

Hillsborough County Public Schools

Valrico Elementary School



2022-23 Schoolwide Improvement Plan

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Valrico Elementary School

609 S MILLER RD, Valrico, FL 33594

[no web address on file]

Demographics

Principal: Tricia Simonsen

Start Date for this Principal: 7/16/2013

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	84%
2021-22 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	2021-22: A (67%) 2018-19: A (62%) 2017-18: A (63%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 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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Valrico Elementary School

609 S MILLER RD, Valrico, FL 33594

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	84%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
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.

Engage Every Learner

Provide the school's vision statement.

Inspire lifelong learning and success.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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 management of strategic change

Demographic Information

Principal start date

Tuesday 7/16/2013, Tricia Simonsen

Number of teachers with a 2022 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.*

2

Number of teachers with a 2022 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.*

15

Total number of teacher positions allocated to the school

42

Total number of students enrolled at the school

703

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

8

Identify the number of instructional staff who joined the school during the 2022-23 school year.

10

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	76	120	96	118	124	116	0	0	0	0	0	0	0	650
Attendance below 90 percent	1	30	20	28	24	19	0	0	0	0	0	0	0	122
One or more suspensions	1	0	0	0	4	0	0	0	0	0	0	0	0	5
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 2022 statewide FSA ELA assessment	0	0	0	16	21	11	0	0	0	0	0	0	0	48
Level 1 on 2022 statewide FSA Math assessment	0	0	0	14	29	13	0	0	0	0	0	0	0	56
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	1	0	1	5	2	0	0	0	0	0	0	0	9

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Tuesday 7/26/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	69%	53%	56%				67%	52%	57%
ELA Learning Gains	71%						68%	55%	58%
ELA Lowest 25th Percentile	62%						61%	50%	53%
Math Achievement	71%	50%	50%				66%	54%	63%
Math Learning Gains	76%						59%	57%	62%
Math Lowest 25th Percentile	52%						38%	46%	51%
Science Achievement	71%	59%	59%				72%	50%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	65%	52%	13%	58%	7%
Cohort Comparison		0%				
04	2022					
	2019	62%	55%	7%	58%	4%
Cohort Comparison		-65%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	69%	54%	15%	56%	13%
Cohort Comparison		-62%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	65%	54%	11%	62%	3%
Cohort Comparison		0%				
04	2022					
	2019	56%	57%	-1%	64%	-8%
Cohort Comparison		-65%				
05	2022					
	2019	71%	54%	17%	60%	11%
Cohort Comparison		-56%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	69%	51%	18%	53%	16%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	38	51	48	48	55	29	47				
ELL	67	83	70	72	75		50				
ASN	86			86							
BLK	48	63	75	48	71	64	46				
HSP	65	74	58	65	72	45	66				
MUL	56	67		58	85						
WHT	76	70	59	82	78	50	83				
FRL	60	67	60	63	69	49	62				

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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	67
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	65
Total Points Earned for the Federal Index	537
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
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	69
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	86
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	59
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	64
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	67
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	71
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	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Proficiency data increased in reading, math, and science. Students scoring a level 3 or higher in ELA was 69%; Math 71%; Science 71%. More than 70% of students made gains in ELA and Math. 62% of students in the lowest quartile made gains in ELA; 52% of students in the lowest quartile made gains in Math.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Students in the Bottom Quartile in math made less gains (52%) than the overall gains of grades 3, 4, and 5 combined (76%), though Bottom Quartile gains increased from 2021 to 2022 by 25% and the overall gains percentage increased was 24%.

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

Factors contributing to the need for improvement included inconsistent attendance due to ongoing COVID exposure; transitioning of curriculum materials, and increased social emotional needs. Incorporation of social emotional support and continued curriculum support during extended absences would address some of the needs for improvement.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

While 52% of students in the lower quartile showed gains, this was the most improved data point from FSA. 27% of students in the lower quartile made gains. Progress monitoring data, including baseline, midyear, and iReady diagnostic assessments showed that Valrico students in grades 2-5 exceeded district averages.

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

Consistent participation in grade level instructional design sessions, vertical team communication, and ongoing use of district resource teacher support contributed to the improvements. The instructional leadership team sought new ways to refine and support grade level instructional design sessions and actively recruited district level support for content area PD.

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

Grade level Instructional Design Sessions (IDS) will focus planning for whole group and small group structures on alignment with standards and implementation of curriculum resources to bridge concrete and abstract mathematical thinking. Specific, targeted interventions will be delivered in small group instruction consistently to remediate and accelerate. Extended Learning Program (ELP) funds will also be allocated to provide additional opportunities to support students in the area of math.

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.

- Professional Study Day Math Workshop and differentiated individual professional development via Canvas
- Grade level teams have the option to flex IDS time to accommodate district level support/virtual coaching as needed
- Vertical Math Team meetings will collaborate to highlight trends, strategies, and communicate needs to administrators in order to acquire District support and resources

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

- Specific feedback from administrative walk throughs
- ELL support for math vocabulary and critical thinking
- Consistent inclusion of ESE teachers in IDS and Vertical teams

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to B.E.S.T. Standards**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

52% of the lowest performing students (BQ) in grades 3, 4, and 5 showed proficiency in Math based on FSA scores, in comparison to 71% of all 3rd, 4th, and 5th grade students who scored a level 3 or higher.

Intentional planning and delivery of effective, standards-aligned whole group and small group lessons would increase proficiency levels for students needing intervention and acceleration in the area of math.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By December 2022, all teachers will implement standards-aligned lessons, developed during monthly Math-focused Instructional Design Sessions, as measured by lesson observation data and IDS notes provided by grade level teams. This will result in 54% of students in the lowest performing quartile demonstrating proficiency in the area of math based on the Florida Assessments of Student Thinking summative measure in May of 2023.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Proficiency data will be monitored using quarterly math monitoring tools in addition to the growth from the Florida Assessment of Student Thinking from August and September of 2022 to the second administration of the FAST in December of 2022 and January of 2023.

Person responsible for monitoring outcome:

Heather Bisesto (heather.bisesto@sdhc.k12.fl.us)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers will engage in Instructional Design Sessions (IDS) with a monthly focus on Math lesson planning aligned to the B.E.S.T. standards to accelerate, 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:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Teacher participation in Instructional Design Sessions that result in clarity of lesson design, effective use of STEMscopes curriculum materials, and consistent alignment of instruction with the B.E.S.T. standards has a .75 effect size. (Hattie, 2018)

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Math teachers will participate in grade level Instructional Design Sessions with a focus on math lesson planning implemented at least monthly, beginning in August of 2022.

Person Responsible Heather Bisesto (heather.bisesto@sdhc.k12.fl.us)

Vertical content area PLCS will occur quarterly, beginning in September, and include discussion of specific strategies for school wide trends and professional development needs.

Person Responsible Heather Bisesto (heather.bisesto@sdhc.k12.fl.us)

Teachers will track whole class and individual student growth, identify classroom and subgroup trends, and involve students in reflection and goal-setting aligned with grade level standards.

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

K-5 Math instructors will participate in professional development for implementation of B.E.S.T. standards using StemScopes materials, beginning in August of 2022 at Professional Study Day.

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

K-5 Math teachers will share information with parents regarding grade-appropriate math practices to promote math practices and support learning during Parent Night in September of 2022.

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

The Student Advisory Council will meet in October of 2022 to provide stakeholders with an overview of K-5 Math curriculum and school wide trends, to result in increased community support, knowledge, and engagement.

Person Responsible Tina Swartzlander (tina.swartzlander@hcps.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

1. Tier 1 supports:

Character Education

- Core Essentials by Chcik-Fil-A
- Monthly guidance lessons K-5 aligned with Panorama data
- Character Corner or Mindfulness Monday video

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 spirit 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

Kids.

- Students are celebrated during an awards ceremony

Safety Patrol Training

- Daily check-ins and quarterly meetings to support leadership and character education

Student Leadership

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

Extra-Curricular Activities

- Chorus students perform at school wide events

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

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 none 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
- 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, friendships, 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, behavior, or

attendance 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 school culture and environment.

Administration, Faculty and Staff

- Determine and provide a 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, and 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
- +Virtual options available to involve families with schedule limitations
- Student Progress Reports shared with all families quarterly for increased communication about academic and behavior status
- Monthly School Newsletter
- Student agendas for daily communication
- Celebrations and information shared via multimedia tools (Canvas, Twitter, school website)

Volunteers

- Media volunteers support positive literacy behaviors
- Cafeteria volunteers support positive culture during lunch time
- Great American Teach-In connects community with students and promotes citizenship and academics

School Advisory Counsel (SAC)

- 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