

Polk County Public Schools

# Valleyview Elementary School



2020-21 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

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	No
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	65%
<b>2019-20 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: A (75%) 2017-18: A (71%) 2016-17: A (66%) 2015-16: B (59%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	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](http://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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# Valleyview Elementary School

2900 STATE RD 540A E, Lakeland, FL 33813

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Elementary School PK-5</p>	<p><b>2019-20 Title I School</b></p> <p>No</p>	<p><b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>52%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>42%</p>

## School Grades History

<b>Year</b>	<b>2019-20</b>	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>
<b>Grade</b>	A	A	A	A

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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, position title, and job duties/responsibilities 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.

### Demographic Information

**Principal start date**

Friday 7/1/2016, Jennafer Rogers

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

**Total number of teacher positions allocated to the school**

41

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	No
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	65%
<b>2019-20 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: A (75%) 2017-18: A (71%) 2016-17: A (66%) 2015-16: B (59%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	



**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	157	129	124	142	135	122	0	0	0	0	0	0	0	809
Attendance below 90 percent	11	17	5	8	13	12	0	0	0	0	0	0	0	66
One or more suspensions	3	6	1	3	1	3	0	0	0	0	0	0	0	17
Course failure in ELA	1	4	1	1	1	0	0	0	0	0	0	0	0	8
Course failure in Math	0	2	2	3	1	1	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide ELA assessment	0	0	0	3	2	7	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide Math assessment	0	14	5	3	6	10	0	0	0	0	0	0	0	38
2019 December Level 1 STAR Reading	0	0	5	13	9	9	0	0	0	0	0	0	0	36
2019 December Level 1 STAR Math	0	14	5	3	6	11	0	0	0	0	0	0	0	39

**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	8	4	7	8	12	0	0	0	0	0	0	0	39

**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	3	4	2	4	0	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

**Date this data was collected or last updated**

Wednesday 5/20/2020

**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	
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	

**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	
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	

## 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	
	(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.**

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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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					
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%	0

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%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

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%	0
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%	0
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%	0
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%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	79
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	72
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

**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.**

5th grade ELA was our lowest performing group. Text complexity during Tier 1 and lack of reading stamina for students at the 5th grade level were contributors.

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

5th grade math showed the greatest decline (-7%) from the previous year. Gaps in Tier 1 instruction became a factor for decline.

**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.**

School data results were above the state average.

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

4th grade ELA had the greatest improvement (5%). Collaborative planning focused on Tier 1 instruction and a more in depth look at the standards tested.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

8% of the student body had attendance below 90%.

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

1. 5th Grade ELA
2. 5th Grade Math
3. 5th Grade Science
4. Learning gains for ELA and Math

## Part III: Planning for Improvement

**Areas of Focus:**

**#1. Instructional Practice specifically relating to Standards-aligned Instruction**

**Area of Focus Description and Rationale:** All students will receive rigorous grade-level standards-based instruction to improve achievement in the area of English Language Arts, Math, and Science. Students will be exposed to the full intent and rigor of the Florida State Standards. Multi-tiered supports will be in place to help support students in bridging their current level of learning to grade-level proficiency.

**Measurable Outcome:** Student achievement will increase by 3% in ELA, Math and Science as evidenced on the 2021 Florida Standards Assessment.

**Person responsible for monitoring outcome:** Katherine Riley (katherine.riley@polk-fl.net)

**Evidence-based Strategy:** The evidence based strategy being implemented school wide will be rigorous core instruction aligned to the full intent of the Florida standards delivered in all classrooms.

**Rationale for Evidence-based Strategy:** Rigorous Tier 1 instruction aligned to the standards affords all students the opportunity to participate in learning that is on grade level and to the depth of the intended standard.Scaffolds within Tier 1 instruction

**Action Steps to Implement**

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 reflection of school-wide instructional strategies.
3. Implement the use of Learning Targets and Success Criteria for students' understanding of the standard.
4. Use of accountable talk and work in partners and/or student led teams throughout all subject areas.
5. Scaffolds provided to students within Tier 1 instruction will be planned for during collaborative planning and reviewed through set Professional Learning Community work throughout the year.
6. On-going feedback of classroom learning will be provided to all teachers by administration and school based academic coach through face to face conversations, teacher evaluation/observation system (Journey) and through grade level conversation of grade level specific observation data.
7. Students in need of additional support as show through progress monitoring and teacher feedback will provided additional time for learning within in the master schedule, before and after school as available.

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



**#2. Culture & Environment specifically relating to Discipline**

**Area of Focus Description and Rationale:** This area of focus directly relates to a safe and secure environment for all students. Data for the 2019-2020 school year was reviewed to determine this area of focus.

**Measurable Outcome:** Discipline rate will decrease by 8% as evidenced by school wide discipline data on campus and on the school bus ride to and from campus.

**Person responsible for monitoring outcome:** Katherine Riley (katherine.riley@polk-fl.net)

**Evidence-based Strategy:** Valleyview Elementary will implement Positive Behavior Interventions and Supports (PBIS) school wide. Sanford Harmony school wide Tier 1 social/emotional learning program will also be implemented school wide.

**Rationale for Evidence-based Strategy:** PBIS is an evidenced based three tiered framework using school data systems and practices. Valleyview Elementary will utilize the state and district resources for on-going supports and improvements. Sanford Harmony is a district wide implemented social/emotional learning program providing supports for all students. District provided resources including daily lessons will be implemented school wide.

**Action Steps to Implement**

1. School wide expectations are taught in all classrooms and throughout the campus..
2. PBIS team and administration meet monthly to review discipline data including trends, areas of growth and necessary adjustments based on monthly data.
3. Discipline data is shared monthly with all staff members.
4. Learning environments are monitored through daily through classroom walk throughs and feedback is provided.
5. Tier 2 and Tier 3 supports will be implemented as outlined by our school wide PBIS plan.

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

**Additional Schoolwide Improvement Priorities**

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**Our Assessment/Analysis identified a set number of students with attendance concerns. Students with attendance concerns will be monitored weekly by administration, School Counselor and school Social Worker. School protocols for attendance matters will be reviewed with all teachers throughout the year and our district's attendance policies/systems will be implemented.**

**Part IV: Positive Culture & Environment**

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Valleyview Elementary focuses on building a positive school culture with an environment that ensures all stakeholders are involved through various stakeholder groups. The stakeholder groups include the School Advisory Counsel, Parent-Teacher Association, Positive Behavior Intervention Support team, and grade-level leaders. Our School Advisory Council assists with making budgetary recommendations on how our school funds are used to support a positive and engaging environment for students, parents, and businesses within the school. Our School Advisory Council also has participated in conversation adding to our school wide common beliefs and understanding that ALL students can and will learn our safe and secure environment at Valleyview during quarterly meetings.

The Parent Teacher Association provides the planning, hosting, and communication of school-wide community-building events such as Muffins with Moms, Donuts with Dads and Spring Fling. They also help provide a clothes closet with hygiene products and school uniforms for our students. PTA funds are used to promote daily communication through the purchase of student agendas for all students. PTA also supports the celebration of students through our Accelerated Reading program.

Our school based teams such as our PBIS team helps organize monthly rewards to recognize positive student behavior as evidenced through the Valleyview Elementary STAR school-wide expectations. Our grade-level leaders help with communicating high expectations among all stakeholder groups and build a positive relationship among grade-levels. Grade-level leaders work hard to motivate their grade level and maintain positive morale by organizing staff events and monthly meet and greets.

Every year, students participate in a grade level community service project to give back to local organizations in our community. Each grade level decides on a local organization and collects the needed items to support their cause.

Volunteers at Valleyview Elementary are involved on a daily basis. While some volunteers assist with school wide events and programs such as our Veterans Program, HOPS, Book Fairs, and picture days, a number of volunteers help with reading to students, working in classrooms and assisting teachers on various classroom tasks even while at home. Valleyview volunteers are a strong part of our school culture.

Valleyview Elementary works with our broader stakeholders as well. One particular stakeholder is our Kid Care program which is a before and after school program that is offered at several schools, including ours, in our district. We work personally with the Kid Care staff to keep them up to date with school events and parent input. Together we have built open communication between parents and teachers, as well as provide emotional support and homework help to our students.

### **Parent Family and Engagement Plan (PFEP) Link**

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

**Part V: Budget**

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

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Standards-aligned Instruction</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	3376		1891 - Valleyview Elementary School	Other		\$0.00
			<i>Notes: Funds to be used for the purchase of substitutes for collaborative planning by team and/or content area.</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Discipline</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$0.00</b>