

Village Oaks Elementary School

1601 STATE ROAD 29 S, Immokalee, FL 34142

<https://www.collierschools.com/voe>

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2016-17 Title I School | 2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| Elementary School PK-5 | Yes | 99% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 99% |

School Grades History

| | | | | |
|--------------|----------------|----------------|----------------|----------------|
| Year | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| Grade | D | D | D* | F |

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Collier County School Board on 11/14/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Village Oaks Elementary School

| DA Region and RED | DA Category and Turnaround Status |
|-------------------|-----------------------------------|
| Southwest - | - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To build positive and collaborative relationships with families in order to support student achievement and development, while respecting the diverse and cultural needs of all stakeholders.

b. Provide the school's vision statement.

Students will attain individual excellence in cultural, social, and academic pursuits during their educational journey toward a productive, well-adjusted adulthood.

2. School Environment

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

Parents are invited to a "Meet the Teacher" event prior to the start of the school year and within a couple weeks parents are invited back to school for a grade level curriculum night during which parents meet teachers, are invited into the classrooms and learn about what they can expect their child to be learning during the school year.

Village Oaks also hosts the maximum number of district provided parent institutes. During the 2017-18 school year the school staff will be hosting STEAM, Reading, Math, Attendance, Technology Know How and Science Parent Institutes beginning at 8:30 a.m. immediately following the SAC meetings. The staff at Village Oaks will be working with the district to obtain food items to provide breakfast for parents that attend.

In addition to the parent institutes listed above, Village Oaks will also host two Student Led Conference events. One will be held on October 10th and the other is tentatively planned on January 23rd. Holding the event on January 23rd gives us an opportunity to promote Literacy Week. Staff will provide parents with a "ticket to travel" through various stations including our book fair, a STEAM activity, Student Led Conference, and attend our Annual Title I Parent Meeting.

Our administrators have an open door policy and are willing to meet with parents as needed. Members of our school also attend community events such as parades, the Lipman Farm Backpack Giveaway and more.

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

The school ensures the safety of the campus before, during, and after bus transportation by ensuring adult visibility and maintaining a secure campus.

The Positive Behavior Interventions and Support (PBIS) system is enforced at all times, enforcing the rules of value and respect and rewarding positive behavior.

Our Youth Relations Bureau Deputy is a predominant presence throughout the campus. He is an active member of our Leadership Team and assists with our emergency procedures and drills. He coordinates with classroom teachers to deliver meaningful lessons throughout Red Ribbon Week, Jr. Deputies, and DARE. The Deputy's office was recently relocated back as close to the front office of

the school as is possible.

Our staff ensures orderly conduct of all students by maintaining an adult presence in any high activity level areas. We provide consistent monitoring of dismissal areas including car rider line, bus loop and assure our walkers exit our school property safely by escorting them across the highway bridge crossover.

All administrators and several office staff members have access to our school cameras and keep a watchful eye on them throughout the day.

Our administrative team is implementing a building inspection on a monthly basis that will be conducted in conjunction with our Facility Manager, Mr. Salinas. This will allow us to notate and act on any unsafe conditions that may be observed.

Our school counselor is available to provide training and support for students regarding any areas that impact a students emotional and physical well-being.

Our administrative team acts on behavior referrals as quickly as possible to address any behavior concerns that may cause a disruption to learning in the classroom.

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

Village Oaks Elementary is a Positive Behavior Interventions and Support (PBIS) School. Students are held to the high behavioral expectations that have become a part of the school cultures. These expectations are posted throughout the school and enforced in and outside of classrooms.

Students are rewarded for exhibiting desired behavior traits. Consequences for inappropriate behavior are consistent with the district behavior plan and are applied consistently, involving parental support whenever possible.

Classrooms utilize Kagan structures to ensure the highest possible level of student engagement which in turn often reduces behavioral concerns. Behavioral expectations are taught and retaught throughout the year. PBIS celebrations occur quarterly to reward those students who exhibit positive behavior. Student Pass data is analyzed and monitored to determine patterns of disciplinary infractions at the teacher and school level. Tiered interventions are implemented for students who do not respond to the school-wide plan.

The PBIS plan is reviewed annually by the leadership team and reviewed with staff members during both team leader and faculty meetings. New teacher support is provided through team leaders, mentors and leadership members on an as needed basis when questions or instances arise, and is also provided during our scheduled New Teacher Meetings.

Non-Instructional support and training is provided as well because those staff members monitor students in morning holding areas as well as during recess.

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

The PBIS system is applied consistently across the school, before, during, after school as well as at all school functions. For students struggling with behavior, behavior interventions are put into place and monitored as a part of the Multi-tiered Systems of Support (MTSS) process. Increasingly

intensive interventions are applied as needed on a student-by-student basis with parental support. Kagan structures within classrooms ensure student engagement. PBIS and Kagan together result in a school climate that is both predictable and supportive. The School Counselor is available for students who demonstrate further social/emotional needs. Small group and one-on-one interventions target concerns such as alleged bullying, bereavement, social behaviors, and challenging family circumstances. The School Psychologist is available for short term solution-focused counseling for students.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Ongoing progress monitoring (OPM) and Data Warehouse Student Success Platform identifies students with early warning signs. Weekly MTSS meetings provide us an opportunity to closely monitor the progress of these identified students.

The Leadership Team works to problem-solve for the students and develop interventions. These sessions also monitor the effectiveness of ongoing interventions. Student data from Quarterly Benchmark analysis and formative assessments such as running records, writing portfolio scores, Student Success Plans (SSP's) are housed in Data Warehouse and are considered when making instructional decisions. Student Pass is monitored for issues with student tardiness and excessive absences, as well as identifying students who need behavior interventions.

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

1. 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 |
| Attendance below 90 percent | 13 | 11 | 15 | 5 | 5 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 59 |
| One or more suspensions | 3 | 4 | 4 | 4 | 9 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 37 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 63 | 66 | 45 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 174 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|--|-------------|---|---|---|----|---|---|---|---|---|----|----|-------|----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Students exhibiting two or more indicators | 1 | 1 | 0 | 0 | 15 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 |

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

Identified students are provided with tiered interventions based on individual needs, covering skills gaps identified by formative assessments. Interventions are delivered by a team of resource teachers who provide services to students in each grade level during a daily intervention block. Students in Tier 3 receive intervention from our team of resource teachers and students in Tier 2 receive interventions from their classroom teacher that are above and beyond what our Tier 1 students are

receiving.

During the 2017-18 school year our leadership team will also work with our parent involvement assistant to reach out to parents regarding attendance issues/concerns for students who are indicated by our Early Warning System. We believe that increased attendance will have a positive impact on academic performance.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

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

Village Oaks Elementary school actively seeks business partners. Principal for a Day involves a community business leader in the direct operations of the school. Other business partners help the school to fund raise for PBIS, donate school supplies, and support teachers.

The administration team has added "Business Support" to its weekly meetings to identify potential businesses to reach out to with a form letter that asks for very specific support specifically for our teachers. We feel that supporting our teachers through building a positive culture will increase teacher retention which will inevitably have a positive impact on student achievement.

Our school will also be working with Mr. Abel Jaimes from our district that has been assigned to help Immokalee Schools develop more and stronger business partnerships. Mr. Jaimes has organized several Immokalee Feeder Pattern meetings so our administrators can meet and discuss ways to increase business partnerships as well as address other school needs.

We will be providing thank you letters for all donations received and we will be adding a page to our school yearbook to thank and recognize our business partnerships.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

| Name | Title |
|------------------|---------------------|
| Hanson, Renee | Principal |
| Sandlin, Katie | Assistant Principal |
| Cronin, Jodi | Assistant Principal |
| Bowlin, Tracey | Instructional Coach |
| Brown, Emily | Other |
| Parker, Candace | Other |
| Anthony, Vanessa | School Counselor |
| Honiball, Cathy | Instructional Coach |

b. Duties

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

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based MTSS Leadership Team is implementing a data-based problem-solving process, ensures the implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and ensures communication with parents occurs regarding school-based MTSS. Ensures that the facility is adequately maintained for a safe learning environment, that funds and resources are equitably distributed for maximizing success of all learners, and monitors their implementation and effectiveness.

Assistant Principals: Ensures that the school-based team is implementing MTSS, ensures that the school-based MTSS Leadership Team is implementing a data-based problem-solving process, ensures the implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS.

Select General Education Teachers of primary and intermediate grades: Provide core instruction, participates in student data collection and monitors the process where students collect and monitor their own data, delivers Tier 1 instruction/intervention, provides Tier 2 intervention, collaborates and communicates with other staff who implement Tier 3 interventions,

Intervention Support Specialist (InSS): Identifies systematic patterns of student needs while working with personnel to identify appropriate, evidence-based intervention strategies; assists in providing early services for children to be considered “at risk”; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Meets with leadership team to review students currently in the MTSS process.

Reading Coach: Develops, leads, and models/coaches effective instruction, as well as evaluates school core reading content standards and programs; models/coaches educators to identify, analyze, existing literature on scientifically based curriculum assessment and intervention approaches. Assists teachers in monitoring student progress and provides teacher training on monitoring student progress as well as entering student data for tracking.

Math/Science Coach: Develops, leads, and evaluates school math and science content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum assessment and intervention approaches. Models/coaches lessons to assist teachers in ensuring that the delivery of the content matches the standards. Assists teachers in monitoring student progress and provides

teacher training on monitoring student math progress as well as entering student data for tracking.

School Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, student services personnel continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success. Facilitates school-wide PBIS efforts, and monitors their success.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Student Services Personnel: Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school student services personnel continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

The Multi-tiered Support system (MTSS) Leadership Team meets weekly to discuss progress monitoring of students. Functions of the MTSS Leadership Team include the review of universal screening data and links to instructional decisions, the review of progress monitoring data at the grade level and classroom level, and identification of students who are meeting/exceeding benchmarks at moderate risk or high risk for not meeting benchmarks. Based on this information, the MTSS Leadership Team will identify professional development and resources personnel who will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and develop new processes and skills. The MTSS Leadership Team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Ongoing Progress Monitoring is conducted on a monthly basis unless additional meetings are needed. Leadership facilitates these sessions in which data is discussed and instructional practices are evaluated and used to further drive instructional decisions. Students are grouped by like needs, and eligibility for Migrant, ESE, and supplemental services. Schedules are aligned so services do not overlap and all children receive services for which they are eligible.

Title I Parts A, C, D, and School Improvements (1003a and 1003g) and Title II, Part A and Title III are managed out of the same Federal State and Competitive Grants Office in Collier County. They share administrative staff so that oversight, coordination, budgeting, staffing, and monitoring are efficiently and effectively coordinated. In addition to informal communications, monthly formal administrative meetings are held to discuss program needs, issues and coordinate efforts.

Support staff of the Title I Part A, Title I Part C, Title I Part D, and Title X programs meet regularly to coordinate efforts and receive joint staff development for improving their services.

Regularly scheduled Curriculum and Instruction department meetings are scheduled that include district level program coordinators, including IDEA, Perkins, Head Start, Supplemental Academic Instruction, Advanced Placement Initiative, Career and Technical education.

Supplemental Staffing and Services:

Title X, LEA, Title I Basic, Title I Migrant coordinate services to assist homeless children, to resolve

problems concerning registration and provide support services at all schools. Title I and District jointly fund the Homeless Liaison staff position to support homeless students in all public schools. The LEA provides services in coordination with the McKinney-Vento Homeless Assistance Act.

Title I Migrant, Title I Basic, Title III funds are coordinated to provide at risk students with supplemental instructional support and resources, such as, Tutors and Resource Teachers.

Title I Migrant and school collaboration occurs with local dentists to provide dental cleanings and services at no cost to migrant students in need.

Coordination occurs with Homeless Liaison staff and Title I staff in identifying eligible students and families that can be served as homeless. Title I Basic and Curriculum and Instruction coordinators collaborate in providing workshops and trainings to build the capacity of parents and foster strong connection and engagement between home and school.

Supplemental Staff Development:

Title I Basic, Title I SIG 1003a and 1003g, and Title II Part A funds are coordinated to provide customized staff development that ensures students receive high quality, differentiated instruction.

Title I Part A funds are used in collaboration with Title I SIG 1003g and 1003a, Title II Part A and Reading Categorical to fund Reading Coaches at all schools. Title I Part A and Title I SIG 1003g/1003a funds are used to provide additional Academic Coaches at Title I Elementary, Middle and High Schools. Supplemental coaches are provided to support lowest performing schools and those in differentiated Accountability Priority and Focus status.

Title I Part A, Title II Part A and IDEA fund exam reimbursements to ensure staff meet Highly Qualified Teacher (HQT) Requirements.

Title II

- Title II, Part A collaborates with Collier County Public School's Human Resources in providing funds that are used to reimburse teachers striving to meet Highly Qualified status.

- Teacher requirements are met through subject area tests and endorsements in teaching Gifted Learners and teaching English Language Learners. This helps ensure that all teachers meet HQT requirements and provide high quality instruction.

- Title II funds will support schools with instructional coaching, lesson planning and professional learning by funding several teachers on special assignment in areas of Math and Science; these staff will integrate with the instructional staff at school sites to ensure high quality instruction differentiated to address unique student needs.

- Coordination of professional learning activities, including those funded by Title II, occurs through the following activities:

- * Individual schools conduct annual staff development surveys to determine staff development needs. A comprehensive Staff Development Plan and collaborative planning coordinates all available district resources.

- * Staff development within a school (including the use of Title I money) is coordinated through the SIP/Title I Plan and comprehensive needs assessment.

Title I and II in-service is coordinated through Learning Support Services departmental curriculum staff.

- * The Director of Federal and State Grants, Executive Director of Federal and State Grants and ELL, the Chief Academic Officer reviews the professional development allocations in the Title I plans and in the Title II project.

- * Reading coaches receive ongoing professional development through their bi-monthly literacy team meetings. The teacher's Growth Plan (GP) is based upon an assessment of student learning needs, and this analysis of student achievement data in reading is essential to the creation of each teacher's professional development plan.

- * The district will provide ongoing professional development and support for principals on classroom walk-through strategies, including how to give feedback to teachers.

Title III

Title I and Title III administrators have met to collaborate by providing Title I schools the optimum resources necessary to bring improve academic instruction. This has allowed them to maximize productivity while also eliminating duplicity of services, use of personnel and instructional materials. There are five major areas of collaboration: 1) tutoring, 2) teacher training, 3) parental involvement activities, 4) highly qualified personnel and 5) before and after school programs to address the needs of our most needy students in order to improve student achievement and development while meeting the Annual Measurable Achievement Objectives (AMAOs). Upon reviewing and analyzing the English Language Learners' (ELLs) data, found key factors that prevented the District from achieving the Annual Measurable Achievement Objectives (AMAOs). Among those factors are included two groups:

Group 1 presented the following challenges:

- 1) Lack of previous education or limited education,
- 2) Lack of literacy in heritage language
- 3) Lack of academic skills in ELLs' heritage language,
- 4) Lack of consistency in attending school in home country and/or in the United States, and
- 5) Lack of parental support in the home.

Group 2 presented the following challenges:

- 1) Uninterrupted education.
- 2) Average literacy in heritage language.
- 3) Less than average academic proficiency in heritage language.
- 4) Consistency in attending school, and
- 5) Some parental support in the home.

(See District School Improvement Plan for English Language Learners.)

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Title X- Homeless

The Collier County School District, through a No Child Left Behind grant, provides support services and resources for homeless students and their families. A homeless liaison works with school staff, Title I Migrant staff, and community agencies, and local shelters to identify eligible students, expedite school registration and bus transportation, as well as provide school supplies, shoes and uniforms. The homeless liaison aids in securing before and after school care for students when appropriate. The liaison also monitors enrollment data, attendance records, and grades for all homeless students through the district database and school contacts. Coordination services are provided by the LEA as they relate to the McKinney-Vento Homeless Assistance Act.

The support staff from the Title I Part A, Title I Part C, Title I Part D, and Title X programs regularly meets to coordinate services as well as participate in staff development. Homeless students and their parents are served by LEA, Title I Basic, Title I Migrant personnel and shelters to address issues concerning the registration and educational services at Title I schools. Title I and district funding provides for after school tutorials for homeless students in non-title I schools.

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Nutrition Programs

Nutrition Programs: The District is offering breakfast at no charge to all students through the USDA Provision 2 breakfast program. All reduced students are receiving lunch at no charge. The NSLP Fresh Fruit and Vegetable program is being offered in twelve elementary schools. We are continuing to institute the OrganWise program through the University of Florida in qualifying elementary schools..

Housing Programs

The Collier County School District, through a No Child Left Behind grant, provides support services and resources for homeless students and their families. A homeless liaison works with school staff, Title I Migrant staff, and community agencies, and local shelters to identify eligible students, expedite

school registration and bus transportation, as well as provide school supplies, shoes and uniforms. The homeless liaison aids in securing before and after school care for students when appropriate. The liaison also monitors enrollment data, attendance records, and grades for all homeless students through the district database and school contacts. Coordination services are provided by the LEA as they relate to the McKinney-Vento Homeless Assistance Act.

The support staff from the Title I Part A, Title I Part C, Title I Part D, and Title X programs regularly meets to coordinate services as well as participate in staff development. Homeless students and their parents are served by LEA, Title I Basic, Title I Migrant personnel and shelters to address issues concerning the registration and educational services at Title I schools. Title I and district funding provides for after school tutorials for homeless students in non-title I schools.

Head Start

Head Start: The Head Start Program in Collier County Public Schools serves 712 four-year-olds in targeted elementary sites based on the needs of the parents and students. The Head Start Program includes students identified for ESE services, Voluntary Prekindergarten (VPK) students, and students identified as Title I and Migrant. By coordinating efforts and funding, the all-encompassing Head Start Program is able to serve approximately 300 additional eligible students than the funding from Head Start alone supports.

Head Start provides comprehensive services to eligible families and their children. These comprehensive services include education, social services, parent involvement, and health services. These services are coordinated with the requirements of the other funding sources as a seamless service for parents and our 4-year-old students. The Head Start Program is a vital part of our school community and these students are included in all academic and extra-curricular/enrichment programs as appropriate.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|---------------------|----------------------------|
| Renee' Hanson | Principal |
| Reyna Martinez | Education Support Employee |
| Elizabeth Flores | Parent |
| Tracey De La Rosa | Parent |
| Ruth Richie | Business/Community |
| Gregoria Juarez | Parent |
| Ruben Anzualda | Parent |
| Rafaela Herrera | Parent |
| Oralia Mendez Perez | Parent |
| Melissa Gonzalez | Parent |
| Melissa Quiroz | Parent |
| Gabriela Gijon | Parent |
| Cara Henson | Parent |
| Andrea Puentes | Parent |
| Rodelin Anthony | Parent |

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The 2017-2018 School Advisory Council (SAC) Members are presented with a summary of last year's school improvement plan and compare with the school's goals and mission for this year. Questions are clarified and discussion is held. Additionally, as a priority school under Differentiated Accountability, the School Improvement Plan is a living document that is reevaluated in January through a midyear reflection. SAC members review non-academic data with administrators.

b. Development of this school improvement plan

School Improvement Academic Committee Meetings composed of instructional staff members, convened with the purpose of reviewing the 2017-2018 School Improvement Plan, revising and editing Goals based on student achievement/performance data, revising and editing Barriers and Strategies where applicable, and creating Action Steps to implement the Strategies which will break through the Barriers to reach the set Goals.

The School Advisory Council (SAC) Members will be presented with a draft version of the School Improvement Plan at our September 2017 SAC Meeting, complete with the input from our SIP Academic Committees. The SIP presentation to parents, teachers and community members, was followed by a Question and Answer session as concerns were clarified and revisions were considered.

An analysis of student achievement and school performance data occurred at the September SAC meeting. The SAC reviewed various aspects of the school as suggested by the priorities related to the data and gave input into the written plan for school improvement including priorities and strategies. SAC will meet monthly to discuss SAC fund expenditures. Student achievement data will be monitored and the associated strategies and priorities within the SIP. Additionally, the SAC Committee provided input on our Title I Use of Funds, Parent Involvement Policy and Title I Compact.

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

The SAC is presented with and vote on the budget and plan. The SAC will discuss the projected use of funds during the October and April meetings.

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

4th grade students visited the Imaginarium in Ft. Myers to build vocabulary and science skills. The cross curricular grade level standards that the students were exposed to directly connects to the School Improvement Goal. Students completed a journal during the trip, highlighting specific targeted standards for \$536.34.

Kindergarten received class sets of a monthly subscription to Scholastic Magazine, for the 2017-2018 school year for \$544.50.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

| Name | Title |
|------------------|---------------------|
| Sandlin, Katie | Assistant Principal |
| Bowlin, Tracey | Instructional Coach |
| Brown, Emily | Instructional Coach |
| Anthony, Vanessa | School Counselor |
| Hanson, Renee | Principal |
| Cronin, Jodi | Assistant Principal |
| Honiball, Cathy | Instructional Coach |

b. Duties

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

The Literacy Leadership Team supports the district's Growth, Progress, Success (GPS) literacy initiatives, including Reading Horizons explicit phonics instruction, guided reading, and writing (CER-Claim, Evidence, Reasoning).

During the 2017-18 school year we will be utilizing the following:

- *100 Book Challenge – school wide
- *Great Books
- *Morning News to promote literacy initiatives
- *PLC's – all grade levels
- *Author's Tea – 1st grade
- *Intervention/Enrichment Block -- Leveled Literacy Intervention and/or Enrichment for grades K-5
- *Student-Led Parent Conferences
- *Scholastic Reading Counts! - An independent reading program for Grades K–12 which combines reading practice and software-based reading assessment
- *Sunshine State Young Readers Award Program
- *Florida Reading Association Children's Book Award Program
- *Financial support for the VOE Book Fair from the Ethan and Lily Herrera Foundation
- *Building knowledge through content-rich nonfiction and informational texts
- *Practice with complex text and its academic vocabulary
- *LLT organizes and provides an annual Family Literacy event, which is aligned with the District Strategic Plan
- *Iverson Intervention Program
- *LLI Intervention Program for Tier 3 students

Additionally, the Literacy Leadership Team supports implementation of the District's K-12 Research-Based Reading Plan.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The principal often celebrates the accomplishments of both individual teachers and the entire staff. Student achievements are also frequently celebrated through PBIS activities, reading awards, and quarterly awards ceremonies.

Each grade level has common planning, and embedded Professional Learning through collaborative planning of Math, Science, Reading, and Writing are all incorporated into teachers' schedules. Monthly data meetings are held which provides administration and leadership team members to support the teachers in identifying students with particular needs and then determining ways to provide support for those needs.

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

CCPS policy is to hire highly qualified teachers and paraprofessionals. Consequently, all teachers and paraprofessionals are either certified and HQ in their area of assignment, or actively working to become so.

New teachers are provided mentors who are more experienced and have completed the required Mentor Training. All new teachers and their mentors will be participating in the New Teacher Training Program developed by the school district. Other areas of need will also be addressed on a differentiated basis to support new teachers in being successful. Any instructional issues noted by administration during classroom observations will be discussed and teachers will be provided coaching cycles to help them feel supported and successful.

Monthly data meetings will help teachers know that administration and leadership team members are here to support them as they review instructional practices and their impact on student achievement.

The school will continue to support teachers with Tier 2 and Tier 3 Positive Behavior Interventions and Support in the areas of discipline, management and school safety.

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

Mentor and Mentee teachers are paired together based on years of experience, commonality of grade or content areas and compatibility. They meet as often as needed to discuss school routines and procedures. Together the mentor and mentee will meet according to the district provided schedule to review Harry Wong's "The First Days of School."

Additionally, leadership team members will work diligently to implement and maintain their "Every Class/ Every Day" initiative to support new teachers.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Curriculum maps and pacing guides are created by District curriculum coordinators. Weekly collaborative planning with academic coaches and administrators ensures adherence to the District curriculum which is aligned with the Florida Standards.

b. Instructional Strategies

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

Ongoing grade level progress monitoring provides the grade level team with an overview of student needs. Standards are prioritized and students are leveled into groups according to need. The lessons are differentiated and students are able to focus on their specific areas of need in small group settings as they work with resource teachers, ESE teachers and tutors during their time.

Low-performing students are identified and interventions are provided. Students qualifying for supplemental services are discussed as well to ensure that every student receives the services for which he/she is qualified. After the target is taught, a formative assessment is given to gauge the effectiveness of the instruction. Students are then re-leveled according to their needs for remediation, more practice or enrichment. Further lessons tailored to student need are provided, and finally, a summative assessment is given. Students chart their individual progress toward the targets in their data binder.

Through data analysis of formative assessments and ongoing progress monitoring, the MTSS team identifies instructional strategies and programs that match students' strengths and needs for use in prescribing appropriate instruction, interventions and extensions.

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

Strategy: Extended School Day

Minutes added to school year: 5,400

Extended Day Program: The goal of the extended day is to provide an additional 30 minutes of literacy instruction to every student every day.

Strategy Rationale

Collier County Public Schools has an additional thirty minutes of reading instruction built into each elementary school's schedule above the state average. In addition, the Low 300 schools extended day of thirty minutes daily will meet the Florida House Bill 5101.

This extra 30 minutes of literacy instruction will provide opportunities for all children to meet proficient and advanced levels of student academic achievement. The Ongoing Progress Monitoring ensures that all students, those having difficulty, those needing additional support, and those needing enrichment are provided with effective instruction to meet their needs.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hanson, Renee, hansonre@collierschools.com

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

Teachers/Leadership/Administration conducting Ongoing Progress Monitoring will collect data from formative assessments and compare with the data previous standardized tests or district assessments to determine if a student is making adequate progress. Student growth toward each goal will be measured and recorded in his/her data binder. Adequate progress or a lack thereof will be documented consistently so students needs can be addressed.

Strategy: Extended School Day

Minutes added to school year: 8,640

Immokalee Readers: To provide students in grades K-2, the support and strategies needed to increase fluency in word recognition, overall reading fluency, and comprehension with non-fiction text.

Strategy Rationale

K-2 Students need additional support in word recognition, fluency and comprehension with both fiction and non-fiction text.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hanson, Renee, hansonre@collierschools.com

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

Pre and post data are collected and analyzed to determine the effectiveness of the strategy.

Strategy: Extended School Day

Minutes added to school year: 19,200

Miracle University: To provide students in grades 3-5, the support and strategies needed to increase fluency in word recognition, overall reading fluency and comprehension with non-fiction text.

Strategy Rationale

Students in grades 3-5 need extra support in fluency in word recognition, overall reading fluency and comprehension with non-fiction text.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hanson, Renee, hansonre@collierschools.com

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

Pre and post data are collected and analyzed to determine the effectiveness of the strategy.

Strategy: Extended School Day

Minutes added to school year: 18,000

Guadalupe After School Program: To provide students in grades K-2, the support and strategies needed to increase fluency in word recognition, overall reading fluency and comprehension with fiction and non-fiction text.

Strategy Rationale

K-2 students need additional support to increase fluency in word recognition, overall reading fluency, and comprehension with fiction and non-fiction text.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hanson, Renee, hansonre@collierschools.com

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

Pre and post data are collected and analyzed to determine the effectiveness of the strategy.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Prekindergarten Transition to Kindergarten

During the last quarter of the Prekindergarten school year, teachers begin to discuss kindergarten with children daily.

Starting in April, teachers read books about kindergarten, encouraging children to look at pictures and make predictions about what they think kindergarten will be like for them. A book list can be found in the Head Start Parent Calendar, "May" page 15.

Teachers can co-plan activities with Kindergarten teachers, such as a visit to a kindergarten classroom, possibly involving the children in a fun activity together.

During the fourth parent contact, parent conferences are held to address concerns regarding kindergarten. Teachers offer information about kindergarten registration and give suggestions about how parents can help to get their child ready for kindergarten during the summer months.

In the last few days of school, teachers let the children help to clean and pack up toys; this helps to provide closure for the children.

Curriculum Support:

1. Children's books about Kindergarten (See Parent Handbook and Calendar)
2. The Kindergarten Survival Handbook - Offers appropriate activities to distribute to families, such as

Teacher activities, tips or suggestions for parents to do with their child on specific skills to help get them get ready for Kindergarten (available in Spanish).

Starting in May, Pre-K Student Transition Cards need to be completed for every child and submitted to the school's administrative team.

TRANSITION FROM EARLY CHILDHOOD PROGRAMS TO ELEMENTARY SCHOOL

- Inform parents of readiness skills during Kindergarten Round-Up.
- Offer preschool programs and collaborate with kindergarten teachers regarding grade level expectations.
- Meet with local preschool programs to discuss readiness for transitioning students.
- Implement a staggered start schedule during the first week of school.
- Allow classroom visitations for transitioning students and their parents.

In May, each middle school hosts a Rising 6th Grade Parent Orientation Night. Parents learn about the 6th grade course selection process – what core classes were required and what elective classes are available.

Band/orchestra/chorus performances and a District provided PowerPoint was presented that highlighted the many programs and activities at the respective middle schools. In addition, 5th graders across the District were transported from their home school to their projected middle school for a tour of the school and an informational presentation.

b. College and Career Readiness

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

Fifth grade students take a career interest assessment and save it in iPortfolio. Fifth graders also participate in a Junior Achievement career program.

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

NA

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

NA

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

NA

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

The six year School Level Retention data (collected through FY11-16) indicates Village Oaks average 6 year retention rate to be at 83.35%. Data indicates a drop to 66% at the FY14 point.

The Florida Standards Assessment (FSA) English Language Arts (ELA) three year trend data (2014-15 to 2016-17) indicates an increase in the percentage of students of students scoring a Level 1 in combined grades. The trend data indicates the percentage of students scoring a Level 3 or higher decreased for both the Hispanic and Black populations. The percentage of students scoring a Level 3 or higher increased for the English Language Learners and decreased for the Non-English Language Learners when looking at the three year trend data.

The cohort data for the same period of time shows a .02 gain in the number of students scoring a Level 3 or above for the third grade cohort from 2014-15 to 2016-17, and a downward trend for the fourth grade cohort in the same time period. The fifth grade cohort had an increase over the same reporting period.

B. Problem Analysis Summary

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

The district has identified teacher retention as a barrier for Village Oaks. The ability to build capacity of teachers is difficult with yearly staff turnover. The school has addressed quality instructional practices in their current School Improvement Plan. The district has developed a strategic plan to support the coaches and teachers to insure the high quality instructional practices occur for all students.

The school administration will participate in district Data Dialogues with district leadership and will participate in school Data Dialogues with the school staff and instructional coaches. Plans are in place to analyze the data to track subgroup and cohort trends.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If there is a focus on building the capacity of instructional staff to deliver impactful instruction; extended learning time for students and for families to support the instruction, then student achievement will increase on statewide assessments for English Language Arts, Math and Science.

Strategic Goals Detail

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

G1. If there is a focus on building the capacity of instructional staff to deliver impactful instruction; extended learning time for students and for families to support the instruction, then student achievement will increase on statewide assessments for English Language Arts, Math and Science. **1a**

G099307

Targets Supported **1b**

| Indicator | Annual Target |
|--------------------------------------|---------------|
| ELA/Reading Lowest 25% Gains | 51.0 |
| FSA ELA Achievement | 32.0 |
| Math Lowest 25% Gains | 38.0 |
| FSA Mathematics Achievement | 30.0 |
| Statewide Science Assessment Level 3 | 36.0 |
| ELA/Reading Gains | 57.0 |
| Math Gains | 45.0 |

Targeted Barriers to Achieving the Goal **3**

- Village Oaks Elementary has inconsistent high quality instructional practices resulting in and from instructional staff turnover rate, which results in a high number of teachers in their first three years creating a negative impact on student achievement.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Academic Coaches (Reading, Math/Science)
- District curriculum guides
- CCPSedu professional learning
- Marzano (Collier Teacher Evaluation System)
- School Improvement Grant Funds
- Collaborative Planning
- Title I Basis and Migrant Resources to include Academic Coaches, Tutors and Research Based Materials
- Digital Technology Resources
- School data meetings

Plan to Monitor Progress Toward G1. **8**

Formative assessments (iReady, Quarterly Benchmark Assessments...) will be monitored to determine if the action steps are making an impact on student achievement or if action steps should be modified.

Person Responsible

Renee Hanson

Schedule

Monthly, from 7/19/2017 to 6/1/2018

Evidence of Completion

Data dialogue document, VOE activities calendar that includes monthly data meetings

Plan to Monitor Progress Toward G1. 8

State assessment data will be analyzed to determine if student achievement increased.

Person Responsible

Renee Hanson

Schedule

On 8/1/2018

Evidence of Completion

Data dialogue document, school grade

Plan to Monitor Progress Toward G1. 8

An increase in parent involvement will be evident.

Person Responsible

Jodi Cronin

Schedule

Monthly, from 8/22/2017 to 6/1/2018

Evidence of Completion

sign-in sheets, social media

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. If there is a focus on building the capacity of instructional staff to deliver impactful instruction; extended learning time for students and for families to support the instruction, then student achievement will increase on statewide assessments for English Language Arts, Math and Science. **1**

G099307

G1.B1 Village Oaks Elementary has inconsistent high quality instructional practices resulting in and from instructional staff turnover rate, which results in a high number of teachers in their first three years creating a negative impact on student achievement. **2**

B267451

G1.B1.S1 Providing support to improve instructional capacity, as well as providing parent support, will improve student achievement. **4**

S283316

Strategy Rationale

Providing ongoing instructional support will strengthen the teachers' pedagogical skills and providing parent support will increase family engagement both of which will result in an increase in student achievement.

Action Step 1 **5**

Administration will provide timely feedback through the Collier Teacher Evaluation Model (CTEM) and non-evaluative observations regarding instructional alignment to the Florida Standards.

Person Responsible

Renee Hanson

Schedule

Daily, from 8/16/2017 to 7/12/2018

Evidence of Completion

CTEM Reports, Every Class/Every Day Documentation

Action Step 2 5

Monthly data meetings will be conducted to track student progress and identify needed instructional adjustments to ensure all subgroups, including students scoring in the lowest 35%, are making adequate learning gains. Frequency of meetings will increase depending on need.

Person Responsible

Renee Hanson

Schedule

Monthly, from 8/2/2017 to 6/1/2018

Evidence of Completion

Sign in sheets

Action Step 3 5

Offer Parent Institutes to engage parents in the school and their children's education and provide transportation, childcare and translation services.

Person Responsible

Renee Hanson

Schedule

Monthly, from 8/22/2017 to 5/22/2018

Evidence of Completion

Sign in sheet, parent calendar, Title I Budget, Parent and Family Engagement Plan

Action Step 4 5

Develop a schedule to extend the school day by 30 minutes 5 days per week to provide focused reading instruction and intervention (total 90 hours per year) and inform parents.

Person Responsible

Renee Hanson

Schedule

Annually, from 8/1/2017 to 6/30/2018

Evidence of Completion

Master Schedule

Action Step 5 5

Summer Program:

Provide extended year summer program for students and notify parents.

Create allocation and hire staff.

Provide professional development for staff.

Person Responsible

Renee Hanson

Schedule

Annually, from 5/2/2018 to 5/30/2018

Evidence of Completion

Parent Letter

Action Step 6 5

Provide students with standards based field trips to support curriculum with experiential learning

Person Responsible

Renee Hanson

Schedule

Quarterly, from 8/15/2017 to 6/30/2018

Evidence of Completion

Field Trip Proposal

Action Step 7 5

Hire a 0.5 FTE Parent Involvement Assistant

Person Responsible

Renee Hanson

Schedule

On 6/15/2018

Evidence of Completion

Vacancy post, staff roster

Action Step 8 5

Provide substitute to cover four days of collaborative planning/instructional rounds for all instructional staff

Person Responsible

Renee Hanson

Schedule

Annually, from 8/16/2017 to 6/7/2018

Evidence of Completion

staff schedule

Action Step 9 5

Hire 1.0 Instructional Coach

Person Responsible

Renee Hanson

Schedule

On 6/30/2018

Evidence of Completion

Vacancy Post and staff roster

Action Step 10 5

Teachers will participate in learning opportunities focused on student task and its alignment with the standards in the ELA block including guided reading. Training will occur both after school and on Saturdays. Additionally, teachers will be provided with the opportunity to observe effective instruction in other classrooms and schools. Classroom coverage via substitutes will be provided.

Person Responsible

Renee Hanson

Schedule

Biweekly, from 8/7/2017 to 6/1/2018

Evidence of Completion

* PD agendas, sign in sheets, training materials * Student performance data * PLC minutes * Data dialogues * Coaching Log * every Classroom Every Day document

Action Step 11 5

Teachers will engage students in higher order thinking and problem solving based on appropriately developed lesson that incorporate technology, manipulatives and appropriate leveled high interest text. Classroom materials, such as journals, chart paper, markers, and individual white boards will also be purchased.

Person Responsible

Renee Hanson

Schedule

Weekly, from 10/1/2017 to 8/31/2018

Evidence of Completion

Samples from student journals Lesson plans Student performance data PLC Minutes

Action Step 12 5

The school will contract with professional consultants (Kagan and LSI) to provide on-site targeted professional development on standards based instruction through rigor walks and instructional rounds (LSI) and collaborative learning strategies (Kagan).

Person Responsible

Renee Hanson

Schedule

Monthly, from 10/2/2017 to 8/31/2018

Evidence of Completion

Consultant contract Agendas Staff sign in sheets Lesson Plans (implementation) Rigor Walk notes Student Assessment data

Action Step 13 5

Federal funds allocated to the school will be spent on school improvement efforts.

Person Responsible

Renee Hanson

Schedule

On 6/29/2018

Evidence of Completion

Title I Budget

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

Administration and academic coaches will maintain a collaborative planning spreadsheet that documents attendance, as well as conversation of the alignment of instructional with the Florida Standards.

Person Responsible

Renee Hanson

Schedule

Weekly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Collaborative planning spreadsheet

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

Administration will monitor CTEM Reports and Every Class/Every Day Documentation.

Person Responsible

Renee Hanson

Schedule

Weekly, from 8/16/2017 to 6/1/2018

Evidence of Completion

CTEM Reports, Every Class/Every Day Documentation

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

Leadership team will monitor sign in sheets from the Parent Institutes.

Person Responsible

Renee Hanson

Schedule

Monthly, from 8/22/2017 to 5/22/2018

Evidence of Completion

Parent Institute sign in sheets

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

English Language Learners (ELL) contact will track supplies and equipment purchased with migrant funds to ensure it reaches our migrant students.

Person Responsible

Emily Brown

Schedule

Monthly, from 8/16/2017 to 6/1/2018

Evidence of Completion

Verification of migrant rosters, migrant budget and migrant supply document

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

Instructional staff will sign in for their attendance in all professional learning sessions.

Person Responsible

Renee Hanson

Schedule

Monthly, from 8/7/2017 to 6/15/2018

Evidence of Completion

Master In-service Point Tracking Sheets

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

Administrators will conduct classroom observations focused specifically on students linking their knowledge to the desired effect of the Learning Goals and Scales.

Person Responsible

Renee Hanson

Schedule

On 7/12/2018

Evidence of Completion

CTEM Report, Every Class Every Day document, teacher debrief documentation

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

iSupport will provide documentation of academic coaching support.

Person Responsible

Renee Hanson

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

iSupport documentation

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

Monthly Data Meetings

Person Responsible

Renee Hanson

Schedule

Weekly, from 8/7/2017 to 6/1/2018

Evidence of Completion

VOEActivities Calendar (data meeting schedule), Data Warehouse Reports

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

Increased retention rate, student achievement, and instructional practice scores

Person Responsible

Renee Hanson

Schedule

Biweekly, from 7/19/2017 to 4/27/2018

Evidence of Completion

staff roster, district data on teacher retention, formative/summative assessments (i.e., iReady, District Quarter Benchmark Assessments, math unit tests, USA Test Prep reports) and CTEM reports

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

Parent survey data trends will be reviewed to determine if parent beliefs about the school and its impact on their children improve.

Person Responsible

Renee Hanson

Schedule

Annually, from 7/19/2017 to 6/1/2018

Evidence of Completion

5Essentials Survey Data, Title I Parent Survey Data

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------------------|--|---------------|-------------------------------|---|-----------------------|
| 2018 | | | | | |
| G1.B1.S1.MA1 M415997 | Increased retention rate, student achievement, and instructional practice scores | Hanson, Renee | 7/19/2017 | staff roster, district data on teacher retention, formative/summative assessments (i.e., iReady, District Quarter Benchmark Assessments, math unit tests, USA Test Prep reports) and CTEM reports | 4/27/2018 biweekly |
| G1.B1.S1.MA3 M416001 | Leadership team will monitor sign in sheets from the Parent Institutes. | Hanson, Renee | 8/22/2017 | Parent Institute sign in sheets | 5/22/2018 monthly |
| G1.B1.S1.A3 A382438 | Offer Parent Institutes to engage parents in the school and their children's education and provide... | Hanson, Renee | 8/22/2017 | Sign in sheet, parent calendar, Title I Budget, Parent and Family Engagement Plan | 5/22/2018 monthly |
| G1.B1.S1.A5 A382440 | Summer Program: Provide extended year summer program for students and notify parents. Create... | Hanson, Renee | 5/2/2018 | Parent Letter | 5/30/2018 annually |
| G1.MA1 M416007 | Formative assessments (iReady, Quarterly Benchmark Assessments...) will be monitored to determine... | Hanson, Renee | 7/19/2017 | Data dialogue document, VOE activities calendar that includes monthly data meetings | 6/1/2018 monthly |
| G1.MA3 M416009 | An increase in parent involvement will be evident. | Cronin, Jodi | 8/22/2017 | sign-in sheets, social media | 6/1/2018 monthly |
| G1.B1.S1.MA7 M415998 | Parent survey data trends will be reviewed to determine if parent beliefs about the school and its... | Hanson, Renee | 7/19/2017 | 5Essentials Survey Data, Title I Parent Survey Data | 6/1/2018 annually |
| G1.B1.S1.MA1 M415999 | Administration and academic coaches will maintain a collaborative planning spreadsheet that... | Hanson, Renee | 8/17/2017 | Collaborative planning spreadsheet | 6/1/2018 weekly |
| G1.B1.S1.MA2 M416000 | Administration will monitor CTEM Reports and Every Class/Every Day Documentation. | Hanson, Renee | 8/16/2017 | CTEM Reports, Every Class/Every Day Documentation | 6/1/2018 weekly |
| G1.B1.S1.MA4 M416002 | English Language Learners (ELL) contact will track supplies and equipment purchased with migrant... | Brown, Emily | 8/16/2017 | Verification of migrant rosters, migrant budget and migrant supply document | 6/1/2018 monthly |
| G1.B1.S1.MA9 M416005 | iSupport will provide documentation of academic coaching support. | Hanson, Renee | 8/28/2017 | iSupport documentation | 6/1/2018 weekly |
| G1.B1.S1.MA10 M416006 | Monthly Data Meetings | Hanson, Renee | 8/7/2017 | VOEActivities Calendar (data meeting schedule), Data Warehouse Reports | 6/1/2018 weekly |
| G1.B1.S1.A2 A382437 | Monthly data meetings will be conducted to track student progress and identify needed instructional... | Hanson, Renee | 8/2/2017 | Sign in sheets | 6/1/2018 monthly |
| G1.B1.S1.A10 A382445 | Teachers will participate in learning opportunities focused on student task and its alignment with... | Hanson, Renee | 8/7/2017 | * PD agendas, sign in sheets, training materials * Student performance data * PLC minutes * Data dialogues * Coaching Log * every Classroom Every Day document | 6/1/2018 biweekly |
| G1.B1.S1.A8 A382443 | Provide substitute to cover four days of collaborative planning/instructional rounds for all... | Hanson, Renee | 8/16/2017 | staff schedule | 6/7/2018 annually |
| G1.B1.S1.MA5 M416003 | Instructional staff will sign in for their attendance in all professional learning sessions. | Hanson, Renee | 8/7/2017 | Master In-service Point Tracking Sheets | 6/15/2018 monthly |
| G1.B1.S1.A7 A382442 | Hire a 0.5 FTE Parent Involvement Assistant | Hanson, Renee | 8/2/2017 | Vacancy post, staff roster | 6/15/2018 one-time |
| G1.B1.S1.A13 A382448 | Federal funds allocated to the school will be spent on school improvement efforts. | Hanson, Renee | 7/3/2017 | Title I Budget | 6/29/2018 one-time |

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| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|--|---------------|-------------------------------|---|---------------------|
| G1.B1.S1.A4 A382439 | Develop a schedule to extend the school day by 30 minutes 5 days per week to provide focused... | Hanson, Renee | 8/1/2017 | Master Schedule | 6/30/2018 annually |
| G1.B1.S1.A6 A382441 | Provide students with standards based field trips to support curriculum with experiential learning | Hanson, Renee | 8/15/2017 | Field Trip Proposal | 6/30/2018 quarterly |
| G1.B1.S1.A9 A382444 | Hire 1.0 Instructional Coach | Hanson, Renee | 8/2/2017 | Vacancy Post and staff roster | 6/30/2018 one-time |
| G1.B1.S1.MA6 M416004 | Administrators will conduct classroom observations focused specifically on students linking their... | Hanson, Renee | 8/16/2017 | CTEM Report, Every Class Every Day document, teacher debrief documentation | 7/12/2018 one-time |
| G1.B1.S1.A1 A382436 | Administration will provide timely feedback through the Collier Teacher Evaluation Model (CTEM) and... | Hanson, Renee | 8/16/2017 | CTEM Reports, Every Class/Every Day Documentation | 7/12/2018 daily |
| G1.MA2 M416008 | State assessment data will be analyzed to determine if student achievement increased. | Hanson, Renee | 6/1/2018 | Data dialogue document, school grade | 8/1/2018 one-time |
| G1.B1.S1.A11 A382446 | Teachers will engage students in higher order thinking and problem solving based on appropriately... | Hanson, Renee | 10/1/2017 | Samples from student journals Lesson plans Student performance data PLC Minutes | 8/31/2018 weekly |
| G1.B1.S1.A12 A382447 | The school will contract with professional consultants (Kagan and LSI) to provide on-site targeted... | Hanson, Renee | 10/2/2017 | Consultant contract Agendas Staff sign in sheets Lesson Plans (implementation) Rigor Walk notes Student Assessment data | 8/31/2018 monthly |

V. Professional Development Opportunities

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

G1. If there is a focus on building the capacity of instructional staff to deliver impactful instruction; extended learning time for students and for families to support the instruction, then student achievement will increase on statewide assessments for English Language Arts, Math and Science.

G1.B1 Village Oaks Elementary has inconsistent high quality instructional practices resulting in and from instructional staff turnover rate, which results in a high number of teachers in their first three years creating a negative impact on student achievement.

G1.B1.S1 Providing support to improve instructional capacity, as well as providing parent support, will improve student achievement.

PD Opportunity 1

Monthly data meetings will be conducted to track student progress and identify needed instructional adjustments to ensure all subgroups, including students scoring in the lowest 35%, are making adequate learning gains. Frequency of meetings will increase depending on need.

Facilitator

Administration, Leadership Team, District Staff

Participants

Instructional staff members

Schedule

Monthly, from 8/2/2017 to 6/1/2018

PD Opportunity 2

Offer Parent Institutes to engage parents in the school and their children's education and provide transportation, childcare and translation services.

Facilitator

District Title I Department with support from the Parent Involvement Assistant, Academic Coaches

Participants

Parents, family members, and community stakeholders

Schedule

Monthly, from 8/22/2017 to 5/22/2018

PD Opportunity 3

Teachers will participate in learning opportunities focused on student task and its alignment with the standards in the ELA block including guided reading. Training will occur both after school and on Saturdays. Additionally, teachers will be provided with the opportunity to observe effective instruction in other classrooms and schools. Classroom coverage via substitutes will be provided.

Facilitator

Carol Cron

Participants

Instructional Staff

Schedule

Biweekly, from 8/7/2017 to 6/1/2018

PD Opportunity 4

The school will contract with professional consultants (Kagan and LSI) to provide on-site targeted professional development on standards based instruction through rigor walks and instructional rounds (LSI) and collaborative learning strategies (Kagan).

Facilitator

Kagan and LSI/Principal

Participants

Instructional Staff

Schedule

Monthly, from 10/2/2017 to 8/31/2018

VI. Technical Assistance Items

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

VII. Budget

| | | | | | | |
|---|--------------|---|--|----------------|------|-------------|
| 1 | G1.B1.S1.A1 | Administration will provide timely feedback through the Collier Teacher Evaluation Model (CTEM) and non-evaluative observations regarding instructional alignment to the Florida Standards. | | | | \$0.00 |
| 2 | G1.B1.S1.A10 | Teachers will participate in learning opportunities focused on student task and its alignment with the standards in the ELA block including guided reading. Training will occur both after school and on Saturdays. Additionally, teachers will be provided with the opportunity to observe effective instruction in other classrooms and schools. Classroom coverage via substitutes will be provided. | | | | \$71,355.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 6400 | 130-Other Certified Instructional Personnel | 0341 - Village Oaks Elementary School | UniSIG | 0.26 | \$14,400.00 |
| | | | <i>Notes: Salaries-teachers participating in professional development on Saturdays (30 teachers x 4 hours x 6 days x \$20/hr)</i> | | | |
| | 6400 | 210-Retirement | 0341 - Village Oaks Elementary School | UniSIG | | \$1,140.00 |
| | | | <i>Notes: Retirement - 7.92% Saturday professional development</i> | | | |
| | 6400 | 240-Workers Compensation | 0341 - Village Oaks Elementary School | UniSIG | | \$72.00 |
| | | | <i>Notes: Workers Compensation .50 Saturday Professional Development</i> | | | |
| | 6400 | 130-Other Certified Instructional Personnel | 0341 - Village Oaks Elementary School | UniSIG | 0.1 | \$5,342.00 |
| | | | <i>Notes: Salaries - Curriculum Coordinator providing training (Saturday professional development) (2 coordinators x 72 hours x \$37.10/hour)</i> | | | |
| | 6400 | 210-Retirement | 0341 - Village Oaks Elementary School | UniSIG | | \$423.00 |
| | | | <i>Notes: Retirement - 7.92% curriculum coordinator (Saturday professional development)</i> | | | |
| | 6400 | 210-Retirement | 0341 - Village Oaks Elementary School | UniSIG | | \$409.00 |
| | | | <i>Notes: Social security and medicare - 7.65% Curriculum Coordinator</i> | | | |
| | 6400 | 240-Workers Compensation | 0341 - Village Oaks Elementary School | UniSIG | | \$27.00 |
| | | | <i>Notes: Workers compensation - .50 curriculum coordinator for Saturday professional development</i> | | | |
| | 6400 | 130-Other Certified Instructional Personnel | 0341 - Village Oaks Elementary School | UniSIG | 0.07 | \$4,000.00 |
| | | | <i>Notes: Salaries - staff participating in one hour professional learning after regular work hours (20 staff x 10 hours x \$20/hour)</i> | | | |
| | 6400 | 210-Retirement | 0341 - Village Oaks Elementary School | UniSIG | | \$317.00 |

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| | | | <i>Notes: Retirement 7.92% - staff participating in one hour professional learning</i> | | |
| 6400 | 210-Retirement | 0341 - Village Oaks Elementary School | UniSIG | | \$306.00 |
| | | | <i>Notes: Social security/medicare 7.65% - staff participating in one hour professional learning</i> | | |
| 6400 | 240-Workers Compensation | 0341 - Village Oaks Elementary School | UniSIG | | \$20.00 |
| 6400 | 130-Other Certified Instructional Personnel | 0341 - Village Oaks Elementary School | UniSIG | 0.01 | \$600.00 |
| | | | <i>Notes: Salaries - staff providing professional development training (1 staff x 20 hours x \$30/hour)</i> | | |
| 6400 | 210-Retirement | 0341 - Village Oaks Elementary School | UniSIG | | \$48.00 |
| | | | <i>Notes: Retirement 7.92% - staff providing professional development training</i> | | |
| 6400 | 220-Social Security | 0341 - Village Oaks Elementary School | UniSIG | | \$46.00 |
| | | | <i>Notes: Social Security/Medicare - 7.65% - staff providing professional development</i> | | |
| 6400 | 240-Workers Compensation | 0341 - Village Oaks Elementary School | UniSIG | | \$3.00 |
| | | | <i>Notes: Workers compensation - .50 staff providing professional development</i> | | |
| 6400 | 210-Retirement | 0341 - Village Oaks Elementary School | UniSIG | | \$73.00 |
| | | | <i>Notes: Medicare - 1.45% substitutes for staff providing professional development</i> | | |
| 6400 | 240-Workers Compensation | 0341 - Village Oaks Elementary School | UniSIG | | \$25.00 |
| | | | <i>Notes: Workers Compensation .50 substitutes for staff participating in Professional Development</i> | | |
| 6400 | 750-Other Personal Services | 0341 - Village Oaks Elementary School | UniSIG | | \$5,000.00 |
| | | | <i>Notes: Substitutes for staff participating in professional development</i> | | |
| 6400 | 130-Other Certified Instructional Personnel | 0341 - Village Oaks Elementary School | UniSIG | 0.6 | \$32,740.00 |
| | | | <i>Notes: Salaries - staff attending/providing professional development training activities (2 trainers x 32 hours x \$30/hours) (20 teachers x 70 hours x \$20/hour) (2 curriculum coordinators x 38 hours x \$37.10 per hour)</i> | | |
| 6400 | 210-Retirement | 0341 - Village Oaks Elementary School | UniSIG | | \$2,593.00 |
| | | | <i>Notes: Retirement - 7.92% staff attending/providing professional development</i> | | |
| 6400 | 210-Retirement | 0341 - Village Oaks Elementary School | UniSIG | | \$2,505.00 |
| | | | <i>Notes: Social Security/Medicare - 7.65% - staff attending/providing professional development training activities</i> | | |
| 6400 | 240-Workers Compensation | 0341 - Village Oaks Elementary School | UniSIG | | \$164.00 |
| | | | <i>Notes: Workers compensation .50 - staff attending/providing professional development</i> | | |

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| | 6400 | 210-Retirement | 0341 - Village Oaks Elementary School | UniSIG | | \$1,102.00 |
| | | | <i>Notes: Social Security/Medicare 7.65% Saturday Professional Development</i> | | | |
| 3 | G1.B1.S1.A11 | Teachers will engage students in higher order thinking and problem solving based on appropriately developed lesson that incorporate technology, manipulatives and appropriate leveled high interest text. Classroom materials, such as journals, chart paper, markers, and individual white boards will also be purchased. | | | | \$143,116.62 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 5100 | 510-Supplies | 0341 - Village Oaks Elementary School | UniSIG | | \$28,970.62 |
| | | | <i>Notes: Instructional materials/supplies (paper, pencils, journals, composition books, personal white boards, expo markers, chart paper, classroom instructional materials/ manipulatives, copy paper, ink cartridges)</i> | | | |
| | 6300 | 130-Other Certified Instructional Personnel | 0341 - Village Oaks Elementary School | UniSIG | 0.08 | \$4,400.00 |
| | | | <i>Notes: Salaries - teachers participating in curriculum writing (10 teachers x 22 hours x \$20/hour)</i> | | | |
| | 6300 | 210-Retirement | 0341 - Village Oaks Elementary School | UniSIG | | \$348.00 |
| | | | <i>Notes: Retirement - 7.92% - teachers curriculum writing</i> | | | |
| | 6300 | 220-Social Security | 0341 - Village Oaks Elementary School | UniSIG | | \$337.00 |
| | | | <i>Notes: Social Security/Medicare 7.65 teachers (curriculum writing)</i> | | | |
| | 6300 | 240-Workers Compensation | 0341 - Village Oaks Elementary School | UniSIG | | \$22.00 |
| | | | <i>Notes: Workers Compensation .50 (curriculum writing)</i> | | | |
| | 5100 | 510-Supplies | 0341 - Village Oaks Elementary School | UniSIG | | \$35,000.00 |
| | | | <i>Notes: Classroom libraries (non-fiction texts aligned to Florida standards)</i> | | | |
| | 5100 | 644-Computer Hardware Non-Capitalized | 0341 - Village Oaks Elementary School | UniSIG | | \$49,980.00 |
| | | | <i>Notes: Computer hardware - iPads for student use (17 packs of 10 iPads @ \$2,940/ pack)</i> | | | |
| | 5100 | 510-Supplies | 0341 - Village Oaks Elementary School | UniSIG | | \$9,962.00 |
| | | | <i>Notes: Supplies for iPads - iPad cases 170@25 each, storage/charging cases 29@ 170 each, cables, power strips</i> | | | |
| | 5100 | 360-Rentals | 0341 - Village Oaks Elementary School | UniSIG | | \$8,500.00 |
| | | | <i>Notes: Web-based license fee - Airwatch program to monitor/assist with use of iPads by students (170 @ \$50 each)</i> | | | |
| | 5100 | 692-Computer Software Non-Capitalized | 0341 - Village Oaks Elementary School | UniSIG | | \$4,250.00 |
| | | | <i>Notes: Software - Apps (student iPads) 170 @ \$25 each</i> | | | |

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| | 5100 | 644-Computer Hardware Non-Capitalized | 0341 - Village Oaks Elementary School | UniSIG | | \$897.00 |
| | | | <i>Notes: Computer hardware - iPads for teacher use (3 @ 299 each)</i> | | | |
| | 5100 | 510-Supplies | 0341 - Village Oaks Elementary School | UniSIG | | \$150.00 |
| | | | <i>Notes: Supplies for iPads (teachers) - cases with Keyboards (3 @ \$50)</i> | | | |
| | 5100 | 360-Rentals | 0341 - Village Oaks Elementary School | UniSIG | | \$150.00 |
| | | | <i>Notes: Web-based license fee - Airwatch program to monitor/assist with use of iPads by teachers (3 @ \$50 each)</i> | | | |
| | 5100 | 692-Computer Software Non-Capitalized | 0341 - Village Oaks Elementary School | UniSIG | | \$150.00 |
| | | | <i>Notes: Software - Apps (teacher iPads 3 @ \$50 each)</i> | | | |
| 4 | G1.B1.S1.A12 | The school will contract with professional consultants (Kagan and LSI) to provide on-site targeted professional development on standards based instruction through rigor walks and instructional rounds (LSI) and collaborative learning strategies (Kagan). | | | | \$12,300.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 6400 | 310-Professional and Technical Services | 0341 - Village Oaks Elementary School | UniSIG | | \$5,000.00 |
| | | | <i>Notes: Consultant to provide professional learning on team building (Kagan)</i> | | | |
| | 6400 | 510-Supplies | 0341 - Village Oaks Elementary School | UniSIG | | \$2,800.00 |
| | | | <i>Notes: Professional development materials/supplies (resource materials to support teacher training/workshops - dry erase boards, smart cards, workbooks, books)</i> | | | |
| | 6400 | 310-Professional and Technical Services | 0341 - Village Oaks Elementary School | UniSIG | | \$4,500.00 |
| | | | <i>Notes: Consultant - LSI Rigor Walk with teachers to complete instructional rounds to focus on rigor and standard based instruction</i> | | | |
| 5 | G1.B1.S1.A13 | Federal funds allocated to the school will be spent on school improvement efforts. | | | | \$0.00 |
| 6 | G1.B1.S1.A2 | Monthly data meetings will be conducted to track student progress and identify needed instructional adjustments to ensure all subgroups, including students scoring in the lowest 35%, are making adequate learning gains. Frequency of meetings will increase depending on need. | | | | \$0.00 |
| 7 | G1.B1.S1.A3 | Offer Parent Institutes to engage parents in the school and their children's education and provide transportation, childcare and translation services. | | | | \$0.00 |
| 8 | G1.B1.S1.A4 | Develop a schedule to extend the school day by 30 minutes 5 days per week to provide focused reading instruction and intervention (total 90 hours per year) and inform parents. | | | | \$0.00 |
| 9 | G1.B1.S1.A5 | Summer Program: Provide extended year summer program for students and notify parents. Create allocation and hire staff. Provide professional development for staff. | | | | \$0.00 |
| 10 | G1.B1.S1.A6 | Provide students with standards based field trips to support curriculum with experiential learning | | | | \$0.00 |

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| 11 | G1.B1.S1.A7 | Hire a 0.5 FTE Parent Involvement Assistant | \$0.00 |
| 12 | G1.B1.S1.A8 | Provide substitute to cover four days of collaborative planning/instructional rounds for all instructional staff | \$0.00 |
| 13 | G1.B1.S1.A9 | Hire 1.0 Instructional Coach | \$0.00 |
| Total: | | | \$226,771.62 |