

Villas Elementary School



2014-15 School Improvement Plan

Villas Elementary School

8385 BEACON BLVD, Fort Myers, FL 33907

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

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

90%

Alternative/ESE Center

No

Charter School

No

Minority

78%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	B	A	A

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

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

School personnel participate in a structure that gives them interaction with individual students, allowing them to

build relationships over time with the student. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills. For example, staff members create a climate of acceptance and respect of other staff and young children. Staff members are attentive and responsive to individual children. Staff members model appropriate manners and social behaviors. Behavior guidance strategies preserve the dignity of every child. Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high

expectations for professional practice. In addition, Villas will hold quarterly student led conferences, as well as academic family nights and Fall Festivals each year. Newsletters are sent home monthly and translation is available to parents. English classes for adults are held in our media center twice a week. ESOL paraprofessionals are provided to work very closely with our monolingual students. After school events sponsored by PTA are also offered for families to attend once a month. AR Blasts are held monthly so that parents can come and read with their child in our media center.

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

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

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

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

The school devised a Vision and Mission statement that are posted in each classroom and referred to as a reminder to work together in all instances. The Villas Code is recited each morning, throughout the school, on the morning news. It is an expectation that all students navigate throughout the campus in "A+" lines, in which eyes are forward, voices off, and hands to their sides. Kagan structures are a required component to daily lessons to foster team building, classroom building, collaboration, and cooperative learning. These structures deter from negative behavior by allowing all students the opportunity to become active participants in their learning. In addition, school-wide implementation of a "Give Me Five" signal, which allows everyone the opportunity to consider the expectations. The signal provides a common language for promoting positive behavior in which students follow 1. Eyes-watching, 2. Ears-listening, 3. Mouth-closed, 4. Hands-still, and 5. Feet-quiet. A student handbook, outlining the school's expectations, is sent home with all students upon initiating the school year or upon student date of entry. Students, parents, and teachers must sign that they have read and agreed to all expected behaviors.

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

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

Early Warning Systems

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

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

The school uses Performance Matters, STAR Reading/Math, STAR Early Literacy, and District Support Applications as early warning systems to identify at-risk students. The reports utilized are the Student Detail Report, Student Item Analysis, Student Growth, Absence, and Suspension Reports. These reports encompass indicators such as the current courses that the student is enrolled in, subject area grades, attendance history, discipline history, and state, district, and school assessment results. This information is available to administration and teachers to collaboratively determine which supports and interventions are appropriate to aide these students.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	23	16	14	9	6	11	79
One or more suspensions	0	0	0	2	0	1	3
Course failure in ELA or Math	16	18	3	22	15	26	100
Level 1 on statewide assessment	0	0	0	36	18	13	67

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

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

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

There are several interventions that the school has in place to improve the academic performance of students who have been identified through the early warning system as being at-risk. These at-risk students are provided with learning strategies and remediation of state standards to improve their academic performance. Teachers, resource teachers/teacher leaders and administration closely monitor student data and meet regularly to discuss the progress of our at-risk students and provide strategies and supports to improve student academic growth.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

*2014-2015 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 2014-2015 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, ELS, 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:

*September

*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.

*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.

*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 Meeting

*Science Fair

- *Fall Family Night
- *Curious Kids Family Workshops
- *Math Family Night
- *Student Led Conferences
- *English Classes
- *AR Blasts
- *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 2014-2015 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:

*Create a family-friendly school

*Person(s) Responsible:

*PTA/School Title I Parent Involvement Representative

*Parent Involvement Specialist

*Timeline:

*August-May

*On-going throughout the 2014-2015 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 September, 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 2014-2015 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 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 08/08/2014 and will be in effect for the period of 08/08/2014-05/23/15.

*The school will distribute this plan to all parents of participating Title I, Part A children on or before 08/15/2014.

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

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

Villas Elementary continues to build and sustain meaningful partnerships with the local community in various ways. With the help of our Business Partners; Costco, Perkins Restaurant, Edison National Bank, Jason's Deli, and Publix Markets, our family and community events have been a success due to their continued efforts and support. Through their generous donations, support, and free giveaways, our attendance for each event has been ample. Some of our Business/Community Partners, such as Edison National Bank, Fort Myers Rotary Club, Perkins Restaurant, and Costco, provide academic supports to our classrooms through donated materials and volunteer supports at events and during instructional hours. With Edison National Bank and the Early Learning Coalition of Southwest Florida's Literacy Buddies Program, increases of literacy among our students are evident demonstrated by our school-wide data. By exposing our parents and community members to partnerships like this, an increased engagement of learning and parent involvement has been evident throughout the school year.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Dobbins, Jeff	Principal
Williams, Erin	Assistant Principal
Wood, Carie	Teacher, K-12
LaMotta, Ana	Teacher, K-12

Duties

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

*The Leadership Team consists of the following members:

- *Jeff Dobbins- Principal
- *Erin Williams- Assistant Principal
- *Andrea Small- School Counselor
- *Beth Grace-Reading Specialist
- *Carie Wood- Teacher Leader
- *Ana LaMotta-Teacher Leader
- *Marci Landfried-2nd Grade Teacher
- *Alessa Stover-3rd Grade Teacher
- *Heather Lainhart-1st Grade Teacher
- *Carrie Hinojosa-Kg Teacher
- *Collette Baxter-2nd Grade Teacher
- *Roxann Camel-Science Resource Teacher
- *Charmaine Clay-4th Grade Teacher
- *Sarah McCrumb- 5th Grade Teacher
- *Diane Edwards-Math Resource Teacher
- *Dan Westerlind-Math Resource Teacher

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

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

*This is done by a detailed review of student data that is stored in 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. *At a designated time, the MTSS chair and the classroom teacher, conference with the student and parent(s) to discuss whether the SMART goal/Student Improvement Plan has or has not been attained.

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

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

*This 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.

*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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Kris Hopkins	Business/Community
Nancy Irwin	Teacher
Jeffrey Dobbins	Principal
Erin Williams	Principal
Holly Beasley	Business/Community
Dawn Dupree	Parent
Bostone Sainval	Education Support Employee
Carmelo LaMotta	Business/Community
Linda Hunt	Education Support Employee
Debbi Sturgill	Parent
Lori Jarvis	Business/Community

Duties

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

Evaluation of last year's school improvement plan

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

*The SAC will have the opportunity to review, offer input, and approve the SIP at the first scheduled meeting for the 2014-2015 school year. The SAC approved Villas' 2014-2015 SIP on 9/8/14.

*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.

Development of this school improvement plan

- *The SAC Chair or Designee will:
 - *Participate in the writing of the School Improvement Plan
 - *Report back to the School Advisory Council for:
 - *Input regarding the School Improvement Plan
 - *Modifications to the School Improvement Plan
 - *Final approval of the School Improvement Plan
- SAC approved Villas' 2014-2015 SIP on 9/8/14.

Preparation of the school's annual budget and plan

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

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

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

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

Yes

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Dobbins, Jeff	Principal
Williams, Erin	Assistant Principal
Wood, Carie	Teacher, K-12
LaMotta, Ana	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

LLT Team Members:

- *Collette Baxter
 - *Karen Carpenter
 - *Beth Grace
 - *Crystal Jarek
 - *Ana LaMotta
 - *Marci Landfried
 - *Erin Williams
 - *Carie Wood
- *The major initiatives of the LLT this year will be:
- *To aid in the implementation of the new Florida reading standards

*To aid in the implementation of the District Elementary Literacy Academic Plan

*To aid in the implementation of the UbD (Understand by Design)

Public and Collaborative Teaching

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

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

Villas Collaborative Teams Defined:

A collaborative grade level working interdependently to achieve a common goal which is: increase student growth as measured through evidenced based data, best practices, and continuous improvement to enhance student achievement in an environment where everyone is mutually accountable.

Collaborative teams:

- Works collaboratively to ensure high levels of learning for all students focusing on results
- Do not work in isolation but as a whole
- Review student data to decide what needs to be taught and how (look at individual students and individual skills)
- Develop a pyramid of interventions for students who do not acquire grade level skills
- Develop and evaluate effective lessons
- Monitor student data for mastery & lesson success
- Celebrate success/improvements

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

*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.

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

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

1. Mentors meet with beginning/existing teachers to set up goals and objectives for the year.
2. The 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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Instructional staff was provided with a professional development opportunity which specifically addressed the use and implementation of the Florida Standards. Teachers were advised to utilize the district-provided academic plans in conjunction with the academic blueprints to plan for instruction. The academic plans outline possible instructional resources to ensure alignment to the Florida Standards.

Instructional Strategies

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

Student data is tracked according to Florida standards, by individual teachers, using a standardized data tracking form. The data tracking form identifies specific students who have mastered a standard or displayed deficiency with a standard. These students are then provided small group instruction, by the classroom or resource teacher, in which plans are developed to meet their identified needs. Students who remain non-proficient in a subject area are offered extended learning opportunities. The STAR Reading and Math

programs provide an Instructional Report that is used to detect the standards students are lacking and drives instruction that allows for differentiation.

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

Strategy: Extended School Day

Minutes added to school year: 3,540

*Strategy Description:

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

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

*The program will meet twice weekly, starting on 11.4.14, for a total of 59 hours (or 3.540 minutes) and focus on standards not mastered, according to reading concept tests.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Dobbins, Jeff, jeffhd@leeschools.net

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

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

Student Transition and Readiness

PreK-12 Transition

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

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

*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.

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

College and Career Readiness

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

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

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

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

School Improvement Goals

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


Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step

 S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will routinely engage in weekly PLC meetings where their focus will be on planning, lesson delivery, student outcomes and remediation based on data gathered through formative and summative assessments in the area of reading.

Strategic Goals Detail

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

G1. Teachers will routinely engage in weekly PLC meetings where their focus will be on planning, lesson delivery, student outcomes and remediation based on data gathered through formative and summative assessments in the area of reading. 1a

G039294

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	69.0
AMO Reading - African American	71.0
AMO Reading - Hispanic	62.0
AMO Reading - ELL	54.0
AMO Reading - ED	67.0
ELA/Reading Gains	73.0
ELA/Reading Lowest 25% Gains	76.0
Math Gains	69.0
Math Lowest 25% Gains	80.0

Resources Available to Support the Goal 2

- Formative Assessments
- Concept Tests
- STAR Reading
- Performance Matters
- Compass Odyssey
- Teacher Leaders
- Resource Teachers
- Professional Development
- Extended Learning Opportunities

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G1. 8

Reading data will be collected.

Person Responsible

Jeff Dobbins

Schedule

Monthly, from 8/18/2014 to 5/22/2015

Evidence of Completion

Compass Odyssey Reading Reports, Performance Matters Item Analysis Reports, Pinnacle, OnCourse, Standards Tracking Forms, Grade Level Databoards, Classroom Databoards, Student Data Folders

Action Plan for Improvement

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy


1 = Problem Solving Step

 S123456 = Quick Key

G1. Teachers will routinely engage in weekly PLC meetings where their focus will be on planning, lesson delivery, student outcomes and remediation based on data gathered through formative and summative assessments in the area of reading. **1**

 G039294

G1.B7 Data is collected by teachers but not consistently utilized to drive instruction **2**

 B094577

G1.B7.S3 Utilize PLC's to interpret student data and design instructional plans. **4**

 S105615

Strategy Rationale

Teachers are able to collect needed data but need assistance in how to design instructional plans around the data after it is analyzed.

Provide professional developments on the UbD (Understand by Design) training.

Action Step 1 **5**

Provide professional development on the UbD (Understand by Design) planning model.

Person Responsible

Jeff Dobbins

Schedule

Semiannually, from 8/13/2014 to 1/12/2015

Evidence of Completion

Concept Unit Plans, lessons plans, PLC meeting minutes, data binders, formative and summative assessments

Action Step 2 5

Provide professional development on Thinking Maps.

Person Responsible

Jeff Dobbins

Schedule

Semiannually, from 8/4/2014 to 11/10/2014

Evidence of Completion

Thinking Maps, data binders, PLC meeting minutes, lesson plans, formative and summative assessments

Action Step 3 5

Provide professional development on the PLC (Professional Learning Community) process

Person Responsible

Jeff Dobbins

Schedule

Evidence of Completion

PLC Meeting Agenda, PLC Meeting Minutes, data binders

Plan to Monitor Fidelity of Implementation of G1.B7.S3 6

Monthly grade level data meetings with administration

Person Responsible

Jeff Dobbins

Schedule

Every 6 Weeks, from 9/30/2014 to 5/22/2015

Evidence of Completion

Data binders, PLC meeting minutes, lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B7.S3 7

Analyzing student formative and summative assessment data

Person Responsible

Jeff Dobbins

Schedule

Biweekly, from 9/30/2014 to 5/22/2015

Evidence of Completion

Grade level electronic databoards, classroom data boards, student data folders, Performance Matters, Pinnacle

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B7.S3.A1	Provide professional development on the UbD (Understand by Design) planning model.	Dobbins, Jeff	8/13/2014	Concept Unit Plans, lessons plans, PLC meeting minutes, data binders, formative and summative assessments	1/12/2015 semiannually
G1.B7.S3.A2	Provide professional development on Thinking Maps.	Dobbins, Jeff	8/4/2014	Thinking Maps, data binders, PLC meeting minutes, lesson plans, formative and summative assessments	11/10/2014 semiannually
G1.B7.S3.A3	Provide professional development on the PLC (Professional Learning Community) process	Dobbins, Jeff	PLC Meeting Agenda, PLC Meeting Minutes, data binders	quarterly	
G1.MA1	Reading data will be collected.	Dobbins, Jeff	8/18/2014	Compass Odyssey Reading Reports, Performance Matters Item Analysis Reports, Pinnacle, OnCourse, Standards Tracking Forms, Grade Level Databoards, Classroom Databoards, Student Data Folders	5/22/2015 monthly
G1.B7.S3.MA1	Analyzing student formative and summative assessment data	Dobbins, Jeff	9/30/2014	Grade level electronic databoards, classroom data boards, student data folders, Performance Matters, Pinnacle	5/22/2015 biweekly
G1.B7.S3.MA1	Monthly grade level data meetings with administration	Dobbins, Jeff	9/30/2014	Data binders, PLC meeting minutes, lesson plans	5/22/2015 every-6-weeks

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Teachers will routinely engage in weekly PLC meetings where their focus will be on planning, lesson delivery, student outcomes and remediation based on data gathered through formative and summative assessments in the area of reading.

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

G1.B7.S3 Utilize PLC's to interpret student data and design instructional plans.

PD Opportunity 1

Provide professional development on the UbD (Understand by Design) planning model.

Facilitator

LCSD Elementary Department, Carie Wood, Ana LaMotta

Participants

Instructional Staff

Schedule

Semiannually, from 8/13/2014 to 1/12/2015

PD Opportunity 2

Provide professional development on Thinking Maps.

Facilitator

Thinking Maps, Ana LaMotta, Carie Wood

Participants

Instructional Staff

Schedule

Semiannually, from 8/4/2014 to 11/10/2014

PD Opportunity 3

Provide professional development on the PLC (Professional Learning Community) process

Facilitator

Ana LaMotta, Carie Wood, Marci Landfried, Heather Lainhart, Erin Williams, Jeffrey Dobbins

Participants

Instructional Staff

Schedule

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0