra	9/29/2017	Participation in aligned Professional Development. Evidence from our district work in Balanced Literacy.	5/16/2018 monthly
G2.MA1 M397996	Data from iReady, F&P and other classroom assessments will be gathered and analyzed for evidence of...	McMandon, Sandra	9/13/2017	Data from iReady, F&P, and other classroom assessments	5/16/2018 weekly
G3.MA1 M397999	Will review the School/District writing prompt data and the writing components in the DBQs.	Turner, Tiffany	9/13/2017	Reviewing the evidence from the different assessments to seek alignment.	5/16/2018 quarterly
G1.B1.S1.MA1 M397991	The depth of student responses will be the key to the monitoring process. Attendance in school and...	McMandon, Sandra	9/29/2017	Student Data / RTI Data	5/16/2018 every-6-weeks
G1.B1.S1.MA1 M397992	Data Discussions on a monthly basis will be important.	McMandon, Sandra	9/29/2017	The evidence will be seen in the data and logged in the staff development, deliberate practice. Evidence will include performance on iReady and F&P Data.	5/16/2018 biweekly
G1.B1.S1.A1 A369532	Train all teachers on the components associated with Balanced Literacy	Turner, Tiffany	9/13/2017	Data discussions and PD Development will be framed from these meetings.	5/16/2018 biweekly
G2.B1.S1.MA1 M397994	Monitoring will be done through direct observation and through student produced evidence.	McMandon, Sandra	9/13/2017	Data from iReady, F&P, and other classroom assessments	5/16/2018 monthly
G2.B1.S1.MA1 M397995	Data Discussions and Progress Monitoring	McMandon, Sandra	9/13/2017	Notes from the data discussion and evidence from RTI meetings. Numbers of students referred for tutoring and numbers of students in danger of failing will also be important.	5/16/2018 monthly
G2.B1.S1.A1 A369533	Training in high yield strategies and Making Meaning	McMandon, Sandra	9/13/2017	Data from iReady, F&P, other classroom data	5/16/2018 biweekly
G3.B1.S1.MA1 M397997	Observe and collaborate with our ILC to ensure the cross curricular piece in writing is done with...	McMandon, Sandra	9/13/2017	Data from writing assessments. In-depth look at quarterly assessments.	5/16/2018 every-6-weeks
G3.B1.S1.MA1 M397998	Progress monitoring data as it relates to writing and project based learning.	Turner, Tiffany	9/13/2017	We will meet in PLC format to review the data and address the concerns accordingly.	5/16/2018 every-6-weeks
G3.B1.S1.A1 A369534	Staff Development and Project Based Learning training	Turner, Tiffany	9/13/2017	Writing Prompts	5/16/2018 every-6-weeks

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If we implement a Balanced Literacy approach to include linguistics and language acquisition, in all elementary classrooms, then our students will be proficient as indicated on the ELA FSA.

G1.B1 Cross Curriculum planning and the training associated with the Balanced Literacy framework.

G1.B1.S1 Teachers will implement a Balanced Literacy approach to increase student achievement across all content areas.

PD Opportunity 1

Train all teachers on the components associated with Balanced Literacy

Facilitator

Tiffany Turner, Admin

Participants

All pre-k-5 teachers @ Valley Ridge Academy

Schedule

Biweekly, from 9/13/2017 to 5/16/2018

G2. If we target our lowest quartile in reading, third through eighth grades, and provide intensive, high yield instructional strategies, we will increase student achievement in reading.

G2.B1 The main issue will surround protecting enough time in order for this to be achieved. Also the alignment to Learning Goals Scales / High Yield Strategies and the technology integration will also prove to be important.

G2.B1.S1 Create a cross-curriculum platform where Reading Strategies are infused in all content areas. Focus through PLCs on the idea of common assessment in order to ensure all students have the capacity to grow.

PD Opportunity 1

Training in high yield strategies and Making Meaning

Facilitator

Tiffany Turner

Participants

All 3-8 teachers

Schedule

Biweekly, from 9/13/2017 to 5/16/2018

G3. If we implement common expectations and language for writing standards in each grade level and develop critical and creative thinking skills while embedding ongoing assessments across the curriculum in Science, Social Studies, Math and Language Arts then student proficiency will increase.

G3.B1 Training on district provided writing program

G3.B1.S1 Provide aligned PLC time by grade level to focus on the importance of writing and project based learning and the cross curricular approach.

PD Opportunity 1

Staff Development and Project Based Learning training

Facilitator

Tiffany Turner (Instructional Coach)

Participants

Teachers by grade level

Schedule

Every 6 Weeks, from 9/13/2017 to 5/16/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Train all teachers on the components associated with Balanced Literacy				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0502 - Valley Ridge Academy	Other		$0.00
			Notes: Additional funding will be necessary in order to train all teachers on the Balanced Literacy framework.			
2	**G2.B1.S1.A1**	**Training in high yield strategies and Making Meaning**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0502 - Valley Ridge Academy	General Fund		$0.00
			Notes: Providing training in high yield strategies			
3	**G3.B1.S1.A1**	**Staff Development and Project Based Learning training**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0502 - Valley Ridge Academy	Other		$0.00
					Total:	**$0.00**