Valleyview Elementary School

2019-20 Schoolwide Improvement Plan

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Valleyview Elementary School

2900 STATE RD 540A E, Lakeland, FL 33813

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

Demographics

Principal: Jennafer Rogers

Start Date for this Principal: 7/1/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	65%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (75%) 2017-18: A (71%) 2016-17: A (66%) 2015-16: B (59%) 2014-15: A (64%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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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)
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	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	B

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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. 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	Job Duties and Responsibilities
Riley, Katherine	Principal	The job duties and responsibilities of the principal and assistant principal at Valleyview Elementary serving as instructional leaders through monitoring a safe and secure environment for ALL students. The administrative team works with our school's SAC, PTA and all staff to make decisions for the betterment of ALL student's learning.
Rogers, Jennafer	Assistant Principal	The job duties and responsibilities of the principal and assistant principal at Valleyview Elementary serving as instructional leaders through monitoring a safe and secure environment for ALL students. The administrative team works with our school's SAC, PTA and all staff to make decisions for the betterment of ALL student's learning.
Harrison, Christine	Instructional Coach	Facilitate collaborative planning and professional development. Work with identified teachers through coaching cycle.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	154	125	121	145	132	115	0	0	0	0	0	0	0	792
Attendance below 90 percent	0	0	0	0	1	0	0	0	0	0	0	0	0	1
One or more suspensions	0	2	0	0	0	0	0	0	0	0	0	0	0	2
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 with two or more early warning indicators:

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

FTE units allocated to school (total number of teacher units)
40

Date this data was collected or last updated
Monday 8/26/2019

Prior Year - 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	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 with two or more early warning indicators:

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

Prior Year - 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	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 with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	77%	51%	57%	72%	51%	55%
ELA Learning Gains	67%	51%	58%	64%	53%	57%
ELA Lowest 25th Percentile	65%	49%	53%	47%	50%	52%
Math Achievement	85%	57%	63%	82%	58%	61%
Math Learning Gains	78%	56%	62%	80%	57%	61%
Math Lowest 25th Percentile	70%	47%	51%	63%	49%	51%
Science Achievement	82%	47%	53%	56%	46%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	154 (0)	125 (0)	121 (0)	145 (0)	132 (0)	115 (0)	792 (0)
Attendance below 90 percent	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)	0 (0)	1 (0)
One or more suspensions	0 (0)	2 (0)	0 (0)	0 (0)	0 (0)	0 (0)	2 (0)
Course failure in ELA or Math	0 (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 (0)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2019	76%	52%	24%	58%	18%	
	2018	77%	51%	26%	57%	20%	
Same Grade Comparison		-1%					
Cohort Comparison							
04	2019	74%	48%	26%	58%	16%	
	2018	69%	48%	21%	56%	13%	
Same Grade Comparison		5%					
Cohort Comparison		-3%					
05	2019	73%	47%	26%	56%	17%	
	2018	78%	50%	28%	55%	23%	
Same Grade Comparison		-5%					
Cohort Comparison		4%					

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2019	83%	56%	27%	62%	21%	
	2018	83%	56%	27%	62%	21%	
Same Grade Comparison		0%					
Cohort Comparison							
04	2019	85%	56%	29%	64%	21%	
	2018	85%	57%	28%	62%	23%	
Same Grade Comparison		0%					
Cohort Comparison		2%					
05	2019	77%	51%	26%	60%	17%	
	2018	84%	56%	28%	61%	23%	
Same Grade Comparison		-7%					
Cohort Comparison		-8%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
05	2019	78%	45%	33%	53%	25%	
	2018	74%	51%	23%	55%	19%	
Same Grade Comparison		4%					
Cohort Comparison							

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	43	46	53	60	57	60					

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ELL	65	72		74	68						
ASN	80	63		83	88		70				
BLK	59	54	50	70	72	58	62				
HSP	83	74	82	81	77	69	73				
MUL	75			67							
WHT	80	69	70	92	79	75	91				
FRL	65	67	70	73	70	69	73				

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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	76
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	86
Total Points Earned for the Federal Index	610
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	53
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	73
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	77
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	61
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	78
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	71
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	79
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	72
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The component showing the lowest performance is our students with disabilities in ELA.

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

Our decline was evident in our ELL math subgroup with a decrease from 82% to 74% (decrease of 8%). Our data analysis throughout the year did not include a more in depth review of this subgroup.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

NA

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

Our most improvement was with our ELL ELA subgroup. The learning gains with this subgroup improved from 58% to 72% the previous year.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Monitoring our students in 3rd grade who have a previous retention is an area of concern.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Students with Disabilities in ELA.
2. Monitoring our ELL subgroup for learning gains in Math.
3.
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase student achievement in ELA and Math by 3%. Increase student achievement in Science by 2%.
Rationale	Increasing achievement in all academic areas will ensure academic achievement for all students.
State the measurable outcome the school plans to achieve	Students in grades 3-5 will increase student achievement by 3% in ELA and Math as evidenced through the Florida Standards Assessment.
Person responsible for monitoring outcome	Katherine Riley (katherine.riley@polk-fl.net)
Evidence-based Strategy	1. Use of Collaborative Planning to plan for standards based instruction. 2. Use of Professional Learning Communities to review student work samples, progress monitoring results as well as reflect on the implementation of school-wide instructional strategies. 3.Implement the use of Learning Targets and Success Criteria for students so that students have an understanding of their standards based learning. 4. Students will use accountable talk and work in partners and/or student led accountable teams.
Rationale for Evidence-based Strategy	Strategies selected support high yield instructional strategies and our district's instructional framework through Learning Sciences International.
Action Step	
Description	1. Teachers ,coach and administration will meet weekly in planning and/or Professional Learning Communities to plan and reflect on instructional delivery, practices, student work samples and progress monitoring data. 2. Implement use of Learning Targets and Success Criteria school wide. 3. Students will participate in learning with academic partners and/or student led teams with on-going support for instructional staff. 4. Based on walk-through observations, teachers will be tiered for level of support with instructional coach participating in coaching cycles with identified teachers. 5. Feedback will be provided to teachers by administration and instructional coach-Journey evaluation platform, district platform Trend Tracker,face to face, and/or coaching notes.
Person Responsible	Katherine Riley (katherine.riley@polk-fl.net)

#2	
Title	Decrease discipline rate by 8%.
Rationale	By providing a safe and orderly environment with a focus on students' social/emotional well being, all students can learn at their greatest potential.

State the measurable outcome the school plans to achieve	Discipline rate will decrease from 8% from the previous year (2018-2019).
Person responsible for monitoring outcome	Jennafer Rogers (jennafer.rogers@polk-fl.net)
Evidence-based Strategy	Tier 1 PBIS school wide program Sanford Harmony school wide Tier 1 Social/Emotional Learning Program.
Rationale for Evidence-based Strategy	Our school wide PBIS is a state wide multi-tiered behavior system that provides behavior discipline supports school wide. Sanford Harmony is a district wide implemented social/emotional learning program providing supports for all classrooms.

Action Step	
Description	1. School wide PBIS team will meet monthly to discuss monthly discipline data and school wide implementation. 2. Admin/PBIS team will review discipline data with staff monthly. 3. Learning Environments will be monitored through classroom walk through observations and feedback. 4. Tier 2 and Tier 3 supports will be provided as outlined by our school wide PBIS plan.
Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

The PTA works with all staff to plan and increase family involvement through PTA family events, spirit nights, use of varied communication resources.

PFEP Link

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

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 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.

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

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.

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.

VVE SAC decides how to utilize funds for student achievement and teacher professional development opportunities. SAC meets 5 times a year. Data is used to determine the need for funds management.

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

Strategies used for college and career awareness include the following:
1. Community members speak to students during Great American Teach and throughout the year.
2. Our school participates in outlined activities to highlight College and Career Awareness Week

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Increase student achievement in ELA and Math by 3%. Increase student achievement in Science by 2%.	$0.00
2	III.A.	Areas of Focus: Decrease discipline rate by 8%.	$0.00
		Total:	$0.00