

Polk County Public Schools

Valleyview Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

| | |
|---|-----------|
| School Demographics | 3 |
| Purpose and Outline of the SIP | 4 |
| School Information | 7 |
| Needs Assessment | 10 |
| Planning for Improvement | 14 |
| Positive Culture & Environment | 0 |
| Budget to Support Goals | 0 |

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: 6/20/2022

| | |
|--|--|
| 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) | 65% |
| 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 White Students Economically Disadvantaged Students |
| School Grades History | 2021-22: A (64%) 2018-19: A (75%) 2017-18: A (71%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Southwest |
| Regional Executive Director | |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | N/A |

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

| | |
|---------------------------------------|-----------|
| Purpose and Outline of the SIP | 4 |
| School Information | 7 |
| Needs Assessment | 10 |
| Planning for Improvement | 14 |
| Title I Requirements | 0 |
| Budget to Support Goals | 0 |

Valleyview Elementary School

2900 STATE RD 540A E, Lakeland, FL 33813

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

School Demographics

| | | |
|---|--|--|
| <p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p> | <p>2021-22 Title I School</p> <p style="font-size: 2em;">No</p> | <p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 1.5em;">65%</p> |
| <p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p> | <p>Charter School</p> <p style="font-size: 2em;">No</p> | <p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 1.5em;">44%</p> |

School Grades History

| | | | | |
|--------------|----------------|----------------|----------------|----------------|
| Year | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| Grade | A | A | A | A |

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <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

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 |
|------------------|-----------------------------|--|
| Riley, Katherine | Principal | |
| Rogers, Jennafer | 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. |
| | Reading Coach | |
| Vern, Angela | Curriculum Resource Teacher | The job duties and responsibilities of our Curriculum Resource Teacher include working with targeted students as identified by 21-22 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

Monday 6/20/2022, Jennafer Rogers

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.*

21

Total number of teacher positions allocated to the school

39

Total number of students enrolled at the school

864

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

6

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

6

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 | 125 | 125 | 153 | 126 | 137 | 139 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 805 |
| Attendance below 90 percent | 33 | 30 | 35 | 27 | 25 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 176 |
| One or more suspensions | 5 | 3 | 4 | 3 | 3 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 |
| 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 | 6 | 17 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 34 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 15 | 18 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 50 |
| Number of students with a substantial reading deficiency | 51 | 104 | 150 | 125 | 137 | 138 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 705 |

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 | 17 | 11 | 12 | 8 | 17 | 22 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 87 |

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 | 5 | 7 | 5 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 |
| 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 6/23/2022

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 | 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 | |

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 | 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 | |

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 | 74% | 47% | 56% | | | | 77% | 51% | 57% |
| ELA Learning Gains | 66% | | | | | | 67% | 51% | 58% |
| ELA Lowest 25th Percentile | 44% | | | | | | 65% | 49% | 53% |
| Math Achievement | 75% | 42% | 50% | | | | 85% | 57% | 63% |
| Math Learning Gains | 70% | | | | | | 78% | 56% | 62% |
| Math Lowest 25th Percentile | 49% | | | | | | 70% | 47% | 51% |
| Science Achievement | 67% | 49% | 59% | | | | 82% | 47% | 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 | 76% | 52% | 24% | 58% | 18% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 74% | 48% | 26% | 58% | 16% |
| Cohort Comparison | | -76% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 73% | 47% | 26% | 56% | 17% |
| Cohort Comparison | | -74% | | | | |

| 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 | 83% | 56% | 27% | 62% | 21% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 85% | 56% | 29% | 64% | 21% |
| Cohort Comparison | | -83% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 77% | 51% | 26% | 60% | 17% |
| Cohort Comparison | | -85% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2022 | | | | | |
| | 2019 | 78% | 45% | 33% | 53% | 25% |
| 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 | 37 | 46 | 37 | 45 | 58 | 42 | 24 | | | | |
| ELL | 38 | 44 | 30 | 58 | 59 | | 42 | | | | |
| ASN | 86 | 73 | | 89 | 67 | | | | | | |
| BLK | 55 | 57 | 50 | 50 | 62 | 58 | 25 | | | | |
| HSP | 63 | 67 | 40 | 67 | 67 | 58 | 60 | | | | |
| WHT | 80 | 67 | 45 | 81 | 73 | 36 | 76 | | | | |
| FRL | 56 | 53 | 34 | 56 | 62 | 47 | 58 | | | | |
| 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 | | | | |
| 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 | | | | |

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 | 66 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 0 |
| Progress of English Language Learners in Achieving English Language Proficiency | 86 |
| Total Points Earned for the Federal Index | 531 |
| Total Components for the Federal Index | 8 |

| ESSA Federal Index | |
|--|-----|
| Percent Tested | 99% |
| 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% | 0 |
| English Language Learners | |
| Federal Index - English Language Learners | 51 |
| 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 | 79 |
| 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 | 51 |
| 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 | 60 |
| 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 | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| 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 | 65 |
| 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 | 52 |
| 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?

Math total proficiency: 3rd grade: increased 1% from Fall to Spring STAR, 4th grade: stayed the same from Fall to Spring STAR and our 5th grade dropped 3% from Fall to Spring STAR.

SWD ELA: 4th ELA decreased 2%, 5th ELA decreased 6%, 3rd-5th ELA had less than 2% growth

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

According to STAR, the greatest need for improvement is our Students With Disabilities. According to 2022 FSA results, our Students with Disabilities decreased in proficiency from 2021 to 2022.

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

- Influx of new students
- Teacher attendance
- SWD teacher new to grade level
- Student behavior
- Lack of student motivation
- 2/3 ELA teachers had no prior experience with taught standards

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

ELL: 3rd ELA: 20% increase, 4th grade: ELA 23% increase, 5th grade ELA 4% increase

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

Our ELL paraprofessional worked closely with our School Counselor to identify students and in addition provided targeted strategies to support students' learning.

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

The Learning Arc planning structure will be implemented with all K-5 teams. District w/t tool will be used to monitor benchmark/task alignment school wide.

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.

Administration and teachers will be trained in the Learning Arc planning structure.

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 interventions as defined by the need during MTSS. Our school's master schedule is set to provide structured time within the day for additional support.

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 Standards-aligned Instruction

Area of Focus

Description and

Rationale:

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

Providing students with standards aligned instruction provides all learners with an equitable experience as it aligns to progress monitoring and grade level summative assessments.

Measurable Outcome:

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

State data will show a minimum increase of 1% proficiency for all grades/ contents.

Monitoring:

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

Progress monitoring data will be used to ensure students are mastering Benchmarks being taught and planning for tasks aligns to intent of the benchmark.

Person responsible for monitoring outcome:

Jennafer Rogers (jennafer.rogers@polk-fl.net)

Evidence-based

Strategy:

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

1. Engage teachers in weekly planning using the Learning Arc Framework.
2. Monitor classroom instruction aligned to the taught benchmarks using district's Standardized Classroom Walkthrough Tool. This tool will provide data showing how tasks align the full intent of the taught benchmark.

Rationale for Evidence-based Strategy:

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

Focusing on developing and implementing rigorous core instruction will ensure the 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

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.

Create calendar for Leadership Team calibration walks.

Person Responsible Jennafer Rogers (jennafer.rogers@polk-fl.net)

Collect on-going classroom data using the Classroom Calibration Walkthrough Tool. Review weekly during Leadership Team Meetings.

Person Responsible Jennafer Rogers (jennafer.rogers@polk-fl.net)

Implement the Learning Arc Planning Framework during weekly collaborative planning for all K-5 grade level/content teams.

Person Responsible Jennafer Rogers (jennafer.rogers@polk-fl.net)

Using data from the classroom walkthrough tool and reflections of weekly planning using the Learning Arc planning framework, adjustments to the design of tasks will be adjusted as needed.

Person Responsible Jennafer Rogers (jennafer.rogers@polk-fl.net)

Using the built in time within the master schedule (MTSS), targeted students will be provided intervention support as defined by classroom data. Our school's MTSS Resource teacher will provide on-going support to teachers as it relates to targeting the appropriate intervention and tracking +/- growth of students' learning.

Person Responsible Jennafer Rogers (jennafer.rogers@polk-fl.net)

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

Area of Focus

Description and Rationale:

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

Discipline referrals increased during the 2021-2022 school year. We ended the 2020-2021 school year with 41 referrals while 2021-2022 ended with 61 referrals. Our school discipline data showed a need to continue our school wide expectations. Our students need the continuous 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:

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

Decrease the number of office referrals by 5% which would be 2 referrals.

Monitoring:

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

School wide expectations, STAR, will be taught in all classrooms and campus areas to include; the lunchroom, PE field, recess, car rider and day-car van pick up areas, and bus transportation. Discipline data will be reviewed weekly with the Leadership Team and monthly with the school's identified PBIS team. Administration will include planned and unplanned classroom walkthroughs monitoring the implementation of our school's school wide expectations: STAR.

Person

responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

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

Expectations and taught and reinforced in all of our 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. Positive Behavior Intervention Supports (PBIS) Sanford Harmony (Social Emotional Skills Development Program)

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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 and 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 opportunities to build classroom culture and create a safe learning environment to take academic risks.

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.

School wide expectations (STAR) will be taught to all students in all areas of the school.

Person Responsible Jennafer Rogers (jennafer.rogers@polk-fl.net)

School's PBIS team will meet monthly to review data and determine areas of need based on data.

Person Responsible Jennafer Rogers (jennafer.rogers@polk-fl.net)

Sanford Harmony (Social Emotional Skills Development Program) will be implemented daily in all classrooms.

Person Responsible Jennafer Rogers (jennafer.rogers@polk-fl.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

NA

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

NA

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

NA

Grades 3-5: Measureable Outcome(s)

NA

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

NA

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

NA

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

NA

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

| Action Step | Person Responsible for Monitoring |
|-------------|-----------------------------------|
|-------------|-----------------------------------|

NA

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.

Valleyview Elementary focuses on building a positive school culture with an environment that ensures all stakeholders feel appreciated and respected. Staff are actively involved in school wide decision making as it relates to school growth and student achievement through our grade level leadership team, school wide PBIS team, and teacher leader opportunities. Teachers new to VVE are supported through our school's Campus Ambassador and through their grade level leaders. Staff members are routinely recognized for their accomplishments both personally and professionally. Various stakeholder groups are involved in the culture of Valleyview Elementary. Our School Advisory Council assists with making budgetary recommendations on how school funds are used to support a positive and engaging culture. Our Parent Teacher Association provides an active role in the culture of Valleyview. With student achievement and family involvement a priority, PTA provides numerous opportunities for families such as Pastries with

Parents, Dads Bring your Child to Work Day, and Spring Fling, and our historical Veterans Day program honoring VVE Veterans and their family members. PTA also supports the celebration of our school wide Accelerated Reading program and our school wide PBIS program. Effective school wide communication is supported through the purchase of student agendas K-5 and the school's on-line platform; Member Hub. Students and staff are celebrated through our school's PTA social media account and website. During the 21-22 school year, our school's PTA helped develop a partnership with 5 local businesses.

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

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.