

Polk County Public Schools

Valleyview Elementary School



2017-18 Schoolwide Improvement Plan

Valleyview Elementary School

2900 STATE RD 540A E, Lakeland, FL 33813

<http://schools.polk-fl.net/valleyview>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	40%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	B	A*	B

**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 is pending approval by the Polk County School Board.

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>.

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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 Valleyview Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Valleyview Elementary is to create a caring environment in which students, parents, faculty, staff, and administration eagerly combine their knowledge, abilities, and resources toward enhancing self-confidence, promoting critical and cognitive thinking, developing healthy minds and bodies, and creating independent, life-long learners who have respect for themselves, others, and the world around them.

b. Provide the school's vision statement.

To provide a high quality education for all students.

2. School Environment

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

Valleyview Elementary's staff strive to build relationships with their students on the first day of school. Students are greeted by administration and staff as they enter our school campus. As students enter their classroom the teacher immediately begins getting to know you activities and team building strategies to learn more about each on of their students. Our school social worker visits our school during our pre-planning week to provide background information on families that may need support and provides strategies to use with those specific families.

Additionally, we work with the staff at Parker Street Ministries and Lighthouse Ministries, located in our downtown zone, to provide after-school support for academics and social needs. The principal along with instructional and support staff make home visits to our families in need of extra support in order to help their children be successful in school. Finally, we hold several parent nights throughout the year (ex - FSA Information, Analytical/Evidence-Based Writing, Florida Standards, Technology Resource). These strategies empower us with the knowledge we need to best serve each child.

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

Valleyview uses a Character Trait behavior management program to help with creating a safe and respected school environment. Teachers received an intensive one day training during the 15-16 pre-planning week. This year a refresher training was provided to remind teachers of the expectations for this management program. Teachers teach one character trait every two weeks. Teachers spend about 5-10 minutes a day going over the characteristics of each trait. As students are caught using the character trait, they are verbally told and encouraged to continue with the great choices.

Administration also maintains a bully box where students can place complaints/concerns regarding their safety. Administration also monitors the online reporting of bullying for our school. The school has a leadership team in place that reviews discipline records/trends monthly and works to problem solve any issues that are occurring.

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.

Character Building is utilized as the behavior management system K-5th grade. Teachers spend the first week of school explicitly teaching routines, procedures, and rules. Valleyview has also implemented CHAMPS. CHAMPS is a set of strategies to minimize classroom and transitional distractions. One strategy is for teachers to set their expectations before each activity; either whole-group, small-group, transitions and even individual tasks.

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.

Valleyview utilizes the guidance counselor to counsel students and families in need of assistance. We also work with our social worker, school psychologist and guidance counselor to obtain services and resources for families in need of assistance. We collaborate with Peace River Mental Health Services to provide individual and group counseling for our students in greatest need of support. We are also teaching character traits that reflect Valleyview's core values to all our elementary students both in the classroom and in our Valleyview news show.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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.

Valleyview uses the following indicators to identify students in need of extra support and services:

1. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension - Early Warning System (EWS) reports, which are discussed at our monthly leadership meetings.
2. One or more suspensions, whether in school or out of school - Early Warning System (EWS) reports, which are discussed at our monthly leadership meetings
3. Course failure in English Language Arts or mathematics - Teacher data chats and Grade Recovery when needed, however teachers are working hard to ensure that students who are "at risk" are provided additional support, remediation, and time to retest.
4. A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics - Not Applicable (scores are unavailable at this time)

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	10	6	4	9	6	22	0	0	0	0	0	0	0	57
One or more suspensions	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Course failure in ELA or Math	5	5	9	21	8	13	0	0	0	0	0	0	0	61
Level 1 on statewide assessment	0	0	0	1	11	18	0	0	0	0	0	0	0	30

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	1	0	0	3	0	5	0	0	0	0	0	0	0	9	

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

For students exhibiting 2 or more early warning indicators we utilize the following strategies:

1. 30 minutes of MTSS
2. Home visits with administration and support personnel such as social worker, guidance counselor, and ESE teachers to provide support and services to families
3. Terminal operator and social worker closely monitor attendance and work with families to get students to school everyday
4. Students are provided opportunities for grade recovery

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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

Valleyview collaborates with the School Advisory Council as well as PTA to communicate our mission and vision. We work with these groups to provide resources and services that support our teachers, students, and families in obtaining our mission and vision. We utilize Parent Portal, interim reports, report cards, student agendas, and parent teacher conferences (either face-to-face, via telephone, or via email) to keep parents informed of their child's progress. Additionally we utilize School Messenger, Valleyview website, Valleyview newsletter, and Valleyview PTA Facebook page to keep parents informed of school events, initiatives, and needs. Additionally, we will implement a character education program and our school wide Positive Behavior Intervention System to increase positive correspondence between the teacher and the parent. There is also a daily student news show that keeps students connected to current school events.

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.

Valleyview collaborates with our PTA organization to secure business partners throughout the school year. Our PTA coordinates monthly activities in the community with local businesses. Our PTA also works throughout the year to establish partnerships with local businesses for Family Nights at the school.

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
Riley, Katherine	Principal
Rogers, Jennafer	Assistant Principal
ivol, Caitlin	Instructional Coach
Stuart, Suzanne	Teacher, K-12

b. Duties

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

The members of the leadership team are responsible for bringing issues and concerns from their grade level team to the leadership team for problem solving, reviewing and revising school-wide expectations for teachers and students, planning professional development, reviewing and revising the school's model for instruction, and sharing all information with their grade level team. The leadership team works collaboratively to review and monitor the data continuously in order to make suggestions to improve student achievement.

The members are also responsible for representing their grade level team and students by voting on issues, ideas, and revisions to school plans and procedures.

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 leadership team uses academic and behavioral student data to drive all decision making. Resources are aligned with our greatest areas of need. The team meets monthly to review the allocation of resources and assess needs. Adjustments are made as needed based to support our greatest areas of need for our students. A budget review is conducted by administration to ensure that adequate funds are available, which is conducted through district budget allocations as well as an administrative school-wide fundraiser.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Katherine Riley	Principal
Jennafer Rogers	Principal
Jessica Smith	Parent
Nordica Hart	Parent
Amy Harris	Parent
Felipe Garces	Parent
Jeremy Kemp	Parent
Eric Kant	Parent
Melissa Turnage	Business/Community
Joy Baker	Business/Community
Dana Bright	Business/Community
Melody Lineback	Teacher
Francisca Mendez	Parent
	Student

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, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

SAC reviewed the school improvement plan, made suggestions for areas they felt need revision, and voted on approving the school improvement plan.

b. Development of this school improvement plan

Achievement data was reviewed with SAC. The committee disucussed the data and strategies for improving our areas of weakness.

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

The principal prepares the annual budget and presents the budget to SAC. SAC makes recommendations for revision and votes on the final budget. Additionally, SAC votes on the use of school recognition funds and makes suggestions such as using old lottery fund budget to pay the salary of the ten month secretary for an additional month for adequate office coverage.

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

Purchased supplemental materials for english/language arts and math to provide ample practice in critical thinking and writing skills necessary to master state standards: \$10,589.51

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
Riley, Katherine	Principal
Rogers, Jennafer	Assistant Principal
ivol, Caitlin	Instructional Coach

b. Duties

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

The LLT will look at school-wide assessment data (FAIR, weekly assessments, FSA, district writing assessments, AR/Star reports) and student work samples in order to see how the results impact student achievement and how best to modify our instruction.

D. Public and Collaborative Teaching

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

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

Teachers are provided with a common planning time each day. Valleyview has acquired an academic coach this year who will meet with each grade level for planning purposes once a week and additionally as needed. We departmentalize in grades 3-5 allowing small groups of teachers to participate in focused planning sessions and/or PLC's focusing on the Florida Standards.

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

The district has provided our new teacher with a mentor through the national I3 3 year grant that will meet with he to provide assistance with resources and feedback on her instruction. Our school's academic coach will also meet with our new teacher to work through the coaching cycle.

Valleyview Elementary will work with local universities allowing opportunities for student teachers to work with Valleyview teachers during internships.

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

Each new teacher (new to profession or new to elementary) is provided a mentor teacher on their grade level. The mentor teacher is a teacher that is strong in academics and classroom management as evidenced by her/his annual review and shows an interest in working with a new teacher. The mentor teacher meets with the new teacher weekly to review plans, discuss concerns, and provide advice. The assistant principal also provides monthly materials and topics for mentor teachers to review with new teachers. The academic coach will also provide additional support as needed through the coaching cycle.

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.

Valleyview Elementary utilizes Polk County Curriculum Maps and materials which are aligned to the Florida Standards. Valleyview teachers participate in professional development to review the vertical alignment of the new Florida standards. All teachers participate in collaborative planning ensuring instruction aligns to the grade level standard and feedback is provided from administration and our school's academic coach concerning the alignment of curriculum planning and instructional delivery of the 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.

Teachers collect data on proficiency through FAIR, IBTP progress monitoring assessments, weekly class assessments, Tier 2 and Tier 3 bi-weekly assessments, FCAT Science 2.0, and FSA. This data is used to drive instructional strategies, grouping, and planning. Students identified as performing below grade level proficiency begin the Tier 2 or Tier 3 MTSS process. These students receive 30 minutes of intensive remediation daily in addition to guided group sessions within the language arts and math blocks. If necessary, those students are referred for additional testing. The MTSS review team monitors students progress and develops plans to provide proper support for the students.

Additionally, when the data indicates that a student needs support in achieving an advanced level on state assessments we provide opportunities for them to participate in our gifted program as well as our accelerated academy.

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: Summer Program

Minutes added to school year: 165

K-3rd grade students performing below grade-level in reading participated in a district organized summer learning program.

Strategy Rationale

Additional time working on reading skills will strengthen their ability to read and therefore help them to be more successful during the school year

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Riley, Katherine, katherine.riley@polk-fl.net

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

Student portfolios

Student performance the following school year will be analyzed to measure effectiveness

Strategy: After School Program

Minutes added to school year: 720

Students identified as school's lowest 25% and students in danger of falling to a Level 2 in Reading/Math will participate in after school tutoring.

Strategy Rationale

Support the standards taught during the school day and provide small group instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Riley, Katherine, katherine.riley@polk-fl.net

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

Module data and weekly assessment data will be analyzed.

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, Â§ 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.

Valleyview provides a registration day/night for all Pre-K students transitioning to Kindergarten. Valleyview provides an evening each spring for 5th grade parents and students to attend an informational program conducted by our feeder middle school. Our ESE staff works with parents and teachers to create transitional IEPs for PreK-Kindergarten and 5th-6th transitions. Our PTA also provides a new parent orientation the week before school starts.

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.**
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**
- 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.**

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If PBIS/CHAMPS is implemented school wide with 100% fidelity, we will decrease our annual discipline rate by 10%.
- G2.** If all teachers provide appropriate support for the full complexity of the standard, then student achievement will increase by 5%.

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 PBIS/CHAMPS is implemented school wide with 100% fidelity, we will decrease our annual discipline rate by 10%. 1a

G098028

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	40.0

Targeted Barriers to Achieving the Goal 3

- Inconsistent use of PBIS/CHAMPS expectations
- Lack of understanding of school wide PBIS expectations

Resources Available to Help Reduce or Eliminate the Barriers 2

- PBIS team PD by district staff
- On-going PD and reflection with staff on school wide PBIS implementation provided by PBIS team.
- District PBIS contact for implementation feedback

Plan to Monitor Progress Toward G1. 8

Discipline data will be reviewed monthly with PBIS Team and Staff.

Person Responsible

Jennafer Rogers


Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

School wide discipline data will be reviewed and documented through CHAMPS team and/or Leadership Team

G2. If all teachers provide appropriate support for the full complexity of the standard, then student achievement will increase by 5%. 1a

 G098029

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	64.0
Math Gains	80.0
FSA ELA Achievement	72.0
FSA Mathematics Achievement	82.0

Targeted Barriers to Achieving the Goal 3

- Effective strategies for ELL/ESE learners

Resources Available to Help Reduce or Eliminate the Barriers 2

- Master schedule, common planning time
- Collaborative planning, grade level data reviews
- Use of formative assessments, Performance Matters
- ELL district contact - Pam Olivio
- Transparency of data, continuous focus conversations
- Teacher sets class goal and students set individual goal
- Collaborative planning, PD on small group / differentiation
- Intentional collaborative planning
- Teacher reflections

Plan to Monitor Progress Toward G2. 8

Core instruction to include scaffolds for ESE/ELL learners.

Person Responsible

Katherine Riley

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Progress monitoring data of ESE/ESOL students

Plan to Monitor Progress Toward G2. 8

Person Responsible

Schedule

Evidence of Completion

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

 = Problem Solving Step  S123456 = Quick Key

G1. If PBIS/CHAMPS is implemented school wide with 100% fidelity, we will decrease our annual discipline rate by 10%. 1

 G098028

G1.B1 Inconsistent use of PBIS/CHAMPS expectations 2

 B263594

G1.B1.S1 Monthly PLC with discipline vertical team will analyze school data, review school wide implementation, and problem solve areas of concern. 4

 S279169

Strategy Rationale

This vertical team will ensure the pervasive use of PBIS/CHAMPS strategies.

Action Step 1 5

School wide PBIS team will ensure implementation of school wide program and that it is consistent and pervasive.

Person Responsible

Jennafer Rogers

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

agendas, meeting notes, walk through feedback to teachers.

Action Step 2 5

Person Responsible

Schedule

Evidence of Completion

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

Walk through observations by administration

Person Responsible

Jennafer Rogers

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

PBIS team agenda and notes, feedback to teachers through evaluation system (Journey)

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

Review of school wide discipline referrals and/or reports

Person Responsible

Jennafer Rogers

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Discipline reports from Genesis will be kept in notebook located in Mrs. Rogers' office.

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

Walk through observations and monthly school wide team discussions

Person Responsible

Jennafer Rogers

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Meeting notes, walk through observation feedback through Journey or face to face feedback.

G1.B2 Lack of understanding of school wide PBIS expectations **2**

 B263595

G1.B2.S1 Monthly PLC with PBIS team to analyze school data, review school wide implementation, and problem solve areas of concern. **4**

 S279170

Strategy Rationale

This team will ensure the pervasive use of PBIS strategies school wide.

Action Step 1 **5**

School wide PBIS team will ensure implementation of school wide program is consistent and pervasive.

Person Responsible

Jennafer Rogers

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

agendas, meeting notes, walk through feedback to teachers.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Walk through observation by administration

Person Responsible

Jennafer Rogers

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

agendas, meeting notes and feedback to teachers through Journey or face to face conversations

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Classroom/school wide walk through observations

Person Responsible

Jennafer Rogers

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Meeting notes of observations from team meetings.

G1.B2.S2 PBIS team will train staff on school wide expectations. 4

 S279171

Strategy Rationale

PD will provide common expectations for all staff members.

Action Step 1 5

PD for staff by PBIS school team.

Person Responsible

Jennafer Rogers

Schedule

Monthly, from 8/3/2017 to 5/24/2018

Evidence of Completion

Agenda, sign-in sheets, presentation.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

PBIS School Wide Expectations professional development.

Person Responsible

Jennafer Rogers

Schedule

Monthly, from 5/24/2018 to 5/24/2018

Evidence of Completion

Sign-in sheets, agenda

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Classroom walk through observations.

Person Responsible

Jennafer Rogers


Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Feedback to teachers and staff members (Journey notes).

G2. If all teachers provide appropriate support for the full complexity of the standard, then student achievement will increase by 5%. 1

 G098029

G2.B4 Effective strategies for ELL/ESE learners 2

 B263599

G2.B4.S1 ESE teachers will participate in collaborative planning and discuss with classroom teachers- standards, instructional delivery, and assessments of standards. Teachers will provide ELL para and student with tasks that support mastery of the standard. 4

 S279175

Strategy Rationale

ESE / ELL Teachers (para) will discuss effective strategies to support core instruction for teachers to use in their classroom with ESE/ELL students.

Action Step 1 5

Planning for rigorous instruction will include discussion of strategies for ESE/ELL learners.

Person Responsible

Katherine Riley

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Meeting notes, meeting agendas

Action Step 2 5

Use of formative assessments for instructional decisions.

Person Responsible

Caitlin ivol

Schedule

Weekly, from 8/15/2017 to 5/24/2018

Evidence of Completion

Lesson plans, collaborative planning notes

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Planning will include discussion of strategies for ESE/ELL learners.

Person Responsible

Katherine Riley

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Collaborative planning notes, progress monitoring ESE and ELL students

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Collaborative Planning to include discussion of strategies for ESE/ELL learners.

Person Responsible

Katherine Riley

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Meeting notes, classroom walk through observations (Journey/Teacher Coaching)

G2.B4.S2 Core instruction to include scaffolds in place for all students including ELL/ESE learners including use of ESOL strategies and rigorous tasks that include mastery of the standards taught. 4

 S279176

Strategy Rationale

Scaffolds in place during core instruction will assist ELL/ESE learners with supports to master on-grade level standards.

Action Step 1 5

Scaffolds for ELL/ESE students will be included in core instruction.

Person Responsible

Caitlin Ivol

Schedule

Biweekly, from 8/21/2017 to 5/24/2018

Evidence of Completion

Lesson Plans Collaborative Planning Notes.

Plan to Monitor Fidelity of Implementation of G2.B4.S2 6

Scaffolds included in core instruction for ELL/ESE learners.

Person Responsible

Katherine Riley

Schedule

Weekly, from 8/22/2017 to 5/24/2018

Evidence of Completion

Lesson Plans, Collaborative Planning Notes, Classroom Walk through observations.

Plan to Monitor Effectiveness of Implementation of G2.B4.S2 7

Scaffolds within core instruction for all students including ELL/ESE learners.

Person Responsible

Katherine Riley

Schedule

Weekly, from 8/22/2017 to 5/24/2018



Evidence of Completion

Feedback on instruction through Journey system, teacher coaching notes.

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					
G2.MA2 M406783	[no content entered]		No Start Date		No End Date one-time
G1.B1.S1.A2 A376154	[no content entered]		No Start Date		No End Date one-time
G1.MA1 M406769	Discipline data will be reviewed monthly with PBIS Team and Staff.	Rogers, Jennafer	8/10/2017	School wide discipline data will be reviewed and documented through CHAMPS team and/or Leadership Team	5/24/2018 monthly
G2.MA1 M406782	Core instruction to include scaffolds for ESE/ELL learners.	Riley, Katherine	8/10/2017	Progress monitoring data of ESE/ESOL students	5/24/2018 weekly
G1.B1.S1.MA1 M406762	Walk through observations and monthly school wide team discussions	Rogers, Jennafer	8/10/2017	Meeting notes, walk through observation feedback through Journey or face to face feedback.	5/24/2018 monthly
G1.B1.S1.MA1 M406763	Walk through observations by administration	Rogers, Jennafer	8/10/2017	PBIS team agenda and notes, feedback to teachers through evaluation system (Journey)	5/24/2018 weekly
G1.B1.S1.MA2 M406764	Review of school wide discipline referrals and/or reports	Rogers, Jennafer	8/10/2017	Discipline reports from Genesis will be kept in notebook located in Mrs. Rogers' office.	5/24/2018 monthly
G1.B1.S1.A1 A376153	School wide PBIS team will ensure implementation of school wide program and that it is consistent...	Rogers, Jennafer	8/10/2017	agendas, meeting notes, walk through feedback to teachers.	5/24/2018 monthly
G1.B2.S1.MA1 M406765	Classroom/school wide walk through observations	Rogers, Jennafer	8/10/2017	Meeting notes of observations from team meetings.	5/24/2018 monthly
G1.B2.S1.MA1 M406766	Walk through observation by administration	Rogers, Jennafer	8/10/2017	agendas, meeting notes and feedback to teachers through Journey or face to face conversations	5/24/2018 weekly
G1.B2.S1.A1 A376155	School wide PBIS team will ensure implementation of school wide program is consistent and...	Rogers, Jennafer	8/10/2017	agendas, meeting notes, walk through feedback to teachers.	5/24/2018 monthly
G2.B4.S1.MA1 M406774	Collaborative Planning to include discussion of strategies for ESE/ELL learners.	Riley, Katherine	8/10/2017	Meeting notes, classroom walk through observations (Journey/Teacher Coaching)	5/24/2018 weekly
G2.B4.S1.MA1 M406775	Planning will include discussion of strategies for ESE/ELL learners.	Riley, Katherine	8/10/2017	Collaborative planning notes, progress monitoring ESE and ELL students	5/24/2018 weekly
G2.B4.S1.A1 A376161	Planning for rigorous instruction will include discussion of strategies for ESE/ELL learners.	Riley, Katherine	8/10/2017	Meeting notes, meeting agendas	5/24/2018 weekly
G2.B4.S1.A2 A376162	Use of formative assessments for instructional decisions.	ivol, Caitlin	8/15/2017	Lesson plans, collaborative planning notes	5/24/2018 weekly
G1.B2.S2.MA1 M406767	Classroom walk through observations.	Rogers, Jennafer	8/10/2017	Feedback to teachers and staff members (Journey notes).	5/24/2018 weekly
G1.B2.S2.MA1 M406768	PBIS School Wide Expectations professional development.	Rogers, Jennafer	5/24/2018	Sign-in sheets, agenda	5/24/2018 monthly
G1.B2.S2.A1 A376156	PD for staff by PBIS school team.	Rogers, Jennafer	8/3/2017	Agenda, sign-in sheets, presentation.	5/24/2018 monthly
G2.B4.S2.MA1 M406776	Scaffolds within core instruction for all students including ELL/ESE learners.	Riley, Katherine	8/22/2017	Feedback on instruction through Journey system, teacher coaching notes.	5/24/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B4.S2.MA1  M406777	Scaffolds included in core instruction for ELL/ESE learners.	Riley, Katherine	8/22/2017	Lesson Plans, Collaborative Planning Notes, Classroom Walk through observations.	5/24/2018 weekly
G2.B4.S2.A1  A376163	Scaffolds for ELL/ESE students will be included in core instruction.	ivol, Caitlin	8/21/2017	Lesson Plans Collaborative Planning Notes.	5/24/2018 biweekly

V. Professional Development Opportunities

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

G1. If PBIS/CHAMPS is implemented school wide with 100% fidelity, we will decrease our annual discipline rate by 10%.

G1.B1 Inconsistent use of PBIS/CHAMPS expectations

G1.B1.S1 Monthly PLC with discipline vertical team will analyze school data, review school wide implementation, and problem solve areas of concern.

PD Opportunity 1

School wide PBIS team will ensure implementation of school wide program and that it is consistent and pervasive.

Facilitator

District PBIS trainer-Polly Brandy

Participants

Jennafer Rogers, Caitlin Ivol, Jennifer Jorgenson, Melody Lineback, Leslie Phillips

Schedule

Monthly, from 8/10/2017 to 5/24/2018

G1.B2 Lack of understanding of school wide PBIS expectations

G1.B2.S1 Monthly PLC with PBIS team to analyze school data, review school wide implementation, and problem solve areas of concern.

PD Opportunity 1

School wide PBIS team will ensure implementation of school wide program is consistent and pervasive.

Facilitator

School Wide Implementation of PBIS Expectations

Participants

School Wide PBIS Team

Schedule

Monthly, from 8/10/2017 to 5/24/2018

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	School wide PBIS team will ensure implementation of school wide program and that it is consistent and pervasive.	\$0.00
2	G1.B1.S1.A2		\$0.00
3	G1.B2.S1.A1	School wide PBIS team will ensure implementation of school wide program is consistent and pervasive.	\$0.00
4	G1.B2.S2.A1	PD for staff by PBIS school team.	\$0.00
5	G2.B4.S1.A1	Planning for rigorous instruction will include discussion of strategies for ESE/ELL learners.	\$0.00
6	G2.B4.S1.A2	Use of formative assessments for instructional decisions.	\$0.00
7	G2.B4.S2.A1	Scaffolds for ELL/ESE students will be included in core instruction.	\$0.00
Total:			\$0.00