Villas Elementary School

2021-22 Schoolwide Improvement Plan

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Villas Elementary School

8385 BEACON BLVD, Fort Myers, FL 33907

http://vls.leeschools.net/

Demographics

Principal: Shane Musich

Start Date for this Principal: 8/1/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (56%) 2017-18: C (52%) 2016-17: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 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	85%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	C

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Villas' mission is to encourage all children to achieve personal success by establishing a community of P.R.I.D.E

Provide the school's vision statement.

Villas' vision is to be a supportive learning environment that focuses on student successes in and beyond the classroom.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Musich, Shane	Principal	The Principal serves as leader of the school in relation to instruction, management, and operations. The Principal and admin designees also attend weekly PLC meetings and report back to the members of the leadership team.
Booth, Melissa	Assistant Principal	The Assistant Principal supports the Principal in the instruction, management, and operations. The Assistant Principal and admin designees also attend weekly PLC meetings and report back to the members of the leadership team.

Demographic Information

Principal start date
Saturday 8/1/2015, Shane Musich

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
6

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
9

Total number of teacher positions allocated to the school
73

Total number of students enrolled at the school
798

Identify the number of instructional staff who left the school during the 2020-21 school year.
13

Identify the number of instructional staff who joined the school during the 2021-22 school year.
12

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	119	138	139	146	125	131	0	0	0	0	0	0	0	798
Attendance below 90 percent	6	43	33	37	21	24	0	0	0	0	0	0	0	164
One or more suspensions	0	1	1	0	2	3	0	0	0	0	0	0	0	7
Course failure in ELA	0	8	19	20	7	15	0	0	0	0	0	0	0	69
Course failure in Math	0	4	14	12	3	4	0	0	0	0	0	0	0	37
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	2	29	42	0	0	0	0	0	0	0	73
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	43	38	0	0	0	0	0	0	0	84
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	8	17	18	30	37	0	0	0	0	0	0	0	110

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	0	3	1	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	3	0	1	0	0	0	0	0	0	0	4

Date this data was collected or last updated
Tuesday 9/21/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	124	132	129	135	136	150	0	0	0	0	0	0	0	806
Attendance below 90 percent	17	17	7	12	12	13	0	0	0	0	0	0	0	78
One or more suspensions	0	0	0	1	1	3	0	0	0	0	0	0	0	5
Course failure in ELA	1	24	6	12	29	15	0	0	0	0	0	0	0	87
Course failure in Math	1	15	2	4	6	22	0	0	0	0	0	0	0	50
Level 1 on 2019 statewide ELA assessment	0	0	0	0	8	22	0	0	0	0	0	0	0	30
Level 1 on 2019 statewide Math assessment	0	0	0	0	6	32	0	0	0	0	0	0	0	38

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	17	1	8	14	30	0	0	0	0	0	0	0	71

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	1	1	1	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	2	0	0	0	0	0	0	0	0	2

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	124	132	129	135	136	150	0	0	0	0	0	0	0	806
Attendance below 90 percent	17	17	7	12	12	13	0	0	0	0	0	0	0	78
One or more suspensions	0	0	0	1	1	3	0	0	0	0	0	0	0	5
Course failure in ELA	1	24	6	12	29	15	0	0	0	0	0	0	0	87
Course failure in Math	1	15	2	4	6	22	0	0	0	0	0	0	0	50
Level 1 on 2019 statewide ELA assessment	0	0	0	0	8	22	0	0	0	0	0	0	0	30
Level 1 on 2019 statewide Math assessment	0	0	0	0	6	32	0	0	0	0	0	0	0	38

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	17	1	8	14	30	0	0	0	0	0	0	0	71

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	1	1	1	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	2	0	0	0	0	0	0	0	0	2

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				50%	57%	57%	47%	55%	56%
ELA Learning Gains				53%	56%	58%	49%	53%	55%
ELA Lowest 25th Percentile				50%	50%	53%	42%	47%	48%
Math Achievement				56%	62%	63%	54%	61%	62%
Math Learning Gains				71%	65%	62%	66%	59%	59%
Math Lowest 25th Percentile				77%	54%	51%	58%	46%	47%
Science Achievement				36%	52%	53%	51%	54%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	46%	58%	-12%	58%	-12%
Cohort Comparison						
04	2021					
	2019	45%	55%	-10%	58%	-13%
Cohort Comparison		-46%				
05	2021					
	2019	48%	54%	-6%	56%	-8%
Cohort Comparison		-45%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	48%	61%	-13%	62%	-14%
Cohort Comparison						
04	2021					

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	51%	62%	-11%	64%	-13%
Cohort Comparison		-48%				
05	2021					
	2019	62%	58%	4%	60%	2%
Cohort Comparison		-51%				

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	34%	50%	-16%	53%	-19%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Data was collected through a quarterly progress monitoring cycle, which included instruments such as STAR, iReady. and district-created progress monitoring assessments.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	41/39.4	48/44.4	52/48.1
	Economically Disadvantaged			
	Students With Disabilities	4/20	5/23.8	3/15.8
	English Language Learners	4/10.5	7/18.9	10/27.8
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	30/28.8	48/45.3	45/44.9
	Economically Disadvantaged			
	Students With Disabilities	2/9.5	5/23.8	5/26.3
	English Language Learners	6/15.4	6/16.2	7/19.4

Grade 2				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	40/32.0	51/38.9	52/39.1
	Economically Disadvantaged			
	Students With Disabilities	3/15.8	4/20	4/19
	English Language Learners	3/6.7	7/14.3	5/10.2
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	27/22.1	47/36.4	48/36.4
	Economically Disadvantaged			
	Students With Disabilities	1/5.6	3/17.6	4/19
	English Language Learners	5/11.1	7/14.3	8/16.3

Grade 3				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	24/25.5	23/24.2	29/30.5
	Economically Disadvantaged			
	Students With Disabilities	2/11.1	1/5.6	2/11.1
	English Language Learners	3/15	1/5.0	2/10.0
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	21/26.6	30/36.6	24/29.3
	Economically Disadvantaged			
	Students With Disabilities	4/26.7	3/17.6	2/12.5
	English Language Learners	2/11.8	4/22.2	3/16.7

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	34/34.0	33/31.4	40/38.5
	Economically Disadvantaged			
	Students With Disabilities	1/4.3	0/0	1/4.2
	English Language Learners	1/5.3	1/5.0	1/5.0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	27/22.5	36/28.6	39/31.5
	Economically Disadvantaged			
	Students With Disabilities	5/21.7	2/8.3	6/26.1
	English Language Learners	5/21.7	3/12.5	3/12.5

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	33/23.2	45/30.6	48/32.4
	Economically Disadvantaged			
	Students With Disabilities	1/4.0	3/11.5	4/15.4
	English Language Learners	0/0	1/2.3	0/0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	28/20.3	41/27.9	46/31.3
	Economically Disadvantaged			
	Students With Disabilities	0/0	2/7.7	3/12
	English Language Learners	3/7.7	6/14	6/14
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	27.19.7	52/37.7	58/41.4
	Economically Disadvantaged			
	Students With Disabilities	2/8.3	7/28	6/24
	English Language Learners	1/2.6	7/18.4	6/14.6

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	24	39	27	29	52	47	17				
ELL	35	51	45	47	59	47	26				
BLK	46	52		43	35		44				
HSP	43	49	48	44	57	42	30				
MUL	59			41							
WHT	68	68		67	74		47				
FRL	42	45	43	41	50	50	28				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	25	39	38	34	70	76	26				
ELL	36	46	36	47	72	73	22				
BLK	43	57	70	47	71	64					
HSP	47	49	40	54	72	77	32				
MUL	60	80		73	80						
WHT	62	58		66	65		67				
FRL	43	53	50	51	72	79	32				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	17	32	35	28	51	46	30				
ELL	20	38	27	31	50	47	20				
BLK	37	44	42	38	65	73	53				
HSP	45	49	40	53	66	55	48				
MUL	82			73							
WHT	59	50		62	68		60				
FRL	45	47	37	51	66	57	51				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	41
Total Points Earned for the Federal Index	370

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	97%

Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

In 2019, Villas students in 3rd, 4th, and 5th grade scored lower when compared to the district and to the state in the core content areas of ELA, Math, and Science. Subgroup data shows an increase in all areas with the exception of SWD Science Achievement, BLK Math LG L25%, HSP ELA LG, HSP ELA LG L25%, HSP Science Achievement, all MUL categories, WHT Math LG, FRL ELA Achievement, FRL Math Achievement, and FRL Science Achievement.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based off of 2019 state assessments, the data components that demonstrate the greatest need for improvement are 5th grade Science, 3rd grade Math and 3rd grade ELA. In these three areas, Villas students scored significantly lower when compared to the district and the state.

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

Contributing factors to the need for improvement in 3rd grade ELA and Math include the baseline proficiency as well as a new cohort of 3rd grade teachers. Contributing factors to the need for improvement in 5th grade Science include the baseline proficiency of students after the fall progress monitoring assessment.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based off of progress monitoring, the data components that showed the most improvement are 5th grade Science, 1st grade Math, 2nd Grade Math, and 5th grade Math. In these areas, Villas students improved more than ten percentage points from Fall to Spring. In addition, our Math learning gains and L25% learning gains were in over 70%.

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

Contributing factors to this improvement include strategic scheduling to increase time on task and small group instruction, common planning and utilization of district resources, and extended day services to include focus on academic content areas.

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

Strategies to accelerate learning include data-based PLCs which focus on the "how" of instruction, utilization of district resources including information provided from Leading and Learning representatives, continued implementation of small group instruction and centers, and interventions provided for students in areas needed for improvement.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development opportunities include data analysis using iReady, ESOL differentiation strategies, differentiation for ESE students and additional opportunities identified by teachers as areas of need.

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

Continued use of Resources teachers in Reading and Math in all grade levels, Science special area for students in grade 2-5, and utilization of supplemental curriculum including iReady, Reflex, and LAFS.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	ELA proficiency has consistently been lower than 50% in grades 3, 4, amd 5 based on FSA results.
Measurable Outcome:	Villas Elementary will increase the number of students in grades 3, 4, and 5 that are proficient in ELA to 50% or higher by the end of the 2021-2022 school year as measured by the FSA.
Monitoring:	This area of focus will be monitored by quarterly iReady diagnostics and end of the year FSA.
Person responsible for monitoring outcome:	Shane Musich (shaneem@leeschools.net)
Evidence-based Strategy:	Implementation of iReady, small group instruction including centers, PLCs focused on the "how" of instruction, standards-based instruction and assessment.
Rationale for Evidence-based Strategy:	District implementation of iReady, best practices related to High-Reliability Schools

Action Steps to Implement

Provide professional development to teachers on effective PLCs with the focus on the "how" of instruction.

Person Responsible	Melissa Booth (melissarb@leeschools.net)

Provide professional development to teachers on analyzing iReady data.

Person Responsible	Melissa Booth (melissarb@leeschools.net)

Continued professional development opportunities on best practices for instruction including high yield instructional strategies.

Person Responsible	Melissa Booth (melissarb@leeschools.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Villas SWD subgroup has scored relatively lower in all areas of ELA - achievement, learning gains, and L25 learning gains - when compared to other subgroups.
Measurable Outcome:	Villas Elementary will increase ELA proficiency among students with disabilities by the end of the 2021-2022 school year as measured by the FSA.
Monitoring:	This area of focus will be monitored by quarterly iReady diagnostics and end of the year FSA.
Person responsible for monitoring outcome:	Shane Musich (shaneem@leeschools.net)
Evidence-based Strategy:	Implementation of iReady, small group instruction including centers, differentiation of instruction for ESE students, implementation of appropriate instructional strategies, PLCs focused on the "how" of instruction, standards-based instruction and assessment.
Rationale for Evidence-based Strategy:	District implementation of iReady, best practices related to High-Reliability Schools

Action Steps to Implement

Provide professional development to teachers on effective PLCs with the focus on the "how" of instruction.

Person Responsible	Melissa Booth (melissarb@leeschools.net)

Provide professional development to teachers on analyzing iReady data.

Person Responsible	Melissa Booth (melissarb@leeschools.net)

Continued professional development opportunities on best practices for instruction including high yield instructional strategies and differentiation for ESE students.

Person Responsible	Melissa Booth (melissarb@leeschools.net)

#3. ESSA Subgroup specifically relating to English Language Learners	
Area of Focus Description and Rationale:	Villas ELL subgroup has scored relatively lower in all areas of ELA - achievement, learning gains, and L25 learning gains - when compared to other subgroups.
Measurable Outcome:	Villas Elementary will increase ELA proficiency among English Language Learners by the end of the 2021-2022 school year as measured by the FSA.
Monitoring:	This area of focus will be monitored by quarterly iReady diagnostics and end of the year FSA.
Person responsible for monitoring outcome:	Shane Musich (shaneem@leeschools.net)
Evidence-based Strategy:	Implementation of iReady, small group instruction including centers, differentiation of instruction for ELL students, implementation of appropriate instructional strategies, PLCs focused on the "how" of instruction, standards-based instruction and assessment.
Rationale for Evidence-based Strategy:	District implementation of iReady, best practices related to High-Reliability Schools

Action Steps to Implement

Provide professional development to teachers on effective PLCs with the focus on the "how" of instruction.

Person Responsible	Melissa Booth (melissarb@leeschools.net)

Provide professional development to teachers on analyzing iReady data.

Person Responsible	Melissa Booth (melissarb@leeschools.net)

Continued professional development opportunities on best practices for instruction including high yield instructional strategies and differentiation for ELL students.

Person Responsible	Melissa Booth (melissarb@leeschools.net)

Continued professional development opportunities on best practices for instruction including high yield instructional strategies and differentiation for ELL students.

Person Responsible	Melissa Booth (melissarb@leeschools.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Villas Elementary School reported 0.2 incidents per 100 students which is less than the statewide elementary school rate of 1.0 incidents per 100 students. Areas of focus that will be monitored during the 2021-2022 school year include disruptive behavior and insubordination/disrespect. Monitoring will occur through the implementation of our schoolwide system of PBIS and referral/ incident documentation in Focus.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

The leadership, faculty, and staff of Villas Elementary believe in the importance of building positive relationships with students and families. Another shared belief is the importance of always showing/modeling Villas P.R.I.D.E. (Positivity, Respect, Integrity, Determination, Excellence). At Villas, building positive relationships with students and families and P.R.I.D.E. are the foundation for a positive school culture where students are able to succeed academically, socially, and emotionally. In addition, Villas Elementary implements a schoolwide system of PBIS based on using a universal language for behavior and expectations and demonstrating the characteristics of P.R.I.D.E. Character education and social emotional learning lessons are also infused into daily curriculum. Restorative practices are used by administration when handling consequences for discipline. Teachers also share the belief of teaching in collaboration and not isolation; working together and sharing best practices to improve instruction. Finally, Villas leadership, faculty, and staff share the belief in collective teacher efficacy; the belief that all members of the school have the ability to positively affect students. All of these pieces together make Villas Elementary a place where students grow and thrive.

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

Stakeholders and their role in promoting a positive culture and environment at Villas Elementary include:

Leadership Team - These individuals lay the foundation and set the tone for a positive culture and environment through modeling the importance of building positive relationships, Villas P.R.I.D.E., character educations, social emotional learning, collaboration, restorative practices, and collective teacher efficacy.

Faculty & Staff - The individuals are responsible modeling and implementing these core values and beliefs on a daily basis in the classroom with students or within their role on our campus.

Students - These individuals play an important role in demonstrating the core values and beliefs that are taught and demonstrating them both while on campus and outside of school.

Families - Parents, guardians, and families can help promote a positive culture and environments by supporting Villas' core values and beliefs at home. Families and can participate in our quarterly parent and family engagement activities which are designed to bring school and home together and to increase parental involvement.

Community - Community members, local business, and volunteers contribute to our positive culture by assisting with school needs. These individuals are often able to assist with donations for PBIS rewards, fundraiser nights, and monetary donations which help to strengthen and improve our already established systems for success.