

Polk County Public Schools

Valleyview Elementary School



2021-22 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: 7/24/2021

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	65%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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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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)	2020-21 Title I School	2020-21 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	43%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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<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 in a safe and orderly environment.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Riley, Katherine	Principal	The job duties and responsibilities of the principal and assistant principal at Valleyview Elementary include serving as an instructional leader 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 students' learning. Responsibilities include providing feedback to instructional staff, actively participate in collaborative planning and assist in the facilitation of Professional Learning Communities and/or Professional Development.
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	As a member of our school's leadership team, the job duties for Instructional coach include facilitating collaborative planning with all instructional teams, provide on-going professional development to support the growth of instructional staff, and work with identified teachers through coaching cycle.
Vern, Angela	Curriculum Resource Teacher	The job duties and responsibilities of our Curriculum Resource Teacher include working with targeted students as identified by 20-21 FSA scores, 21-22 progress monitoring, and Tier 2 and Tier 3 data. Curriculum Resource teacher will work with instructional staff providing support for identification of targeted Tier 2 and Tier 3 interventions.

Demographic Information

Principal start date

Saturday 7/24/2021, 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

39

Total number of students enrolled at the school

780

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

Identify the number of instructional staff who joined the school during the 2021-22 school year.

3

Demographic Data

Early Warning Systems

2021-22

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	95	128	142	106	118	134	0	0	0	0	0	0	0	723
Attendance below 90 percent	0	14	9	6	16	5	0	0	0	0	0	0	0	50
One or more suspensions	0	1	3	1	4	4	0	0	0	0	0	0	0	13
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	8	23	8	21	16	0	0	0	0	0	0	0	76

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	6	8	3	9	19	0	0	0	0	0	0	0	45

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	4	4	4	1	0	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 6/24/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				77%	51%	57%	77%	50%	56%
ELA Learning Gains				67%	51%	58%	64%	51%	55%
ELA Lowest 25th Percentile				65%	49%	53%	38%	45%	48%
Math Achievement				85%	57%	63%	88%	58%	62%
Math Learning Gains				78%	56%	62%	79%	56%	59%
Math Lowest 25th Percentile				70%	47%	51%	70%	44%	47%
Science Achievement				82%	47%	53%	78%	53%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	76%	52%	24%	58%	18%
Cohort Comparison						
04	2021					
	2019	74%	48%	26%	58%	16%
Cohort Comparison		-76%				
05	2021					
	2019	73%	47%	26%	56%	17%
Cohort Comparison		-74%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	83%	56%	27%	62%	21%
Cohort Comparison						
04	2021					
	2019	85%	56%	29%	64%	21%
Cohort Comparison		-83%				
05	2021					
	2019	77%	51%	26%	60%	17%
Cohort Comparison		-85%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	78%	45%	33%	53%	25%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring tool used to gather data is through Renaissance (STAR) Reading and Math. District Quarterly assessments are used to progress monitor taught science standards.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	76	83	79
	Economically Disadvantaged	76	77	68
	Students With Disabilities	48	48	30
	English Language Learners		100	100
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	83	84	78
	Economically Disadvantaged	76	69	68
	Students With Disabilities	55	70	33
	English Language Learners	100	100	100
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	94	93	87
	Economically Disadvantaged	90	92	75
	Students With Disabilities	67	60	60
	English Language Learners	100	67	33
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	71	73	68
	Economically Disadvantaged	51	55	47
	Students With Disabilities	31	42	29
	English Language Learners	50	43	29

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	78	83	79
	Economically Disadvantaged	69	76	59
	Students With Disabilities	32	39	52
	English Language Learners	28	11	16
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	74	84	81
	Economically Disadvantaged	43	63	69
	Students With Disabilities	39	59	57
	English Language Learners	40	50	50
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	73	71	64
	Economically Disadvantaged	64	60	49
	Students With Disabilities	30	52	29
	English Language Learners	42	50	36
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	72	79	74
	Economically Disadvantaged	57	65	55
	Students With Disabilities	52	73	65
	English Language Learners	58	58	67

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	60	48	55
	Economically Disadvantaged	60	48	55
	Students With Disabilities	28	11	16
	English Language Learners	14	29	43
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	66	65	68
	Economically Disadvantaged	48	48	48
	Students With Disabilities	44	32	37
	English Language Learners	57	57	57
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	70	67	70
	Economically Disadvantaged	52	67	63
	Students With Disabilities	47	39	22
	English Language Learners	73	72	72

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	35	37	30	47	32		44				
ELL	44			67							
ASN	75			92							
BLK	48	58		45	50		33				
HSP	67	67		75	61		74				
WHT	80	67	30	83	59	58	69				
FRL	62	56	33	61	50	38	57				
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				

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
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	75
Total Points Earned for the Federal Index	493
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	62
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	84
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	47
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	69
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	64
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	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

While analyzing progress monitoring data from the 2019-2020 school year for grades 3-5, trends were observed across grade levels.

Grade 3: 78% proficient in the fall to 79% in the spring. Grade 5: 64% proficient in the fall to 63% proficient in the spring. Grades 2 and 4 had a decrease in reading achievement. Grade 2: 94% proficient in the fall to 87% proficient. Grade 4: 73% proficient in the fall to 64% proficient in the spring.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

According to 2020-2021 progress monitoring data (STAR), subgroup Students with Disabilities is in the greatest need for improvement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Students were on e-learning and lack of participation in learning. Change of placement of teachers needed.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

According to our 2019 state assessment results, our school's identified lowest 25% moved from 38% learning gains the previous year to 65% learning gains.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Targeted interventions were provided as data was monitored for +/- growth.

What strategies will need to be implemented in order to accelerate learning?

- Weekly collaborative planning with coach and administration ensuring rigorous standards/benchmark based tasks are in place.
- On-going review of grade level data and student work samples.
- Introduce and maintain engagement strategies throughout the year.
- Monthly review of attendance and discipline data by leadership team and classroom teacher.
- Push in support through resource teacher, teachers of gifted students, and Inclusion support team.
- Differentiated small group instruction provided in ELA and Math by all classroom teachers

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The following professional development opportunities will be provided to support teachers:

- BEST Benchmarks for K-2 and Cross-over for 3rd-5th
- Florida Wonders core curriculum materials (new series to Polk County Public Schools 2021)
- Student Engagement strategies
- Effective interpretation and use of progress monitoring and Tier 2/3 data reviewing proficiency and learning gains for ESSA subgroup areas.
- School wide PBIS expectations (Tier 1) and effective Tier 2 and Tier 3 behavior interventions where needed.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

- Targeted students will receive push-in support through Reading Resource teacher.
- Monitoring of school's bottom 30% by classroom teachers and Leadership team (divided by grade level). On-going data chats with students and teachers will take place each nine weeks in addition to as needed.

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus	ALL students will receive rigorous grade level benchmark/standards based instruction in English Language Arts, Math and Science. Standards/Benchmarks will be taught to the full intent. Tasks will reflect the rigor of the standard/or benchmark.
Description and Rationale:	
Measurable Outcome:	Student achievement will increase by 3% in ELA, 4% in Math and 4% in Science.
Monitoring:	<ul style="list-style-type: none"> -Weekly collaborative planning with coach and/or administration and all instructional staff. -Classroom observations with feedback provided to teachers via Journey and face to face conference will take place. -Student work samples and results of common student assessments will be reviewed during monthly PLC work.
Person responsible for monitoring outcome:	Katherine Riley (katherine.riley@polk-fl.net)
Evidence-based Strategy:	<ul style="list-style-type: none"> -Weekly collaborative planning with coach and administration will focus on the design and reflection of Tier 1 instruction. -Student engagement strategies will be implemented school wide. -Tier 2 and Tier 3 interventions will be provided during small group instruction.
Rationale for Evidence-based Strategy:	Focusing on developing and implementing rigorous core instruction will ensure the standards/benchmarks are taught to the full extent. Engagement strategies provide a framework for ALL learners to process new learning. Implementing small group instruction will close learning gaps as needed. Small group instruction providing Tier 2 and Tier 3 interventions for identified learners.

Action Steps to Implement

No action steps were entered for this area of focus

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale: Our school discipline showed a need for a school-wide behavior expectations system. Our students needed the modeling of positive intervention and supports in the classroom and on the school bus. Our goal is to provide a safe and orderly environment for all students to ensure learning for ALL.

Measurable Outcome: Student discipline will decrease by 5%.

Monitoring:

- Monthly meetings to include administration and PBIS team to review monthly discipline data, discuss behavior strategies for specific students listed on monthly data, monthly PBIS reward, strategies and interventions for bus behavior.
- Classroom walk thru observations by administration to monitor implementation of school wide PBIS expectations.
- Daily discussions with our school bus drivers about student behavior.

Person responsible for monitoring outcome: Jennafer Rogers (jennafer.rogers@polk-fl.net)

Evidence-based Strategy:

- Expectations are taught and reinforced in all instructional classrooms, lunchroom and special area classrooms.
- Monthly meetings to include administration and PBIS team in order to review data for students in need of additional support. Tier 2 and Tier 3 supports are discussed and implemented with follow up on data collection.
- A 5th grade PBIS student committee will meet monthly with administration to discuss school wide development and implementation of monthly incentives.
- Sanford Harmony (Tier 1) school wide Social/Emotional daily lessons taught in all K-5 classrooms.

Rationale for Evidence-based Strategy:

- Teaching school wide PBIS expectations ensures all staff and all students have a common understanding of expected behaviors.
- During our monthly PBIS meetings which includes administration and our PBIS team, discipline referrals for the month are discussed. Having collaborative discussions about multiple strategies to implement for students who are struggling with behavior either in the classroom or on the school bus is a strategy that has improved our discipline data. When we meet the following month, we discuss the feedback given by the grade level representative on how the behavior has improved or stayed the same.
- Sanford Harmony lessons implemented in all classrooms provide students opportunity to build classroom culture and create a safe learning environment to take academic risks.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Valleyview Elementary reported 0.2 incidents per 100 students and has a discipline rate classified in the Low Category.

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.

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 Council, 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 during 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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

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.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
Total:			\$0.00