

The School District of Lee County

Villas Elementary School



2016-17 Schoolwide Improvement Plan

Villas Elementary School

8385 BEACON BLVD, Fort Myers, FL 33907

<http://vls.leeschools.net/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	82%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	A	B

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Lee 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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Villas Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Villas' mission is to do whatever it takes to help students meet or exceed grade level standards.

b. Provide the school's vision statement.

Villas' vision is to work as a collaborative team to improve teaching and learning.

2. School Environment

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

School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills. For example, staff members create a climate of acceptance and respect of other staff and young children. Staff members are attentive and responsive to individual children. Staff members model appropriate manners and social behaviors. Behavior guidance strategies preserve the dignity of every child. Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice. In addition, Villas will hold student led conferences, as well as academic family nights and Fall Festivals each year. Newsletters are sent home monthly and translation is available to parents. English classes for adults are held in our media center twice a week. ESOL paraprofessionals are provided to work very closely with our monolingual students. After school events are offered for families to attend each month that are sponsored by our PTA. AR Blasts are held monthly, on Saturdays, so that parents can come and read with their child in our media center.

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

Villas Elementary has taken numerous measures to ensure the safety of our students and staff. Parents must present identification when picking up students early from school or visiting campus. A Rainy Day Dismissal procedure is in place to ensure the safety of our students during inclement weather. All staff members are required to complete the Safe School Trainings before the start of the school year and attend a health conditions staff training to ensure awareness of any special needs that our students possess. The procedures for arrival and dismissal of students is sent home each year for parents so they are made aware. After the implementation of the security camera system, Villas school safety has been increased considerably. We also strive to meet the physical, social, and emotional needs of our student population by providing a number of supports and services. From a variety of healthy living programs, to guidance and/or other social services, our students' needs are met at all levels. Clear processes and programs are effectively in place for maintaining safety, cleanliness, and a healthy environment. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated. Before and after school programs are available for

students on a daily basis. Routine safety drills such as fire, tornado, bomb and lock-down are performed during the year. All classroom doors are to remain locked during the day. Visitors to the school must check in to the front office and receive a visitors badge. Teachers and staff are visible and spread throughout the building each morning to greet and provide supervision of students as they enter the building.

c. 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.

The school devised a Vision and Mission statement that are posted in each classroom and referred to as a reminder to work together in all instances. The Villas Code is recited each morning, throughout the school, on the morning news. Classrooms also review their class mission statements daily. It is an expectation that all students navigate throughout the campus in "A+" lines, in which eyes are forward, voices off, and hands to their sides. Kagan structures are a required component to daily lessons to foster team building, classroom building, collaboration, and cooperative learning. These structures deter from negative behavior by allowing all students the opportunity to become active participants in their learning. In addition, school-wide implementation of Whole Brain Teaching callouts provides a common language for promoting positive behavior in which students follow: Rule 1: Follow directions quickly, Rule 2: Raise your hand for permission to speak, Rule 3: Raise your hand for permission to leave your seat, Rule 4: Make smart choices, and Rule 5: Make your dear teacher happy. A student handbook, outlining the school's expectations, is sent home with all students upon initiating the school year or upon student date of entry. Students, parents, and teachers must sign that they have read and agreed to all expected behaviors.

d. 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.

Currently, each student is assigned to a homeroom teacher that extends the line of support to each student and each student's family. Guidance classes are offered, and the guidance counselor is available for all students to address any concerns that may affect their learning, thinking, and life. Students also have a self-referral process to make appointments to meet with the guidance counselor. Villas Elementary also provides a mentoring program, which invites adult advocates/mentors in to our school to offer additional support to our students' educational experiences. School personnel implement a process to determine the counseling, assessment, and educational referral needs of all young children and their families, as appropriate to the child's age and developmental level. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of the children. At the beginning of each school year, teachers provide positive phone calls home within the first two weeks of schools to begin the communication process with the teacher and family.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/311923>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. 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.

Villas Elementary continues to build and sustain meaningful partnerships with the local community in various ways. With the help of our Business Partners: Costco, Perkins, Fort Myers Rotary Club, Wendy's, Applebee's, WAWA, Zaxby's, Culver's, Reuben's, Peet's Coffee and Tea, Doherty Enterprise, Dulce Ruiz Photography, Axa, and Valic. Our family and community events have been a success due to their continued efforts, support, generous donations, time, and talents. Additionally, our business/community partners provide academic supports to our classrooms through donated materials and volunteer hours. New Horizons Super Kids Club of SWFL and the Early Learning Coalition of Southwest Florida's Literacy Buddies Program help to increase literacy proficiency among our students.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Musich, Shane	Principal
Williams, Erin	Assistant Principal
Owen, Brittany	Teacher, K-12
Worley, Kevin	Teacher, K-12

b. Duties

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

*The Leadership Team consists of the following members:

- *Shane Musich- Principal
- *Erin Williams- Assistant Principal
- *Darcy Neymeyer- School Counselor
- *Beth Grace-Reading Specialist
- *Heather Lainhart - Intervention Specialist
- *Kevin Worley- Teacher Leader/5th Grade Resource Teacher
- *Dana Thorne-Teacher Leader/3rd Grade Resource Teacher
- *Lori Sanger-Kdg Grade Resource Teacher
- *Yashira Luna-1st Grade Resource Teacher
- *Cassandra Chan-2nd Grade Resource Teacher
- *Roxann Camel-Science Resource Teacher/Special Area Chair
- *Diane Edwards-Math Resource Teacher
- *Dan Westerlind-Math Resource Teacher
- *Amy Quiroz-Kdg Grade Level Chair
- *Lisa Schmitt-1st Grade Level Chair
- *Nancy Hermance-Beatty-2nd Grade Level Chair
- *Cathy M'Bark-3rd Grade Level Chair
- *Tina Blythe-4th Grade Level Chair

- *Amy Holik-5th Grade Level Chair
- *Kim Fisher-ESE Support Facilitator Primary Lead
- *Philip Hernandez - ESE Support Facilitator Intermediate Lead
- *Crystal Crecelius-ESE Chair

2. 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.

*The first step in the MTSS process at Villas Elementary is to identify student(s) who are not meeting grade level performance standards.

*This is done by a detailed review of student data that is stored in FOCUS, CASTLE, Performance Matters/ UNIFY and the Villas SharePoint Site, along with a review of records of students who are currently in the MTSS process.

*Once we have identified the student(s), a SMART goal and a Student Improvement Plan is developed, which outlines the expected outcomes for the student, as well as the educator, in delivering effective core instruction. *At a designated time, the MTSS chair and the classroom teacher, conference with the student and parent(s) to discuss whether the SMART goal/Student Improvement Plan has or has not been attained.

*If the goal/SIP has been achieved, then the student(s) is/are monitored by the classroom teacher and the MTSS chair.

*If the SMART goal has not been achieved, then the SIP is reviewed and additional interventions, strategies, supplemental academic instruction and strategy support for the teachers, is provided.

*This Student Improvement Plan is monitored every twelve weeks for students in tier one, where instruction is supported and differentiated, and in tier two where targeted supplemental interventions aligned to core are provided. The Student Improvement Plan is monitored every eight weeks for students on tier three, where intensive individualized interventions and supports are implemented and aligned with the core curriculum.

*Title 1 Part A

*Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process.

*The Foundation for Lee County Schools provides resources to teachers to enhance classroom instruction.

*The Foundation is the liaison between business and community to build partnerships with schools.

*The Foundation sponsors a Collegium to recognize high quality instructional staff.

*This benefits the retention of teachers in Title I schools.

*The resources provided by The Foundation benefits students and teachers and enhances the educational programs in the classrooms.

*All targeted subgroups of students benefit from these resources.

*These services will assist schools in increasing student achievement.

*Collaborative partners include Early Childhood Services (Headstart VPK); Adult Education; Foundation for Lee County Schools; Youth Coalition; Edison College; Hispanic Chamber of Commerce.

*Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

*Title 1 Part C Migrant

*Title I, Part C-Migrant Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students.

*Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds.

*Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

*Title I, Part D

*The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility.

*The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort.

*For example: social workers from student services have the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department

has established a memorandum of understanding for assistance with housing and counseling services through

Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students

will have an opportunity to continue to develop their vocational skills.

*Title II

*Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process.

*Within this plan, schools complete a Professional Development Plan in collaboration with Title II.

*The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups.

*The PDP includes teachers, paraprofessionals, and administrators.

*As part of the School Advisory Council, parents are included in this planning process.

*Each school completes a needs assessment before writing goals for the year.

*School improvement plans are written to ensure compliance with all state and national regulations.

*This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations.

*All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness.

*This district level review prevents duplication of services and facilitates coordination between agencies.

*Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval.

*Periodic district level meetings with managers of all programs funded under NCLB also opens lines of communication and encourages cooperation between programs.

*Title III

*Title I, Part A coordinates with Title III, to expand academic enrichment opportunities for ELLs.

*These services include after school tutorials, professional development, supplemental scientifically research based resources and materials.

*Periodic district level meetings with managers of all programs funded under NCLB also opens lines of communication and encourages cooperation between programs.

*Homeless Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools.

*By providing ongoing collaboration between Title X and Title I, Part A program staff, the same services for homeless students in non Title I schools are provided to homeless students in Title I schools.

*In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools.

*Homeless students who attend Title I school- wide or targeted assistance schools may have unique challenges

that are not addressed by the regular Title I program at these schools.

*These challenges may create barriers to full participation in Title I programs and defeat the overarching program

goal of helping all students meet challenging state standards.

*For instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place

to study at the end of the day and may require extended after-school library time; tutoring and/or accessibility to

tutoring as needed, school supplies, expedited evaluations, extended days/learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus

on his or her studies and may benefit from school counseling services.

*Through Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

*Supplemental Academic Instruction (SAI) is used to provide unique learning programs at schools.

*SAI funds are also used to fund summer school programs throughout the District.

*Periodic district level meetings with managers of all programs funded under NCLB also opens lines of communication and encourages cooperation between programs.

*The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services.

*These social services assist all at-risk students through after-school programs that include academic, social, and health services.

*Anticipated outcomes include a safe environment for children and increased academic achievement.

*Bullying prevention programs are offered throughout the District.

*Periodic district level meetings with managers of all programs funded under NCLB also opens lines of communication and encourages cooperation between programs.

*Activities with Early Childhood include three blended VPK/Title I classrooms for four-year olds.

*This is a voluntary program that identifies high-risk students to receive a full year of educational opportunities. *The benefits for students include readiness for Kindergarten and focus on building literacy for early reading skills.

*The expected outcome is for the four-year old who participates in the programs to be able to perform at the readiness level in all areas of the kindergarten readiness screening.

*Periodic district level meetings with managers of all programs funded under NCLB also opens lines of communication and encourages cooperation between programs.

*Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English.

*Adult Education partners with Title I, Part A, to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, Para-Pro.

*Adult Education instructors review reading, math and writing skills, as well as test administration.

*Title I paraprofessionals benefit by becoming highly qualified as defined by NCLB.

*The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient.

*Periodic district level meetings with managers of all programs funded under NCLB also opens lines of communication and encourages cooperation between programs.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Kris Hopkins	Business/Community
Robin Gretz	Business/Community
Shane Musich	Principal
Roxann Camel	Teacher
Philip Hernandez	Teacher
Maria Pia Cardenas	Education Support Employee
Kimberly Boone	Parent
Zeedella Franklin	Parent
Cathy M'Bark	Teacher
Paula Young	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

*Villas Elementary understands the importance of parent involvement and because of this, the School Advisory Committee composed of parents, teachers, administrators, and members of the community, will meet to discuss the development and implementation of all Title I programs, including the School Involvement Plan, Parent Involvement Plan, as well as how Title I funds will be spent for the upcoming school year.

*The SAC will have the opportunity to review, offer input, and approve the SIP at the first scheduled meeting for the 2016-2017 school year.

*Documentation for all parent meetings will include: notices, agendas, handouts, minutes, and sign-in sheets that will be maintained in the Title I Toolkit.

b. Development of this school improvement plan

*The SAC Chair or Designee will:

*Participate in the writing of the School Improvement Plan

*Report back to the School Advisory Council for:

*Input regarding the School Improvement Plan

*Modifications to the School Improvement Plan

*Final approval of the School Improvement Plan

c. Preparation of the school's annual budget and plan

*The School budget is proposed at the SAC meeting in which expected allocated funds are announced. Each department's predicted budget is stated and allocated to optimize funding that will benefit student learning. Possible position losses, gains, and shifts in staff are addressed. Changes in budget from previous years are stated including Gov't for Project Units, IDEA, SAI funds, ESOL, Furniture and Equipment and Title I funds. An opportunity for the SAC committee to approve the budget is then provided.

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

*School improvement funds will be utilized for extended learning opportunities, materials or supplies to support reading and math.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Musich, Shane	Principal
Williams, Erin	Assistant Principal
Owen, Brittany	Teacher, K-12
Worley, Kevin	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

LLT Team Members:

- *Shane Musich-Principal
- *Erin Williams-Assistant Principal
- *Beth Grace-Reading Specialist
- *Dana Thorne-Teacher Leader/3rd Grade Resource
- *Kevin Worley-Teacher Leader/5th Grade Resource
- *Lori Sanger-Kdg Resource Teacher
- *Yashira Luna-1st Grade Resource Teacher
- *Cassandra Chan-2nd Grade Resource Teacher

*The major initiatives of the LLT this year will be:

- *To aid in the implementation of a fluency progress monitoring database in grades k-5
- *To aid in the implementation the Really Great Reading program in grades k-5
- *To aid in the implementation of the Florida reading standards
- *To aid in the implementation of the District Elementary Literacy Academic Plan

The Literacy Leadership Team promotes literacy within the school through the Accelerated Reading Program. Our team plans, organizes and attends quarterly AR celebrations with students who have achieved their pre-set goal. Students are encouraged throughout the quarter to read and achieve their points and maintain an 80% average on all AR tests taken. In addition, students are recognized with school-wide incentives, each time they read 1 million or more words.

D. Public and Collaborative Teaching

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

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

Villas Professional Learning Communities (PLCs):

Whole Faculty/Grade levels working interdependently to achieve a common goal which is: increase student growth as measured through evidenced based data, identify best practices, resources, which contribute to continuous improvement and enhance student achievement in an environment where everyone is mutually accountable.

A Professional Learning Community:

- Works collaboratively to identify:
 - *What do we want our students to learn?
 - *How will we know that they learned it?
 - *How will we respond when they have not learned it?
 - *How will we respond when they already know it?
- Utilizes student data to decide what needs to be taught and how
- Develop and evaluate effective lessons
- Reviews and monitor student data for mastery & lesson success
- Develop an action plan to enrich students and an action plan to remediate students
- Celebrate success/improvements

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

*Person(s) Responsible:

- *Shane Musich- Principal
- *Erin Williams- Assistant Principal
- *Interview Team

*Villas' 6 Step Teacher Interview/Recruitment Process:

1. All applicants are screened through the use of PeopleSoft Recruitment.
2. Once screened, candidates who are highly qualified and meet the position requirements are identified.
3. Applicants are screened through the use of a rubric, reference checks and resume review.
4. Interviews are then scheduled.
5. The Interviewer or Interview team uses quality, consistent questions during the interview process to determine if an applicant meets the job criteria.
6. Once the candidate is identified and hired, they are placed in an area they will be successful in.

- *Villas Elementary is marketed through its Web Site where a candidate can secure current school information.
 - *The Villas' Staff also attends the local District Recruitment Fair to locate the best teaching candidates that can support the school mission.
 - *Villas Elementary has a relationship with the teacher education programs at Florida Gulf Coast University and Florida Southwestern State College.
-

*Person(s) Responsible:

- *Shane Musich- Principal
- *Erin Williams- Assistant Principal
- *Kevin Worley- Teacher Leader
- *Dana Thorne -Teacher Leader
- *Resource Teachers

*Villas Office Staff

*Villas' Retention Strategies:

1. Villas provides its new teachers with an orientation of the school campus and policies and procedures.
2. New teachers are hired and placed where they will succeed.
2. Out of classroom responsibilities are limited for the first and second year teacher.
3. Each new teacher is assigned a mentor teacher for as long as needed.
4. Frequent Walk-Throughs are provided followed by quality feedback.
5. Coaching and modeling of effective teaching practices are provided to all teachers, based on teacher request, or administrative initiative.
6. Villas has developed a collaborative problem-solving process where everyone contributes to student/school success.
7. Provide an open, friendly and trusting work environment.
8. Beginning teachers and/or new to district teachers participate and complete APPLes.

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

*Villas Elementary follows a 6 step process for mentoring teachers:

1. Mentors meet with beginning/existing teachers to set up goals and objectives for the year.
2. The mentee is provided with formal and informal support in the form of feedback, advice, guidance and emotional support.
3. Mentor sets up regular classroom observations and will discuss outcomes with the new or existing teacher.
4. Professional development is offered in targeted areas of need.
5. New or existing teachers are provided the opportunity to observe model classrooms, then given collaborative debriefing time afterwards.
6. Principal/Assistant Principal schedules time to provide the new or existing teacher feedback and advice.

*Rationale for pairing the mentor:

***Experienced teachers with proven student success rates and solid classroom management skills are paired with new or existing teachers.

*Rationale for the mentoring activities:

***Activities assigned to the new or seasoned teacher are based on classroom observations and level of teacher skill development.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Instructional staff was provided with a professional development opportunity which specifically addressed the use and implementation of the Florida Standards. Teachers were advised to utilize the district-provided

academic plans in conjunction with the academic blueprints to plan for instruction. The academic plans outline possible instructional resources to ensure alignment to the Florida Standards.

b. Instructional Strategies

1. 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.

Student data is tracked according to Florida standards, by individual teachers, using a variety of standardized data tracking systems including CASTLE, Performance Matters, and SharePoint. The data tracking system identifies specific students who have mastered a standard or displayed deficiency with a standard. These students are then provided small group instruction, by the classroom or resource teacher, in which plans are developed to meet their identified needs. Students who remain non-proficient in a subject area are offered extended learning opportunities during grade level intervention times, and after school Extended Day. The STAR Reading and Math programs provide an Instructional Report that is used to detect the standards students are lacking and drives instruction that allows for differentiation.

2. 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: Extended School Day

Minutes added to school year: 1,080

*Strategy Description:

*Villas Elementary will implement extended learning opportunities in the core academic areas of reading and math.

*This opportunity will target 90 3rd-5th grade students who scored a level 1 or level 2 on FSA reading/ Math and/or on the STAR Reading/Math baseline test.

*The program will meet twice weekly, starting on 1.17.16, for a total of 18 hours (or 1,080 minutes) and focus on standards not mastered, according to reading and math assessments.

Strategy Rationale

To ensure that each student reaches his or her highest academic potential.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Musich, Shane, shaneem@leeschools.net

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

*Pre and post test data will be collected through the use of STAR Reading to be analyzed by the administrative team to determine if the targeted students have mastered the targeted reading benchmarks.

*Pre and post test data will be collected through STAR Math . Data will be analyzed by the administrative team to determine if the targeted students have mastered the targeted reading benchmarks.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

*All Kindergarten students are assessed prior to, or upon entering, within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing.

*Data will be used to performance group students, plan daily academic and social/emotional instruction for all students, and for groups of students or individual students, who may need intervention beyond core instruction.

*Grade level articulation meetings are held for teams to discuss needs for students for the upcoming school year.

*Middle school representatives will come and share information with our outgoing 5th grade students prior to school choice.

b. College and Career Readiness

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

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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

1 = Problem Solving Step

 S123456 = Quick Key

Strategic Goals Summary

- G1.** All students will be proficient and/or make a learning gain in ELA and Math.
- G2.** Villas Elementary will reduce the number of discipline incidents by 10%.

Strategic Goals Detail

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

G1. All students will be proficient and/or make a learning gain in ELA and Math. 1a

G082733

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	3.0
ELA/Reading Gains District Assessment	3.0
Math Achievement District Assessment	3.0
Math Gains District Assessment	3.0

Targeted Barriers to Achieving the Goal 3

- Student Engagement

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teacher Leaders and Resource Teachers
- Whole Brain Teaching
- Guidance Counselor
- Leadership Team
- New Horizons of SWFL After-school tutoring program
- Extended Day Learning Program
- P.R.I.D.E. Time
- Kagan Cooperative Learning Strategies

Plan to Monitor Progress Toward G1. 8

The STAR On Target Growth Report will be analyzed for student proficiency and/or learning gains.

Person Responsible

Shane Musich

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Teachers and Leadership Team will monitor the STAR On Target Growth Report for both ELA and Math to show that student achievement and/or learning gains have been obtained from one quarter to the next.

G2. Villas Elementary will reduce the number of discipline incidents by 10%. 1a

G082734

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	

Targeted Barriers to Achieving the Goal 3

- Student Engagement

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teacher Leaders and Resource Teachers
- Guidance Counselor
- Whole Brain Teaching
- P.R.I.D.E. time
- Kagan Cooperative Learning Strategies
- Intervention Specialist

Plan to Monitor Progress Toward G2. 8

District Support Applications and Castle will be analyzed for a reduction in student discipline incidents.

Person Responsible

Shane Musich

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Leadership Team will monitor District Support Applications in addition to Castle Discipline Reports to show that student discipline incidents have decreased.

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. All students will be proficient and/or make a learning gain in ELA and Math. **1**

 G082733

G1.B1 Student Engagement **2**

 B219184

G1.B1.S1 Teachers will use effective classroom management and teaching techniques to build a supportive learning community. **4**

 S231556

Strategy Rationale

This will provide consistent school wide learning and behavioral expectations for students at Villas Elementary.

Action Step 1 **5**

All teachers will implement effective classroom management and teaching techniques such as Whole Brain Teaching, P.R.I.D.E. Time, and Kagan Cooperative Learning to increase student achievement.

Person Responsible

Shane Musich

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Lesson plans submitted weekly, and Walkthroughs/Targeted Observations. Review of STAR On Target Growth Reports for both ELA and Math. (Quarterly)

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

Feedback will be given to teachers through post-conferences and lesson plan comments.

Person Responsible

Shane Musich

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Teachers will receive feedback from PeopleSoft and OnCourse Lesson Planner.

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

Administrations will monitor teacher performance in the domains related to student engagement and classroom management.

Person Responsible

Shane Musich

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Teachers receiving an effective or highly effective rating in walkthroughs and targeted observations in areas of student engagement and classroom management.

G2. Villas Elementary will reduce the number of discipline incidents by 10%. 1

G082734

G2.B1 Student Engagement 2

B219186

G2.B1.S1 Teachers will use effective classroom management techniques to build a supportive learning environment. 4

S231557

Strategy Rationale

This will provide consistent school wide behavioral expectations for students at Villas Elementary.

Action Step 1 5

All teachers will implement effective classroom management techniques such as Whole Brain Teaching, P.R.I.D.E. Time and Kagan Cooperative Learning to increase student engagement.

Person Responsible

Shane Musich

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Lesson plans submitted weekly, and Walkthroughs/Targeted Observations, Castle

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Feedback will be given to teachers through post-conferences and lesson plan comments.

Person Responsible

Shane Musich

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Teachers will receive feedback from PeopleSoft and OnCourse Lesson Planner.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Administrators will monitor teacher performance in the domains related to student engagement and classroom management.

Person Responsible

Shane Musich

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Teachers receiving an effective or highly effective rating in walkthroughs and target observations in areas of student engagement and classroom management.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M299131	The STAR On Target Growth Report will be analyzed for student proficiency and/or learning gains.	Musich, Shane	8/10/2016	Teachers and Leadership Team will monitor the STAR On Target Growth Report for both ELA and Math to show that student achievement and/or learning gains have been obtained from one quarter to the next.	5/26/2017 quarterly
G2.MA1 M299134	District Support Applications and Castle will be analyzed for a reduction in student discipline...	Musich, Shane	8/10/2016	Leadership Team will monitor District Support Applications in addition to Castle Discipline Reports to show that student discipline incidents have decreased.	5/26/2017 quarterly
G1.B1.S1.MA1 M299129	Administrations will monitor teacher performance in the domains related to student engagement and...	Musich, Shane	8/10/2016	Teachers receiving an effective or highly effective rating in walkthroughs and targeted observations in areas of student engagement and classroom management.	5/26/2017 monthly
G1.B1.S1.MA1 M299130	Feedback will be given to teachers through post-conferences and lesson plan comments.	Musich, Shane	8/10/2016	Teachers will receive feedback from PeopleSoft and OnCourse Lesson Planner.	5/26/2017 monthly
G1.B1.S1.A1 A296042	All teachers will implement effective classroom management and teaching techniques such as Whole...	Musich, Shane	8/10/2016	Lesson plans submitted weekly, and Walkthroughs/Targeted Observations. Review of STAR On Target Growth Reports for both ELA and Math. (Quarterly)	5/26/2017 weekly
G2.B1.S1.MA1 M299132	Administrators will monitor teacher performance in the domains related to student engagement and...	Musich, Shane	8/10/2016	Teachers receiving an effective or highly effective rating in walkthroughs and target observations in areas of student engagement and classroom management.	5/26/2017 monthly
G2.B1.S1.MA1 M299133	Feedback will be given to teachers through post-conferences and lesson plan comments.	Musich, Shane	8/10/2016	Teachers will receive feedback from PeopleSoft and OnCourse Lesson Planner.	5/26/2017 monthly
G2.B1.S1.A1 A296043	All teachers will implement effective classroom management techniques such as Whole Brain Teaching,...	Musich, Shane	8/10/2016	Lesson plans submitted weekly, and Walkthroughs/Targeted Observations, Castle	5/26/2017 weekly

V. Professional Development Opportunities

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

G1. All students will be proficient and/or make a learning gain in ELA and Math.

G1.B1 Student Engagement

G1.B1.S1 Teachers will use effective classroom management and teaching techniques to build a supportive learning community.

PD Opportunity 1

All teachers will implement effective classroom management and teaching techniques such as Whole Brain Teaching, P.R.I.D.E. Time, and Kagan Cooperative Learning to increase student achievement.

Facilitator

Sarah Hackbarth and Jason Thomashefsky

Participants

Villas Elementary Teachers

Schedule

Weekly, from 8/10/2016 to 5/26/2017

G2. Villas Elementary will reduce the number of discipline incidents by 10%.

G2.B1 Student Engagement

G2.B1.S1 Teachers will use effective classroom management techniques to build a supportive learning environment.

PD Opportunity 1

All teachers will implement effective classroom management techniques such as Whole Brain Teaching, P.R.I.D.E. Time and Kagan Cooperative Learning to increase student engagement.

Facilitator

Sarah Hackbarth and Jason Thomashefsky

Participants

Villas Elementary Teachers

Schedule

Weekly, from 8/10/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	All teachers will implement effective classroom management and teaching techniques such as Whole Brain Teaching, P.R.I.D.E. Time, and Kagan Cooperative Learning to increase student achievement.	\$0.00
2	G2.B1.S1.A1	All teachers will implement effective classroom management techniques such as Whole Brain Teaching, P.R.I.D.E. Time and Kagan Cooperative Learning to increase student engagement.	\$0.00
Total:			\$0.00