



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Villas Elementary School

8385 BEACON BLVD

Fort Myers, FL 33907

239-936-3776

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

School Demographics

| | | |
|---|-----------------------------|---|
| School Type Elementary School | Title I Yes | Free and Reduced Lunch Rate 90% |
| Alternative/ESE Center No | Charter School No | Minority Rate 78% |

School Grades History

| | | | |
|---------------------|---------------------|---------------------|---------------------|
| 2013-14 A | 2012-13 B | 2011-12 A | 2010-11 A |
|---------------------|---------------------|---------------------|---------------------|

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

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 two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

| DA Category | Region | RED |
|-------------|--------|-----|
| Not in DA | N/A | N/A |

| Former F | Post-Priority Planning | Planning | Implementing TOP |
|----------|------------------------|----------|------------------|
| No | No | No | No |

Current School Status

School Information

School-Level Information

School

Villas Elementary School

Principal

Jeffrey Dobbins

School Advisory Council chair

Kris Hopkins

Names and position titles of the School-Based Leadership Team (SBLT)

| Name | Title |
|-------------------|---|
| Roxann Camel | Science Lab Teacher |
| Karen Carpenter | 1st Grade Reading Resource Teacher |
| Jeffrey Dobbins | Principal |
| Diane Edwards | 4th and 5th Grade Math Resource Teacher |
| Beth Grace | Reading Specialist |
| Kristy Jones | 3rd Grade Teacher |
| Heather Lainhart | 1st Grade Teacher |
| Carie Wood | Teacher Leader |
| Ana LaMotta | Teacher Leader |
| Marci Landfried | 2nd Grade Teacher |
| Robert Schalmo | Kg Reading Resource Teacher |
| Erin Williams | Assistant Principal |
| Michelle Gwaltney | 4th Grade Reading Resource teacher |

District-Level Information

District

Lee

Superintendent

Dr. Nancy J Graham

Date of school board approval of SIP

9/22/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

SAC Chair/Community Hopkins, Kris
DAC Teacher Nancy Irwin

Administrator Jeff Dobbins
Support Staff Pia Cardenas
Parent Beasley, Holly
Parent Dawn Dupree
Support Staff Sainval, Bostone
Business LaMotta, Carmello
Business Patel, Nirav

Involvement of the SAC in the development of the SIP

- *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

Activities of the SAC for the upcoming school year

- *SAC activities for the upcoming school year include the following:
- * Preparation and evaluation of the School Improvement Plan
- * Assisting with, and preparing, the school's annual budget to include Title 1 funds
- * Reviewing school data as it relates to student achievement
- * Assisting in reviewing and modifying school policies and procedures
- * Assisting in the development and execution of the school's Parent Involvement Plan

Projected use of school improvement funds, including the amount allocated to each project

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

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Jeffrey Dobbins

Principal

Years as Administrator: 11

Years at Current School: 4

Credentials

Degrees: Bachelor of Science in Elementary Education, ESE Master of Science in Behavioral Analysis, Education Specialist in Educational Leadership
 Certifications: Elementary Education Grades 1-6, ESOL Endorsed, Mentally Handicapped Grades K-12, School Principal.

Performance Record

Principal of Villas Elementary 2012-2013:
 Grade: B
 Reading Mastery: 63%
 Math Mastery: 71%
 Science Mastery 43%
 Writing Mastery: 70%
 AMO: English Language Learners and Students with Disabilities did not meet the AMO target in reading. All other subgroups met the AMO target in reading. All subgroups met the AMO targets in math.
 Principal of Villas Elementary 2011-2012:
 Grade: A
 Reading Mastery: 61%
 Math Mastery: 70%
 Science Mastery 43%
 Writing Mastery: 83%
 AMO: Black/African Americans did not meet the AMO target in reading. All other subgroups met AMO targets in reading and math.
 Principal of Villas Elementary 2010-2011:
 Grade: A
 Reading Mastery: 71%
 Math Mastery: 76%
 Science Mastery: 57%
 Writing Mastery: 88%
 AYP: Whites, Hispanics and Economically Disadvantaged did not make AYP in reading.
 Principal of Villas Elementary in 2009-2010.
 Grade: A
 Reading Mastery: 81%
 Math Mastery: 79%
 Science Mastery: 71%
 Writing Mastery: 82%
 AYP: Hispanic students did not make AYP in reading.

Erin Williams

Asst Principal

Years as Administrator: 2

Years at Current School: 4

Credentials

Degrees: Bachelor of Science in Early Childhood Age 3-Grade 3, Master of Science in Educational Leadership

Certifications: Educational Leadership-All Levels, ESOL Endorsed, PreKindergarten/Primary Education (Age 3 - Grade 3)

Performance Record

Assistant Principal of Villas Elementary 2012-2013:

Grade: B

Reading Mastery: 63%

Math Mastery: 71%

Science Mastery 43%

Writing Mastery: 70%

AMO: English Language Learners and Students with Disabilities did not meet the AMO target in reading. All other subgroups met the AMO target in reading. All subgroups met the AMO targets in math.

Assistant Principal of Villas Elementary 2011-2012:

Grade: A

Reading Mastery: 61%

Math Mastery: 70%

Science Mastery 43%

Writing Mastery: 83%

AMO: Black/African Americans did not meet the AMO target in reading. All other subgroups met the AMO targets in reading and math.

Assistant Principal of Villas Elementary 2010-2011:

Grade: A

Reading Mastery: 71%

Math Mastery: 76%

Science Mastery: 57%

Writing Mastery: 88%

AYP: Whites, Hispanics and Economically Disadvantaged did not make AYP in reading.

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

| | | |
|---------------------------|--|----------------------------|
| Carie Wood | | |
| Full-time / School-based | Years as Coach: 1 | Years at Current School: 2 |
| Areas | Reading/Literacy, Mathematics, Data, RtI/MTSS | |
| Credentials | Degree: Bachelors in Elementary Education Certifications: Elementary Education Grades 1-6, ESOL Endorsed | |
| Performance Record | <p>Villas Elementary 2012-2013: Grade: B Reading Mastery: 63% Math Mastery: 71% Science Mastery 43% Writing Mastery: 70% AMO: English Language Learners and Students with Disabilities did not meet the AMO target in reading. All other subgroups met the AMO target in reading. All subgroups met the AMO targets in math.</p> <p>Villas Elementary 2011-2012: Grade: A Reading Mastery: 61% Math Mastery: 70% Science Mastery 43% Writing Mastery: 83% AMO: Black/African Americans did not meet the AMO target in reading. All other subgroups met the AMO targets in reading and math.</p> <p>Villas Elementary 2010-2011: Grade: A Reading Mastery: 71% Math Mastery: 76% Science Mastery: 57% Writing Mastery: 88% AYP: Whites, Hispanics and Economically Disadvantaged did not make AYP in reading.</p> | |

Ana LaMotta

Full-time / School-based

Years as Coach: 1

Years at Current School: 9

Areas

Reading/Literacy, Mathematics, Data, RtI/MTSS

Credentials

Degree: Bachelors in Education

Certifications: Elementary Education Grades K-6, ESOL Endorsed

Performance Record

Villas Elementary 2012-2013:

Grade: B

Reading Mastery: 63%

Math Mastery: 71%

Science Mastery 43%

Writing Mastery: 70%

AMO: English Language Learners and Students with Disabilities did not meet the AMO target in reading. All other subgroups met the AMO target in reading. All subgroups met the AMO targets in math.

Villas Elementary 2011-2012:

Grade: A

Reading Mastery: 61%

Math Mastery: 70%

Science Mastery 43%

Writing Mastery: 83%

AMO: Black/African Americans did not meet the AMO target in reading. All other subgroups met the AMO targets in reading and math.

Villas Elementary 2010-2011:

Grade: A

Reading Mastery: 71%

Math Mastery: 76%

Science Mastery: 57%

Writing Mastery: 88%

AYP: Whites, Hispanics and Economically Disadvantaged did not make AYP in reading.

Villas Elementary in 2009-2010.

Grade: A

Reading Mastery: 81%

Math Mastery: 79%

Science Mastery: 71%

Writing Mastery: 82%

AYP: Hispanic students did not make AYP in reading.

Classroom Teachers

of classroom teachers

62

receiving effective rating or higher

62, 100%

Highly Qualified Teachers

100%

certified in-field

62, 100%

ESOL endorsed

50, 81%

reading endorsed

2, 3%

with advanced degrees

25, 40%

National Board Certified

1, 2%

first-year teachers

1, 2%

with 1-5 years of experience

13, 21%

with 6-14 years of experience

28, 45%

with 15 or more years of experience

20, 32%

Education Paraprofessionals

of paraprofessionals

24

Highly Qualified

24, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

*Person(s) Responsible:

*Jeff Dobbins- 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.
-

*Person(s) Responsible:

- *Jeff Dobbins- Principal
- *Erin Williams- Assistant Principal
- *Ana LaMotta- Teacher Leader
- *Carie Wood -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.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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 mentor 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 to the the new or seasoned teacher in 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 teacher skill development.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

*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 Pinnacle, Performance Matters 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. *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 SIP 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 SIP is monitored every eight weeks for students on tier three, where intensive individualized interventions and supports are implemented and aligned with the core curriculum.

Function and responsibility of each school-based leadership team member as related to MTSS and the S

*The MTSS Leadership Team consists of the following members:

*Jeff Dobbins- Principal

*Erin Williams- Assistant Principal

*Andrea Small- School Counselor

*Beth Grace-Reading Specialist

*Carie Wood- Teacher Leader

*Ana LaMotta-Teacher Leader

*Monica Pappalardo-School Psychologist

*Evelyn Campbell-School Social Worker

*C'Rai Shannon-Speech Therapist

*Maureen Chipperfield-ESE Resource Teacher

*Karen Carpenter-Reading Resource

*Diane Edwards-Math Resource

*Michelle Gwaltney-Reading Resource

*Darcy Neymeyer-Reading Resource

*Robert Schalmo-Reading Resource

*Elizabeth Wipf-School Nurse

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

*The MTSS chair provides the leadership team with monthly updates as to the process and progress of students who are currently in MTSS.

*In addition, school administration is invited to every MTSS meeting to help ensure the fidelity of the process.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

*Villas Elementary utilizes the district's adopted data management systems, Pinnacle, Performance Matters and the Villas' SharePoint data management site.

*These data management tools provide Villas Elementary with comprehensive access to all school and district data, thereby providing our staff with a detailed, standards based analysis of student performance data.

*The analyses of this data gives Villas Elementary the ability to:

****Track student progress

****Monitor the effectiveness of the core curriculum, supplemental academic instructions and intervention supports, being provided to students who are struggling.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

*The Lee County School District has developed a comprehensive training and support plan for schools.

*District teams have been established to support schools in the implementation of the MTSS process for all students.

*The teams provide training, coaching, modeling, data analysis and guidance to assist schools with the implementation of supplemental and intensive strategies, designed to improve the educational outcomes for students with academic and behavioral needs.

*The teams are comprised of teachers with knowledge in effective instructional practices, data analysis, behavior management techniques and ELL strategies.

*Parents are provided a detailed outline of the MTSS process once their child has been identified for supports. *T MTSS chair guides the parents through the MTSS process and provides them with a detailed student improvement plan and what the intended outcomes of the MTSS process are.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 2,400

***Strategy Description:**

*Villas Elementary will implement an extended learning opportunities in the core academic area of math.

*This opportunity will target our students scoring a level 1 and level 2 on FCAT math.

*The program will meet twice weekly, starting on 1.14.14, for a total of 40 hours (or 2400 minutes) and focus on benchmarks not mastered, according to Go Math chapter tests.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

*How data is collected and analyzed to determine effectiveness:

*Pre and post test data will be collected in Performance Matters and analyzed by the administrative team, to determine if the targeted students have mastered the target math benchmarks.

Who is responsible for monitoring implementation of this strategy?

*Person(s) Responsible for Monitoring Implementation of this Strategy:

*Extended Learning Day Teachers

*Leadership Team

*Carie Wood-Teacher Leader

*Ana LaMotta-Teacher Leader

*Beth Grace- Reading Specialist

*Jeffrey Dobbins-Principal

*Erin Williams-Assistant Principal

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

| Name | Title |
|-----------------|--------------------------|
| Collete Baxter | Teacher |
| Karen Carpenter | Reading Resource Teacher |
| Beth Grace | Reading Specialist |
| Crystal Jarek | ESE Teacher |
| Ana LaMotta | Teacher Leader |
| Marci Landfried | Teacher |
| Erin Williams | Assistant Principal |
| Carie Wood | Teacher Leader |

How the school-based LLT functions

*The School Based Literacy Leadership Team (LLT) at Villas Elementary meets every four weeks to analyze student/sub group achievement data, in relationship to mastery of CCSS and NGSS in Reading.

*The team reviews all reading data in grades K-5 and makes necessary recommendations and adjustments to

the instructional reading strategies and reading interventions for all students.

*In addition, the LLT discusses Professional Development needs in reading for the instructional staff and plans for professional development accordingly.

Major initiatives of the LLT

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

*To aid in the implementation of the Reading Street/My Sidewalks reading program(s).

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

*A Kindergarten Orientation is held prior to the start of the school year for kindergarten students, and their families, to familiarize them with the school process and school expectations.

*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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, scoring at or above Level 4 on FAA

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students | 61% | 63% | Yes | 65% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 64% | 60% | Yes | 68% |
| Hispanic | 53% | 58% | Yes | 57% |
| White | 72% | 72% | Yes | 75% |
| English language learners | 43% | 39% | No | 48% |
| Students with disabilities | 49% | 42% | No | 54% |
| Economically disadvantaged | 59% | 60% | Yes | 63% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 111 | 33% | 36% |
| Students scoring at or above Achievement Level 4 | 88 | 26% | 29% |

Florida Alternate Assessment (FAA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | <i>[data excluded for privacy reasons]</i> | | 38% |
| Students scoring at or above Level 7 | <i>[data excluded for privacy reasons]</i> | | 43% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA) | 136 | 63% | 66% |
| Students in lowest 25% making learning gains (FCAT 2.0) | 35 | 65% | 68% |

Comprehensive English Language Learning Assessment (CELLA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students) | 50 | 39% | 42% |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | 29 | 25% | 28% |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | 36 | 28% | 31% |

Area 2: Writing

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|--|---------------|---------------|
| Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5 | 70 | 70% | 73% |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4 | <i>[data excluded for privacy reasons]</i> | | 100% |

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students | 62% | 71% | Yes | 66% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 62% | 78% | Yes | 66% |
| Hispanic | 59% | 71% | Yes | 63% |
| White | 65% | 70% | Yes | 69% |
| English language learners | 53% | 59% | Yes | 58% |
| Students with disabilities | 42% | 46% | Yes | 48% |
| Economically disadvantaged | 59% | 70% | Yes | 63% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 131 | 39% | 42% |
| Students scoring at or above Achievement Level 4 | 99 | 29% | 32% |

Florida Alternate Assessment (FAA)

| | 2013 Actual # | 2013 Actual % | 2014 Target |
|--|-------------------------------------|---------------|-------------|
| Students scoring at Levels 4, 5, and 6 | 12 | 55% | 57% |
| Students scoring at or above Level 7 | [data excluded for privacy reasons] | | 25% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target |
|---|---------------|---------------|-------------|
| Learning Gains | 126 | 58% | 61% |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | 29 | 56% | 59% |

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

| | 2013 Actual # | 2013 Actual % | 2014 Target |
|--|---------------|---------------|-------------|
| Students scoring at Achievement Level 3 | 28 | 25% | 28% |
| Students scoring at or above Achievement Level 4 | 18 | 16% | 19% |

Florida Alternate Assessment (FAA)

| | 2013 Actual # | 2013 Actual % | 2014 Target |
|--|-------------------------------------|---------------|-------------|
| Students scoring at Levels 4, 5, and 6 | [data excluded for privacy reasons] | | 40% |
| Students scoring at or above Level 7 | [data excluded for privacy reasons] | | 40% |

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

| | 2013 Actual # | 2013 Actual % | 2014 Target |
|--|---------------|---------------|-------------|
| # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) | 3 | | 5 |
| Participation in STEM-related experiences provided for students | 500 | 80% | 82% |

Area 8: Early Warning Systems

Elementary School Indicators

| | 2013 Actual # | 2013 Actual % | 2014 Target |
|---|---------------|---------------|-------------|
| Students who miss 10 percent or more of available instructional time | 97 | 12% | 10% |
| Students retained, pursuant to s. 1008.25, F.S. | 41 | 5% | 4% |
| Students who are not proficient in reading by third grade | 11 | 9% | 7% |
| Students who receive two or more behavior referrals | 10 | 1% | 1% |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 0 | 0% | 0% |

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

*2013-2014 Villas Elementary Parental Involvement Plan

*In support of strengthening student academic achievement, each school that receives Title I, Part A funds, must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(b)(1) of the Elementary and Secondary Education Act (ESEA).

*The plan establishes the expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, and is incorporated into the schoolwide Title I/School Improvement Plan submitted to the Florida Department of Education (FDOE) as required in Section 1114(b)(2) of ESEA.

*ASSURANCES

*Villas Elementary agrees to:

*Be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA.

*Involve the parents of children served in Title I, Part A, in decisions about how Title I, Part A, funds reserved for parental involvement are spent [Section 1118(a)(3)(B)].

*Involve parents in an organized, ongoing and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)].

*Jointly develop and revise, with parents, the school parental involvement plan and distribute it to participating parents. Then, make the parental involvement plan available to the local community. [Section 111(b)(1)].

*Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement plan [Section 1118(a)(2)(E)].

*Inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Centers (PIRC) in Florida, i.e., PIRC of Family Network on Disabilities in Florida (FND) and PIRC at University of South Florida (USF) [Section 1118(g)].

*If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)].

*Provide to each parent an individual student report about the performance of their child on the State assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)].

*Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)].

*Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals, as described in Section 1111(h)(6)(A)[Section 1111(h)(6)(A)].

*Parental Involvement Mission Statement (Optional):

*Villas Elementary's goal to parents is to ensure that every student achieves his/her highest academic potential.

1. Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

*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 and the PIP at the first scheduled meeting for the 2013-2014 school year.

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

2. Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home to the extent feasible and appropriate (including but not limited to other federal programs such as: Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI) [Section 1118(e)(4)].

*Program: Head Start

*Coordination:

*Head Start Pre-Kindergarten teachers will conduct four conferences with their parents during the school year.

*Program: Title I

*Coordination:

*Parent Involvement Activities.

3. Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental education services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

*Activity/Task: Evidence of Effectiveness:

*Develop agenda, advertise through various means.

*Annual Title I/Curriculum Meeting Share the Title I PowerPoint Presentation and provide handouts that describe NCLB, AYP, SES, federal funding, rights of parents, etc..

*Provide opportunity for input from parents in the School Compact, PIP and the spending of the 1% of Parent Involvement funds.

*Person(s) Responsible:

*Administration

*Curriculum Resource

*Reading Coach

*Guidance Counselor

*Classroom Teacher

*Office Staff Members

*Timeline:

*August

*Evidence of Effectiveness:

*Agenda, newsletters, invitations, school website, marquee, Parent Link, Parent Agendas, Sign-In Sheets and Meeting Minutes.

*Parent Surveys and Evaluations Maintain documentation.

*August Title I Toolkit.

4. Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

*Villas Elementary has a strong need for parent involvement and provides a flexible schedule for attendance to meet the needs of our parents.

*Villas Elementary will offer a number of parent workshops throughout the school year by advertising such meetings through the use of parent invitations, Parent Link messages, marquee messages, newsletters, and through the use of the school website.

*Villas Elementary will provide Parenting Partners workshops, both during the day and evening, for groups of parents throughout the school year to support the needs of our families.

*Also, English classes for our Spanish speaking families will be provided with flexible scheduling.

*In addition, evening parent involvement activities will be offered to accommodate the needs of our parent's daily schedules with translation provided, as well as on-site child care.

*Planned parent involvement activities will include academic nights specific to each grade level, as well as a school-wide science and math topics night, that will focus on the New Generation Sunshine State Standards and the upcoming Common Core Standards.

*Our Annual Title I meeting, used to inform parents about the services provided by Title I programs, including their right to be involved in the decision-making process, will be held at the onset of the school year.

*In addition to the variety of academic parent nights throughout the school year, the utilization of our parent resource center will present opportunities for our parents to access materials, gain supports, as well as information regarding their child's education during the regularly scheduled school day.

5. Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].

*Content and Type of Activity:

*Annual Title I Parent Curriculum Night

*Science Fair

*Fall Into Learning Family Night

*Readers of the Caribbean Family Night

*Measuring Up to the Standards

*Family Nights

*Student Led Conferences

*English Classes

*Parenting Partners

*Person(s) Responsible:

*Administration

*Curriculum Resource

*Reading Coach

*Technology Specialist

*Guidance Counselor

*Classroom Teachers

*English Instructor/Coach

*PTA

*School Title I Representative

*Correlation to Student Achievement

*Curriculum utilized and provided during each activity directly correlates to the adequate yearly progress goals identified within the School Improvement Plan.

*English language acquired by our Spanish speaking families to support the ongoing learning of their students.

*Services provided to the families in the community will increase, support, and reinforce parental involvement to increase student achievement.

*Timeline

*On-going throughout the 2013-2014 school year.

*Evidence of Effectiveness

*Parent Agendas, Sign-In, Meeting Minutes, Parent Surveys and Evaluations.

6. Describe the training the school will provide to educate its teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

*Content and Type of Activity

*Student-Led conferences

*Volunteer Coordinator Staff Training

*Parent Involvement research-based articles

*Just for Parents Tips and Suggestions Website

*Person(s) Responsible:

*Teacher/Student

*Volunteer Coordinator/ Teachers/ Staff Members

*Administration & Office Staff

*Technology Specialist

*Correlation to Student Achievement:

*Provide parents information on their child's current level & goals set by both teacher and student.

*Improve the ability of staff members to work effectively with parents, community members, and business partners.

*Improve the ability of staff members to work effectively with parents.

*Improve ability of staff to work effectively with parents.

*Timeline

*Bi-Yearly

*August-May

*Monthly

*Daily

*Evidence of Effectiveness:

*Agenda/Sign In Sheets/Meeting Minutes

*Expectation of reading monthly newsletter and provided articles

*Usage of website

7. Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their child [Section 1118 (e)(4)].

*Activity/Tasks:

*Parent Resource Center

*Create a family-friendly school

*Person(s) Responsible:

*PTA/School Title I Parent Involvement Representative

*Parent Involvement Specialist and PIRC Representatives

*Timeline:

*August-May

*On-going throughout the 2013-2014 school year

*Evidence of Effectiveness

*Sign-In/Check-Out Sheets

*Pre-Post evaluations Sign-In Logs

8. Describe how the school will provide parents of participating children the following [Section 1118(c)(4)].

*Timely information about the Title I programs [Section 1118(c)(4)(A)].

*Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)].

*If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children [Section 1118(c)(4)(C)].

*If the school-wide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will also submit the parents' comments on the plan that will be available to the local education agency [Section 1118(c)(5)].

*In August, Villas Elementary will provide information regarding a Title I overview, curriculum, and student achievement expectations during an Annual Title I Parent Meeting.

*Parents will be invited to a variety of parent involvement activity nights throughout the 2013-2014 school year that will focus on the school improvement goals in the areas of reading, math, writing, and science.

*Through these experiences, parents will be provided with the necessary information, tools, and supports that they will require to make a powerful impact in their child's education.

*Parents will also have the opportunity to participate in the Parenting Partners program, access the Parent Resource Center, and attend English classes that will meet the specific needs of our families.

*Through provided parent meetings and Student-Led conferences, parents will have the opportunity to discuss their child's current performance levels, strengths, weaknesses, and strategies to utilize in order to make improvements in their child's education, as appropriate, by the teacher and the parent.

*Through the use of the Parent Workshop Surveys, parents will have the opportunity to express their feelings, beliefs, and/or concerns from the events and activities provided.

*Suggestions and concerns that exist will be shared with the District's Title I Office in the event that parents have found the school wide program plan unsatisfactory.

9. Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

*In order to provide unlimited opportunities for participation in parental involvement activities, all school communications will be sent home in English and Spanish to meet the needs of our families.

*Translators will be available during, before, and after school hours, as well as during planned parental involvement night activities to increase understanding.

*Through the utilization of Parent Link messaging, parents will have the opportunity to choose their preferred language, and messages will be delivered in both languages to ensure parent understanding.

*Written communication will also be provided in both languages to ensure the school's message is clearly communicated.

*All written communications and information for parents will be maintained as documentation in the Title I Toolkit.

*In addition, English classes will be provided to our Spanish speaking families to increase language acquisition and further allow our families the ability to support their child's learning.

*Discretionary School Level Parental Involvement Plan Components

*Check if the school does not plan to implement any discretionary parental involvement activities.

*Check all activities the school plans to implement.

*Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)].

*Providing necessary literacy training for parents from Title I, Part A funds, if the school LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)].

*Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions [Section 1118(e)(8)].

*Training parents to enhance the involvement of other parents [Section 1118(e)(9)].

*Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)

(10)].

*Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)].

*Establishing an LEA-wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs [Section 1118(e)(12)].

*Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].

10. Describe how each discretionary activity checked above will be implemented.

*School-Parent Compact:

*As a component of the school-level parental involvement plan, each school shall jointly develop, with parents for all children served under this part, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

*Adoption:

*This plan was adopted by the school on 08/08/2013 and will be in effect for the period of 08/08/2013-05/23/14.

*The school will distribute this plan to all parents of participating Title I, Part A children on or before 08/15/2013.

*Provide evidence that the policy/plan has been developed with the input from parents.

Specific Parental Involvement Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target |
|---|---------------|---------------|-------------|
| To increase the number of parents attending all school academic events. | 2460 | 47% | 49% |

Goals Summary

- G1.** Teachers will routinely engage in professional development activities in the area of data collection, through the use of Performance Matters, to collect, interpret and utilize benchmark data in reading and math to improve learning outcomes.

Goals Detail

G1. Teachers will routinely engage in professional development activities in the area of data collection, through the use of Performance Matters, to collect, interpret and utilize benchmark data in reading and math to improve learning outcomes.

Targets Supported

- Writing
- Science - Elementary School

Resources Available to Support the Goal

- Weekly Tests
- Concept Tests
- Go Math! Form A and Form B chapter tests
- Go Math! mid-point check
- Performance Matters
- Compass Odyssey
- Teacher Leaders

Targeted Barriers to Achieving the Goal

- Data is collected by teachers but not consistently utilized to drive instruction

Plan to Monitor Progress Toward the Goal

Teacher usage of Performance Matters to improve instruction and learning outcomes.

Person or Persons Responsible

Administration: Jeff Dobbins Erin Williams Teachers Leaders: Carie Wood Ana LaMotta Grade Level Chairs

Target Dates or Schedule:

Bi-Monthly

Evidence of Completion:

Performance Matters teacher usage reports Bi-Monthly data chats Classroom/Student data reports

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Teachers will routinely engage in professional development activities in the area of data collection, through the use of Performance Matters, to collect, interpret and utilize benchmark data in reading and math to improve learning outcomes.

G1.B7 Data is collected by teachers but not consistently utilized to drive instruction

G1.B7.S1 Provide professional development on the data collection tool.

Action Step 1

Provide professional development in Performance Matters, where teachers will learn to collect, interpret benchmark data and provide and monitor interventions to improve student learning.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

On-going through-out 2013-2014 school year.

Evidence of Completion

Performance Matters reports, Student Learning Outcomes, Classroom walk-throughs, in-service sheets, PL meeting minutes, observation of classroom data boards, interim and progress reports and meetings with administration to review data reports.

Facilitator:

Teacher Leaders: Carie Wood and Ana LaMotta

Participants:

Classroom Teachers

Plan to Monitor Fidelity of Implementation of G1.B7.S1

Use of Performance Matters data monitoring tool to improve learning outcomes.

Person or Persons Responsible

Administration: Jeff Dobbins Erin Williams Teacher Leaders: Ana LaMotta Carie Wood Grade Level Chairs
Resource Teachers

Target Dates or Schedule

Weekly Reading Assessments Quatrely Reading Concept Tests Bi-monthly Form B Math Tests Weekley Mid-P
Math Checks Bi monthly Science Chapter Tests

Evidence of Completion

PLC minutes Performance Matters data reports Classroom walk-throughs Student Learning Outcomes as
measured by assessment data

Plan to Monitor Effectiveness of G1.B7.S1

Teacher data reports generated from Performance Matters. Classroom walk-through data PLC meeting agendas

Person or Persons Responsible

Administration: Jeff Dobbins Erin Williams Teacher Leaders: Carie Wood Ana LaMotta Grade Level Chairs

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Performance Matters reports Student Learning Outcomes as measured through PM, Interim and Progress
Reports

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

*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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Teachers will routinely engage in professional development activities in the area of data collection, through the use of Performance Matters, to collect, interpret and utilize benchmark data in reading and math to improve learning outcomes.

G1.B7 Data is collected by teachers but not consistently utilized to drive instruction

G1.B7.S1 Provide professional development on the data collection tool.

PD Opportunity 1

Provide professional development in Performance Matters, where teachers will learn to collect, interpret benchmark data and provide and monitor interventions to improve student learning.

Facilitator

Teacher Leaders: Carie Wood and Ana LaMotta

Participants

Classroom Teachers

Target Dates or Schedule

On-going through-out 2013-2014 school year.

Evidence of Completion

Performance Matters reports, Student Learning Outcomes, Classroom walk-throughs, in-service sheets, PLC meeting minutes, observation of classroom data boards, interim and progress reports and meetings with administration to review data reports.