

Valrico Elementary School



2014-15 School Improvement Plan

Valrico Elementary School

609 S MILLER RD, Valrico, FL 33594

[no web address on file]

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

55%

Alternative/ESE Center

No

Charter School

No

Minority

47%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

A

B

B

A

School Board Approval

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

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To challenge all students to develop and achieve their highest potential.

Provide the school's vision statement

The Valrico Elementary community will work together to inspire lifelong learning and success.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school has many opportunities to learn about students' cultures and build relationships between teachers and students. Before school begins we have an open house night for families to meet our teachers and gain familiarity with the school. Once school begins we also have a Parent Information Night which encompasses many strategies and helpful hints for parents to strengthen their partnership with the teacher which ultimately leads to a successful school year for the student. Additionally, teachers send home surveys to find out more information regarding students' cultures and habits. Perhaps the most effective way we build relationships is by talking to students and parents and building a trust factor by investing in them as people which helps strengthen that partnership. Getting to know students through conversation, writing samples, and shared activities in class is essential.

Describe how the school creates an environment where students feel safe and respected before, during and after school

From the moment students set foot on our campus they are greeted by teachers, staff members, and safety patrols. Students are welcomed into their classroom by their teachers each day. Students are also taught guidance lessons on character traits which are reinforced in the classroom and around campus.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Each grade level has a system that is managed by the teachers at that grade level. We work to minimize daily disruptions so that teachers can protect their instructional time. Our teachers are consistently collaborating with one another through professional learning communities and vertical teams which allows for increased student engagement by having effective, rigorous lesson plans.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

On site we have a school psychologist, social worker, guidance counselor, teachers and administrators that are always available for students to talk with or share concerns. We offer peer mediation and other types of one on one and small group counseling sessions for students.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Use data to identify students
 Ensure core instruction is maximized
 Provide interventions as appropriate
 Progress Monitor
 Conference with student/parent
 Discuss strategies at PLC

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	8	24	22	24	18	9	105
One or more suspensions	0	1	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	4	1	6	29	32	72

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	1	3	4	5	
Students exhibiting two or more indicators	2	4	10	5	21

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Interventions:
 *ELP Sessions
 *RtI/MTSS
 *CST
 *PSLT
 *Social Worker
 *Guidance lessons

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Open House
Parent Information Night (Standards)
Newsletters
Webpage
Marquee
PTA Meetings
Progress Alerts
Edsby
Agendas (daily)
Emails from teachers
ParentLink Phone Calls from Admin

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

We have a committee of teachers and staff members that work at securing business partners for any needed incentives. They also secure partners to assist with school projects and provide resources to our teachers and students. Our committee works to ensure that personal connections are made with the businesses and that we do everything we can to support them in return.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Simonsen, Tricia	Principal
Smith, Troy	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Facilitate Professional Learning Communities
Review Data
Facilitate planning sessions based on student need
Facilitate discussion about students and their needs
Facilitate discussion involving sharing strategies
Ensure that team members are following district calendars for testing and instruction
Provide feedback to administration regarding needs of the grade level

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Our school aligns all available resources in order to meet the needs of all students. We have weekly staff meetings to ensure each area (custodial, food service, main office, media, guidance, ESE) of our school is represented and that there is unity with decisions the impact the school as a whole. We meet regularly with the Instructional Leadership Team where a leader from each grade level is empowered to lead their specific grade level and then come back to the team to share strategies and evidence. Each teacher is responsible for maintaining inventory of resources in their classroom then they report back to the Instructional Leadership Team Leader who in turn can share information with administration. Teachers work to ensure that all members of their grade have the materials and resources needed for rigorous, engaging lesson plans.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Tina Frerking	Teacher
Tricia Simonsen	Principal
Idanis Hernandez	Teacher
Jodi Stedman	Education Support Employee
Jessica Pajak	Teacher
Chris Ashley	Parent
Craig Jorgensen	Parent
Amy Marsh	Parent
Marc Jourdain	Parent
Brian Lorentzen	Parent
Robin McCloskey	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Reviews school data and surveys
Provides feedback
Shares thoughts on goals and expectations
Brainstorms strategies and resources needed for improvement
Supports instruction

Development of this school improvement plan

Reviews school data and surveys
Provides feedback
Shares thoughts on goals and expectations
Brainstorms strategies and resources needed for improvement
Supports instruction

Preparation of the school's annual budget and plan

Determines school wide needs
Makes decisions on resources to benefit school
Ensures that resources support instruction

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

\$685.65 - Power Strips (Technology for classrooms)
\$436.62 - Cable Covers (Technology for classrooms)
\$218.88 - Additional power strips/cable covers
\$88.35 - 25' Network Cables (Technology for classrooms)
\$317.40 - 12 cases of copy paper (Support Instruction)
\$328.07 - Ink cartridges (Support Instruction)
\$129.50 - Ink cartridges (Support Instruction)
\$128.89 - copy paper (Support Instruction)

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Simonsen, Tricia	Principal

Duties

Describe how the LLT promotes literacy within the school

Our Literacy Leadership Team works to provide up to date strategies and best practices with regarding to instruction. They offer assistance with lesson planning, modeling, coaching, and alignment to standards. Our Literacy Leadership Team trains teachers and encourages reflection so that everyone is maximizing their instructional time.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers meet regularly to review student data, determine student needs, and plan instruction. Teachers also meet regularly in professional learning communities to identify needs and strategies that will enhance instruction. School-wide meetings are limited to ensure teachers have enough time to collaborate and plan instruction effectively.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Administration seeks out highly qualified teachers that have been identified by credible references and sets high expectations for all teachers. Teachers are encouraged to continue their own professional

development and take the most up to date courses related to best practices with instruction. Teachers are also supported by other team members and administration.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

All new teachers are assigned a mentor from the district that meets with the teacher on a regular basis to observe, plan, coach, and provide feedback. This system allows for teachers to feel supported from someone who is not based at our site.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Teachers meet on a weekly basis to plan and ensure that lesson objectives are aligned to the Florida Standards. Teachers also meet to reflect on lessons that were taught to discuss how well the lesson aligned to the standards. Through professional learning communities teachers are reviewing data and determining which standards need to be addressed more thoroughly. We also have vertical teams and a curriculum committee that help ensure teachers are aligning their lessons to the Florida standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Each grade level reviews common assessments and performance tasks to determine the needs of the students. Through our RtI time, differentiated instruction provides opportunities to meet student needs. All teachers have differentiated guided reading and both individual and small group conferencing to meet the needs of students. Teachers also collaborate with peers to reflect and modify instruction as needed to assist any students having difficulty attaining proficiency.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 1,620

Students will be provided with more targeted core reading instruction through our extended learning program.

Strategy Rationale

All content area learning will be enhanced when students are more proficient readers.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Smith, Troy, troy.smith@sdhc.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

EasyCBM, running records, informal assessments, formatives, teacher observation.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

We have vertical teams that meet to determine needs and strategies to prepare students for the next grade level. The teams collaborate regularly and discuss strategies to help the transition from one level to the next occur smoothly. We also articulate with middle school representatives to ensure the transition from fifth grade to middle school is as smooth as possible.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Student learning and mastery of all content area standards will be enhanced when teachers maximize instructional time and provide engaging, rigorous tasks.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Student learning and mastery of all content area standards will be enhanced when teachers maximize instructional time and provide engaging, rigorous tasks. 1a

G042395

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	72.0
AMO Math - All Students	73.0
FCAT 2.0 Science Proficiency	73.0

Resources Available to Support the Goal 2

- Professional Development
- Grade Level and Cross Grade Level PLC's
- Team Leaders
- Reading Coach
- EET Mentors
- ELP/Rti

Targeted Barriers to Achieving the Goal 3

- Ineffective Instruction due to limited lesson planning, lessons not aligned with standards, and/or not rigorous and engaging.

Plan to Monitor Progress Toward G1. 8

Review formatives, unit tests, Istation, DRA's, in class assessments.

Person Responsible

Tricia Simonsen

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Student test scores, teacher anecdotal notes, report cards grades

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

G1. Student learning and mastery of all content area standards will be enhanced when teachers maximize instructional time and provide engaging, rigorous tasks. **1**

 **G042395**

G1.B1 Ineffective Instruction due to limited lesson planning, lessons not aligned with standards, and/or not rigorous and engaging. **2**

 **B103438**

G1.B1.S1 Team planning and PLC reflections **4**

 **S114549**

Strategy Rationale

Action Step 1 **5**

Organize planning meetings, get input for agendas from team, and provide the agenda in advance.

Person Responsible

Tricia Simonsen

Schedule

Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Agendas and PLC notes

Action Step 2 5

Bring what is needed for planning meetings and participate in team planning.

Person Responsible

Tricia Simonsen

Schedule

Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Lesson plans will reflect team planning

Action Step 3 5

Provide coaching to teachers when needed.

Person Responsible

Tricia Simonsen

Schedule

Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Meeting notes

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

PLC agendas and notes need to be submitted to administration.

Person Responsible

Schedule

Biweekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Administration and/or Reading Coach will follow up

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 **7**

Classroom walk-through observations

Person Responsible

Tricia Simonsen

Schedule

Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Student work, test scores

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Organize planning meetings, get input for agendas from team, and provide the agenda in advance.	Simonsen, Tricia	8/19/2014	Agendas and PLC notes	6/5/2015 weekly
G1.B1.S1.A2	Bring what is needed for planning meetings and participate in team planning.	Simonsen, Tricia	8/19/2014	Lesson plans will reflect team planning	6/5/2015 weekly
G1.B1.S1.A3	Provide coaching to teachers when needed.	Simonsen, Tricia	8/19/2014	Meeting notes	6/5/2015 weekly
G1.MA1	Review formatives, unit tests, Istation, DRA's, in class assessments.	Simonsen, Tricia	8/19/2014	Student test scores, teacher anecdotal notes, report cards grades	6/5/2015 monthly
G1.B1.S1.MA1	Classroom walk-through observations	Simonsen, Tricia	8/19/2014	Student work, test scores	6/5/2015 weekly
G1.B1.S1.MA1	PLC agendas and notes need to be submitted to administration.		8/19/2014	Administration and/or Reading Coach will follow up	6/5/2015 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Grand Total	0