Valrico Elementary School

2021-22 Schoolwide Improvement Plan

Table of Contents

Valrico Elementary School

609 S MILLER RD, Valrico, FL 33594

[no web address on file]

Demographics

Principal: Tricia Simonsen

Start Date for this Principal: 6/30/2021

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)	84%
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 Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (62%) 2017-18: A (63%) 2016-17: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 Hillsborough 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)	**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	53%

School Grades History

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

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SIP Authority

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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.

Engage Every Learner

Provide the school's vision statement.

Inspire lifelong learning and success.

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
Simonsen, Tricia	Principal	Cultivate school wide achievement focus and results orientation; Maintain instructional expertise; Management and development of employees; Sustain a positive school culture and support relationship building; Problem-solve and manage strategic change
Bisesto, Heather	Assistant Principal	Assist Principal in cultivating school wide achievement focus and results orientation; Maintaining instructional expertise; Management and development of employees; Sustaining a positive school culture and supporting relationship building; Problem-solving and managing strategic change
Swartzlander, Tina	SAC Member	Teacher and SAC chair

Demographic Information

Principal start date
Wednesday 6/30/2021, Tricia Simonsen

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.*
3

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.*
9

Total number of teacher positions allocated to the school
42

Total number of students enrolled at the school

728

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

4

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	113	94	125	130	120	125	0	0	0	0	0	0	0	707
Attendance below 90 percent	33	18	30	28	19	28	0	0	0	0	0	0	0	156
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	18	17	16	0	0	0	0	0	0	0	51
Level 1 on 2019 statewide FSA Math assessment	0	0	0	22	18	19	0	0	0	0	0	0	0	59
Number of students with a substantial reading deficiency	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	1	3	0	0	0	0	0	0	0	0	4

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	6	5	7	7	0	0	0	0	0	0	0	0	0	25
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

Wednesday 6/30/2021

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	93	123	116	112	114	116	0	0	0	0	0	0	0	674
Attendance below 90 percent	7	15	16	17	10	8	0	0	0	0	0	0	0	73
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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 ELA assessment	0	0	0	0	7	10	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	9	0	0	0	0	0	0	0	13

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	1	3	4	7	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	93	123	116	112	114	116	0	0	0	0	0	0	0	674
Attendance below 90 percent	7	15	16	17	10	8	0	0	0	0	0	0	0	73
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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 ELA assessment	0	0	0	0	7	10	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	9	0	0	0	0	0	0	0	13

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	1	3	4	7	0	0	0	0	0	0	0	0	0	15
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 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				67%	52%	57%	68%	52%	56%
ELA Learning Gains				68%	55%	58%	60%	52%	55%
ELA Lowest 25th Percentile				61%	50%	53%	46%	46%	48%
Math Achievement				66%	54%	63%	70%	55%	62%
Math Learning Gains				59%	57%	62%	72%	57%	59%
Math Lowest 25th Percentile				38%	46%	51%	54%	44%	47%
Science Achievement				72%	50%	53%	69%	51%	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	65%	52%	13%	58%	7%
Cohort Comparison						
04	2021					
	2019	62%	55%	7%	58%	4%
Cohort Comparison		-65%				
05	2021					
	2019	69%	54%	15%	56%	13%
Cohort Comparison		-62%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	65%	54%	11%	62%	3%
Cohort Comparison						
04	2021					

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	56%	57%	-1%	64%	-8%
Cohort Comparison		-65%				
05	2021					
	2019	71%	54%	17%	60%	11%
Cohort Comparison		-56%				

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	69%	51%	18%	53%	16%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

K-5 iReady Reading and Math Diagnostics, Science baseline and midyear median percentiles for 5th

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46	64	80
	Economically Disadvantaged	37	56	71
	Students With Disabilities	37	59	78
	English Language Learners	25	50	60
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	37	54	74
	Economically Disadvantaged	27	41	61
	Students With Disabilities	26	56	77
	English Language Learners	16	32	56

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	54	70	80
	Economically Disadvantaged	48	62	72
	Students With Disabilities	39	55	79
	English Language Learners	30	50	60
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	29	59	78
	Economically Disadvantaged	23	51	68
	Students With Disabilities	21	48	72
	English Language Learners	9	34	62

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	64	75	80
	Economically Disadvantaged	55	60	78
	Students With Disabilities	52	58	65
	English Language Learners	57	63	80
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	26	45	62
	Economically Disadvantaged	19	37	54
	Students With Disabilities	17	38	56
	English Language Learners	16	29	53

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	69	76	82
	Economically Disadvantaged	66	73	79
	Students With Disabilities	63	66	73
	English Language Learners	39	40	49
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	38	53	71
	Economically Disadvantaged	33	46	65
	Students With Disabilities	46	48	62
	English Language Learners	13	18	32

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	70	74	78
	Economically Disadvantaged	69	67	74
	Students With Disabilities	68	68	73
	English Language Learners	43	48	48
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	38	46	62
	Economically Disadvantaged	27	38	55
	Students With Disabilities	45	48	55
	English Language Learners	7	27	47
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	68	65	
	Economically Disadvantaged	57	56	
	Students With Disabilities	80	79	
	English Language Learners	23	46	

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	26	63	58	34	53	27	27				
ELL	57	81		55	31		71				
ASN	79			81							
BLK	33	42		25	17		25				
HSP	60	66		56	45		61				
MUL	64			36							
WHT	72	60	60	70	67		63				
FRL	60	59	52	52	48	24	54				

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	40	47	38	39	44	9	42				
ELL	57	76	64	46	53	38	42				
ASN	82			82							
BLK	55	53		45	41						
HSP	70	71	52	65	59	31	62				
MUL	67			67							
WHT	68	66	66	69	59	45	77				
FRL	60	63	50	58	52	36	61				

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	37	43	45	49	54	44	35				
ELL	48	44	27	55	63	50					
ASN	80			70							
BLK	62	56		56	50		73				
HSP	67	61	45	73	71	48	65				
MUL	77			69							
WHT	69	59	53	70	73	56	72				
FRL	59	54	44	60	65	45	58				

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	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	440
Total Components for the Federal Index	8
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
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	59
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	80
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	28
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	58
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	50
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 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	65
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?

ELA, Math, and Science proficiency levels were 60 and above
ELA showed greater gains (60) than Math (52)
Bottom quartile math scores decreased significantly (27)

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

Overall, progress monitoring data from iReady exceeded proficiency and growth scores of Region 4 schools for all grade levels

Based on 2019 data, bottom quartile math and reading FSA average scores decreased.

77% of students in the ELA and Math bottom quartile scored 1 or more years below grade level in the subcategory of vocabulary on the iReady Diagnostic assessment.

Students with disabilities demonstrated 74% grade level proficiency in ELA and 64% grade level proficiency based on iReady Diagnostic 3, with 44% below level in the area of vocabulary.

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

Disruptions in learning platforms and attendance in addition to implementation of new materials contributed to areas of need. Strategies for SEL, consistent attendance, and focus on the planning process with the use of data to reflect on instructional effectiveness are needed for improvement.

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

Grade 1 and 2 ELA data showed the most improvement based off progress monitoring, along with grade 3 math gains. Economically disadvantaged students and students with disabilities showed more substantial growth in the primary grade levels. ELL students overall showed the greatest gains as a whole.

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

Increased professional development and support for effective Instructional Design Sessions (IDS)

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

IDS will target Tier 1 trends and intervention strategies to differentiate instruction while maintaining rigor in alignment with standards

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.

-A book study for math practices will take place among vertical team representatives and lead to implementation through IDS and peer coaching.
-District/Area academic coaches will be invited to provided targeted support through vertical and/or grade level subject area meetings

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

-Ongoing ELL support and PD for the Imagination Learning Program
-Consistent inclusion of ESE Teachers in IDS and Vertical Committees

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Collaborative Planning	
Area of Focus Description and Rationale:	The average of grades 3, 4, and 5 students scoring at proficiency level 3 and above on FSA ELA averaged 63%; Based on iReady Diagnostic 3, 71% of students demonstrated proficiency relative to grade level standards in the area of vocabulary. Vocabulary proficiency impacts the performance of all students, including ESSA Subgroups, across core subject areas. Intentional acceleration in reading, specifically targeting vocabulary, would increase student proficiency levels in reading and maintain momentum for students with inconsistent attendance.
Measurable Outcome:	-74% of students will demonstrate proficiency relative to grade level standards in the area of vocabulary on iReady Diagnostic 3 -The average of grade 3, 4, and 5 students scoring at proficiency level 3 and above on the FSA ELA measure in May of 2022 will increase to 66%
Monitoring:	iReady passage rates and Diagnostics 1 & 2 will provide grade level and individual student data in addition to the K-2 Wonders Screener and 3-5 progress monitoring assessments provided by the district. SWD subgroup data will be monitored using iReady Diagnostic assessments and passage rates in addition to progress monitoring with Wonders Screener for K-2 and 3-5 progress monitoring assessments provided by the district.
Person responsible for monitoring outcome:	Tricia Simonsen (tricia.simonsen@hcps.net)
Evidence-based Strategy:	Teachers will engage in Instructional Design Sessions (IDS) to plan with acceleration, monitor, assess, and reflect on student learning experiences that result in mastery of grade level standards and individual learning gain goals.
Rationale for Evidence-based Strategy:	IDS and vertical approaches will increase intentionality in alignment and assessment of standards-based instruction.

Action Steps to Implement

1. Instructional Design Sessions (IDS) implemented bi-weekly for General Education and teachers of SWD
2. Vertical content area teams, inclusive of SWD, discuss specific strategies for acceleration and whole school implications
3. Teachers track student growth of whole class and subgroups, identify classroom trends, and involve students in reflection
4. Principles of Effective Instruction document will be used to guide look-fors in reading and related math, science, and social studies lessons
5. K-2 Teachers will participate in PD for implementation of B.E.S.T. Standards

Person Responsible	Tricia Simonsen (tricia.simonsen@hcps.net)

Additional Schoolwide Improvement Priorities

Using the 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.

The primary concern of the school is the continued decrease of behavioral incidents, resulting in suspension, to 0 overall. Student services will utilize the Guidance Committee and PSLT to proactively address behavioral concerns and continue to support classroom teachers in positive behavioral supports.

Culture and environment will be monitored utilizing the online Behavior Tracker and Discipline referral system.

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.

1. Tier 1 supports

Character Education
-Character Education: Core Essentials by Chick-Fil-A
-Monthly guidance lessons K-5 aligned with Panorama Survey

Positive Behavior Plan
-Character Counts Ribbons
+Students nominated by staff members for demonstrating outstanding character, drawn at random during Friday Morning Show. Students receive a special spririt stick

Citizenship
-Award recognition in classrooms and during award ceremonies for excellent work and study habits

Terrific Kids
-Terrific Kids is supported by the Kiwanis Club of Brandon
-One student demonstrating outstanding character is chosen by each homeroom teacher as the Terrific Kid
Students are celebrated during an awards ceremony

Safety Patrol Training
-Monthly meetings to support leadership and character education

Student Leadership
-5th grade students apply for and assume roles of Teacher Helpers, Media Helpers, and Recycle Team Members
-Peer Mediators actively participate in service project, SEEDS of Hope

Extra-Curricular Activities
-Chorus
-Math League

Mentoring
-Student/teacher mentoring sessions designed to aid in social/emotional and academic needs occur regularly in all grade levels

Bully Prevention
-District staff training on bullying
-All classrooms participate in a bully prevention guidance lesson
-Red Ribbon Week promotes healthy behaviors and commitment to bully-free behaviors
-Kids on the Block presentation regarding bullying

Classroom Behavior Support
-Through collaboration with Valrico Elementary Guidance/Hawk Traits Committee, the following options are available for teachers with problematic behavior in the classroom:
+Classroom behavior systems
+Refocus area (student sits for a few minutes and either reads or writes in a personal journal to calm down and prepare to rejoin the class)
+Classroom to classroom support
+Pairing non=preferred activities with preferred activities
+Utilizing momentum compliance
+Student Services may assist with individualized behavior plans
+Teacher may call student services for support if non of the above options are working

Instructional Design Sessions (IDS)
-Administration and Student Services support grade level planning and problem solving sessions for academic and behavioral needs

2. Tier 2 Supports

Peer Mediation
-Many "disciplinary" issues involve disagreements/misunderstandings between peers
-5 5th grade students are trained peer mediators
+Students will serve as mediators to help students solve conflict and develop problem solving strategies

Group and Individual Counseling
-Targeted groups focusing on behavior, social skills, friendship, etc. meet for 6 week cycles
-Solution-focused individual counseling available for students as needed

Problem Solving Leadership Team (PSLT)
-PSLT examines data and has ongoing collaboration
-Teachers are invited to collaborate with the PSLT on any student with significant academic or behavior concerns

3. Tier 3 Supports

Guidance/Hawk Traits Committee
-Tier 3 problem solving for behaviors
-Assistance with development of interventions to aide with student success

Functional Behavior Analysis Team
-Comprised of administration, student services, ESE representatives and classroom teachers

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

Administration, Faculty and Staff
-Determine and provide multitiered approach to culture and climate
-Utilize results of Panorama SEL survey and Insight survey to target and address areas of need
-Staff Meetings comprised of administrators, office staff, head custodian, ESE Resource Teacher, Guidance Counselor, and Student Nutrition Services Manager conducted regularly to address questions, concerns, calendar
-Integrate social emotional learning through development of classroom culture
+Implementation of 7 Mindsets strategies and resources

Students
-Participation in leadership opportunities (see section A)
-Panorama Survey results provide school wide trends for focus and individual student data
-Opportunities for practice of 7 Mindsets strategies
-Individual goal setting and data notebooks
-Opportunities for celebrating positive character and growth (see section A)

Families
-Welcome back event, Parent Information Night, and conference nights attendance encouraged
+Online options available to involve families with schedule limitations
-Student Progress Reports shared with families quarterly for increased communication about academic and behavior status
-Monthly School Newsletter
-Student agendas
-Celebrations and information shared via multimedia tools (Canvas, Twitter, School Website)

Volunteers
-Media volunteers support positive literacy behaviors
-Great American Teach-In connects community with students and promotes citizenship and academics

School Advisory Committee (SAC)
-Panorama SEL survey results and Insight Survey results shared with SAC for community feedback
-Academic trends and strategies presented during SAC meetings for increased awareness and feedback

PTA
-Consistent communication and partnership in facilitating events that positively impact academics while promoting positive social emotional experiences
+Read-a-thon
+Teacher grants
+Welcome back participation
+Spring Jubilee
+School spirit shirts
+Student agendas

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	$0.00
		Total:	$0.00