Valleyview Elementary School

2018-19 Schoolwide Improvement Plan

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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)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	57%

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	2017-18	2016-17	2015-16	2014-15
Grade	A	A	B	A*

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority

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.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The 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.

Provide the school's vision statement.

To provide a high quality education for all students.

School Leadership Team

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
Grady, Tammy	Teacher, K-12
Sowell, Jennifer	Teacher, K-12

Duties

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

The roles and responsibilities of our School Based Leadership Team will include analyzing on-going school wide behavior and academic data. Each member will provide feedback on instructional strategies that support our school wide improvement goals with the staff.

Early Warning Systems

Year 2017-18

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	4	0	2	0	0	0	0	0	0	0	0	0	11
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Monday 7/23/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The lowest performing subgroup is our school's identified bottom 25% for ELA. This is a 3 year trend.

Which data component showed the greatest decline from prior year?

Our greatest decline from the prior year is our 4th Grade ELA.

Which data component had the biggest gap when compared to the state average?

Our largest gap is compared to the district and state is our in our 3rd grade as reported in our ELA scores.

Which data component showed the most improvement? Is this a trend?

The data showing the greatest improvement for the district and our school was Science.

Describe the actions or changes that led to the improvement in this area.

The actions included in the positive improvements for science instruction include:
-Protected instructional time within school schedule.
-Collaborative planning focusing on the depth and intent of the standard
-District Science Coach support
-Data analysis for quality assessments

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	**District**	**State**	**School**	**District**	**State**
ELA Achievement	77%	50%	56%	71%	48%	52%
ELA Learning Gains	64%	51%	55%	61%	49%	52%
ELA Lowest 25th Percentile	38%	45%	48%	46%	42%	46%
Math Achievement	88%	58%	62%	74%	54%	58%
Math Learning Gains	79%	56%	59%	59%	52%	58%
Math Lowest 25th Percentile	70%	44%	47%	30%	41%	46%
Science Achievement	78%	53%	55%	73%	46%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0 (10)	0 (6)	0 (4)	0 (9)	0 (6)	0 (22)	0 (57)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (3)	0 (3)
Course failure in ELA or Math	0 (5)	0 (5)	0 (9)	0 (21)	0 (8)	0 (13)	0 (61)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (1)	0 (11)	0 (18)	0 (30)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	77%	51%	26%	57%	20%
	2017	71%	53%	18%	58%	13%
Same Grade Comparison		6%				
Cohort Comparison						
04	2018	69%	48%	21%	56%	13%
	2017	77%	51%	26%	56%	21%
Same Grade Comparison		-8%				
Cohort Comparison		-2%				
05	2018	78%	50%	28%	55%	23%
	2017	61%	44%	17%	53%	8%
Same Grade Comparison		17%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	83%	56%	27%	62%	21%
	2017	86%	58%	28%	62%	24%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2018	85%	57%	28%	62%	23%
	2017	86%	60%	26%	64%	22%
Same Grade Comparison		-1%				
Cohort Comparison		-1%				
05	2018	84%	56%	28%	61%	23%
	2017	63%	47%	16%	57%	6%
Same Grade Comparison		21%				
Cohort Comparison		-2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	74%	51%	23%	55%	19%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	47	38	30	55	53	54					
ELL	57	58		82	62						
ASN	88	67		92	80						
BLK	61	56	27	73	77	62	38				
HSP	64	68	47	87	71	54	75				
WHT	84	65	42	92	82	84	87				
FRL	63	56	32	80	74	62	61				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	31	37	17	50	53	31	23				
ELL	62			92							
ASN	81	69		100	100						
BLK	45	44	43	48	68	63	32				
HSP	68	53	30	82	88	67	50				
WHT	80	72	62	90	80	61	66				
FRL	59	53	39	70	76	59	41				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Increase student achievement in ELA, Math and Science by 3%.
Rationale	Increasing student achievement by 3% in ELA, Math and Science ensures core instruction remains focused on the standards while providing the appropriate supports needed for all students.
Intended Outcome	Core instruction will continue to focus on the depth of the standards while rigorous tasks align with intended complexity.
Point Person	Katherine Riley (katherine.riley@polk-fl.net)

Action Step	
Description	-Identified school leadership team will participate in district wide Leadership Academy through Learning Science International. Team members will support staff with new learning throughout the 18-19 school year. -Collaborative planning will be consistent and pervasive school wide and focus on the grade level standards. Teachers will plan lessons (including tasks and scaffolds within instruction necessary to support all learners) intended to match the complexity of the standard. A focus will be placed on the complexity of the task and the intent of the standard involved in the task students are involved. -Students will be organized for learning so that all students are engaged in rigorous tasks aligned to the standard. On-going professional development support will be provided to instructional staff by instructional coach through face to face PD, modeling lessons/ coaching cycle as needed, and support within collaborative planning. Direct feedback on student engagement will be provided by instructional coach and administration. Refresher PD will be provided by administration August 2018. -Professional development on Learning Targets will be provided by instructional coach and/ or administration (September 2018). Learning targets will be defined and included in through the planning of lessons while in collaborative planning discussions. -Supports through the MTSS process (set time provided on 18-19 master schedule) will be provided to all students K-5 identified through on-going progress monitoring data (weekly tests, district progress monitoring tools, student work samples). Small group instruction will be provided and data from STAR and/or I-station or additional data points will be used to provide targeted instruction. -School's identified bottom 25% in both ELA and Math will monitored by administration and instructional coach. Data review every 4-6 weeks will include small group supports in place and adjustment of instruction necessary while reviewing progress monitoring data. -MTSS data (academic and/or behavior) will be reviewed every 4-6 weeks and instruction/ supports will be adjusted as needed for identified students receiving MTSS supports. Review of data will include: Administration, Instructional Coach, grade level team, ESE teacher, and School Counselor. -Instructional staff will receive professional development from instructional coach and/or administration as identified through progress monitoring data, classroom walk through observations, and collaborative planning during dates provided for professional

development and/or PLC work during the school day.

Person Responsible	Katherine Riley (katherine.riley@polk-fl.net)

<div style="background-color:#e6c677">Plan to Monitor Effectiveness</div>

Description

-Classroom walk throughs will be conducted by administration and instructional coach. Feedback will be provided to teachers through face to face contact, use district's observation of learning monitoring system (Journey) and conversations within collaborative planning.

-Weekly collaborative planning will take place with grade level teams, administration, and instructional coach. Planning will focus on the depth of standard, the student task and intended outcome. Work samples/plans will be reviewed during planning for standard/ complexity/task alignment.

-MTSS data will be reviewed 4-6 weeks with grade level team, administration, instructional coach, ESE team and School Counselor.

-Teachers in need of additional supports will be identified through classroom walk through observations. Instructional coach will provide supports needed (supports may include: modeling lessons, co-teaching, planning, providing feedback, and data analysis).

-Weekly Leadership Team meeting with administration and instructional coach will include review of walk through data/concerns, identification of model lesson(s)/classrooms, and action steps for collaborative planning, needed professional development school wide, grade level, and/or individual teacher(s).

Person Responsible Katherine Riley (katherine.riley@polk-fl.net)

Activity #2	
Title	Decrease annual discipline rate by 8%.
Rationale	The decrease of discipline referrals will increase the time students are present in class and engaged in learning.
Intended Outcome	The intended outcome of this goal is to provide a safe environment that is focused on the identified school wide expectations
Point Person	Katherine Riley (katherine.riley@polk-fl.net)

Action Step	
Description	- Principal and Assistant Principal will identify a school-wide Positive Behavior Support Team for the 18-19 school year.

-Identified school wide team and Assistant Principal will attend summer PD (July 2018) to review school wide plan, make necessary adjustments based on 17-18 school wide discipline data and develop 18-19 school wide plan.

-Administration and PBIS team will review PBIS model, rationale, school wide incentives for 18-19 school year, and data from 17-18 school year with instructional staff August 2018.

-Administration will meet with school wide PBIS team first Tuesday of each month September-May to review school wide discipline data. While discussing school wide trends, adjustments will be made as needed. Monthly discipline data will be shared with staff during monthly staff meetings the second Monday of each month (September through May).

-School wide PBIS team will identify students in need of additional supports(MTSS-B) based on discipline data. Additional support(s) will be implemented and data will be monitored for a month by Assistant Principal. |
| **Person Responsible** | Jennafer Rogers (jennafer.rogers@polk-fl.net) |

Plan to Monitor Effectiveness	
Description	-Classroom walk through observations with focus on implementation of school wide expectations by administration.

-Weekly review of classroom data as evidenced in district's school wide walk through observation platform (Journey-Domain 3: Learning Environment). Design of supports will be completed by administration. Face to face feedback will be provided to teachers by administration.

-Monthly meetings with school wide PBIS team and administration will review school wide implementation of PBIS expectations, prior month's discipline data, and MTSS-B supports in place for identified students. Adjustments to school wide plan will be made as necessary as evidenced through school wide discipline data.

-All school wide data will be shared monthly with instructional staff during school wide staff meetings (Second Monday of each school calendar month). PBIS team members will share all data with each respected grade level or area monthly. |

Person Responsible   Katherine Riley (katherine.riley@polk-fl.net)