

Collier County Public Schools

Village Oaks Elementary School



2021-22 Schoolwide Improvement Plan

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Village Oaks Elementary School

1601 STATE ROAD 29 S, Immokalee, FL 34142

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

Demographics

Principal: Beverly Budzynski

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: D (36%) 2017-18: C (45%) 2016-17: D (37%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>97%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>99%</p>

School Grades History

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

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SIP Authority

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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>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

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.

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.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Budzynski, Beverly	Principal	<p>As the Principal, Ms. Budzynski focuses on maintaining high student achievement by providing instructional leadership, maintaining school operations and communication to all stakeholders for the benefit of the school.</p> <p>She focuses on the following pillars:</p> <p>Transformational Leadership</p> <ul style="list-style-type: none"> • Teacher Retention and Recruitment • Support and encouragement of staff on multiple levels • Holding all stakeholders accountable to high expectations/results <p>Standards-based Planning, Instruction, and Learning</p> <ul style="list-style-type: none"> • Create building –wide systems to allow for consistent and effective collaborative planning • Monitoring ESSA subgroups for outcomes • Monitoring Data and Instructional Adjustments • MTSS Professional Development • Strategic placement of instructional leadership staff and grade level teachers for maximum impact on student outcomes <p>Positive Culture and Environment</p> <ul style="list-style-type: none"> • Acknowledge and reward staff individually and collectively • Foster positive relationships with teachers
Striz, Jill	Assistant Principal	<p>As an Assistant Principal, Mrs. Striz works to maintain high student achievement, by providing instructional leadership, working alongside instructional coaches to provide transparent communication to continue improve instructional practices resulting from student data, and building strong relationships with students, families, and staff.</p> <p>Transformational Leadership</p> <ul style="list-style-type: none"> • Supports in data analysis alongside instructional coaches • Works to support instructional coaches • Provides feedback to teachers to grow as teacher leaders • Works with instructional coaches to implement a sustainable MTSS framework that decreases performances gaps among all subgroups <p>Standards-based Planning, Instruction, and Learning</p> <ul style="list-style-type: none"> • Engages in quarterly data analysis meetings to coordinate human resources and make needed instructional adjustments building wide • Coordinates and meets with coaches and staff members of students in the MTSS process and plans next steps based on data and feedback • Works to schedule co-teacher, resource, intervention, and EL support for students based on data • Works with Math and Science coaches to identify content area professional development, grade level support, individual teacher support • Meets with coaches to provide feedback and monitor the effectiveness of coaching support and instructional adjustments • Assists in collaborative planning in Math to ensure target task alignment, productivity and student work analysis <p>Positive Culture and Environment</p> <ul style="list-style-type: none"> • Supports district and school wide initiatives: SEL, Leader in Me

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Coordinates school wide recognition for students and staff promoting student achievement, accomplishments, and effort
<p>Anthony, Vanessa</p>	<p>School Counselor</p>	<p>As the school guidance counselor, Mrs. Anthony assists with social emotional needs of students across grade levels. She meets with small groups, provides classroom guidance lessons, and positive behavior intervention support.</p> <p>Transformational Leadership</p> <ul style="list-style-type: none"> • Facilitates and monitors the school wide PBIS plan • Provides professional development on school wide expectations <p>Standards-based Planning, Instruction, and Learning</p> <ul style="list-style-type: none"> • Supports district initiatives for Social Emotional Learning • Provides classroom guidance lessons based on need • Provides small group counseling for students to increase student classroom performance in the areas of executive functioning, trauma informed care, and conflict resolution • Assists in coordination of essential services such as health and vision screenings for students <p>Positive Culture and Environment</p> <ul style="list-style-type: none"> • Coordinates recognition of building wide Positive Behavior including classroom and individual student awards • Promotes positive classroom management and support for teachers • Provides support for individual student behavior success plans • Works to monitor and adjust interventions for individual students for behavior
<p>Parks-Shedlock, Heather</p>	<p>Instructional Coach</p>	<p>As an instructional reading coach, Mrs. Parks-Shedlock focuses on maintaining high academic achievement by supporting teachers through planning, coaching, feedback, data monitoring, and making instructional adjustments.</p> <p>Transformational Leadership</p> <ul style="list-style-type: none"> • Builds content knowledge of grade level teachers • Works with teachers to assist them in understanding how to interpret their student data and determine next instructional steps <p>Standards-based Planning, Instruction, and Learning</p> <ul style="list-style-type: none"> • Coordinates and leads ELA Collaborative Planning for K-2 • Assists grade levels in integrating science and social studies standards when working on informational standards • Ensures core lessons are grade level standards with target task alignment • Provides professional development in the areas of early literacy, phonological awareness, and phonics instruction • Provides feedback and instructional adjustment suggestions based on student work analysis • Provides Coaching Support to grade level teachers, and individual teachers as needed • Monitors data sets for students in the MTSS process and ESSA Subgroups in the content area of reading

Name	Position Title	Job Duties and Responsibilities
		<p>Positive Culture and Environment</p> <ul style="list-style-type: none"> • Coordinates building wide reading celebration awards and incentives for students to celebrate both reading proficiency and reading gains • Coordinates building wide reading recognition for student performance on iReady weekly lessons and district benchmark tests. • Provides additional professional development on an as needed basis for staff
Brown, Emily	ELL Compliance Specialist	<p>As the English Learner (EL) Resource Teacher, Ms. Brown supports increased academic achievement as she continually monitors assessment data for EL and Migrant Subgroups, provides professional development for teachers in the area of EL scaffolding strategies, and coordinates supplemental services for Migrant students.</p> <p>Transformational Leadership</p> <ul style="list-style-type: none"> • Provides professional development and tiered teacher support in the areas of language acquisition strategies and EL scaffolding • Works with school leadership and classroom teachers to ensure continuity of services to students in English Language Learner and Migrant subgroups <p>Standards-based Planning, Instruction, and Learning</p> <ul style="list-style-type: none"> • Works with classroom and resource teachers to plan appropriate language supports, increasing equity of access to grade-level instruction and tasks • Works with teachers to analyze subgroup performance and provide instructional adjustments as necessary to narrow discrepancies in achievement <p>Positive Culture and Environment</p> <ul style="list-style-type: none"> • Facilitates weekly school-wide vocabulary incentives and rewards
Erickson, Jennifer	Other	<p>As the Exceptional Student Education (ESE) Program Specialist, Mrs. Erickson's efforts to hold Individual Education Plan (IEP) meetings and ensure compliance of 504s and IEPs contribute to the overall goal of increasing academic performance of all students.</p> <p>Transformational Leadership</p> <ul style="list-style-type: none"> • Provides professional development and tiered teacher support in the areas of ESE support and 504 compliance • Works with school leadership and classroom teachers to ensure continuity of services to students who receive exceptional education services, or have a documented 504 <p>Standards-based Planning, Instruction, and Learning</p> <ul style="list-style-type: none"> • Works with classroom and resource teachers to plan appropriate accommodations and supports based on IEPs increasing equity of access to grade-level instruction and tasks • Works with teachers to analyze subgroup performance and provide instructional adjustments as necessary to narrow discrepancies in achievement <p>Positive Culture and Environment</p>

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Works with families to promote a positive transition into pre-k programming • Works in conjunction with teachers to ensure IEPs are implemented with fidelity
Parlier, Emily	Math Coach	<p>As the instructional Math Coach, Mrs. Parlier supports academic achievement of student by providing support and leadership to teachers in the areas of instructional coaching cycles, data monitoring with school and grade-level analysis, and providing ongoing professional development.</p> <p>Transformational Leadership</p> <ul style="list-style-type: none"> • Builds content knowledge, instructional strategies, and developmental knowledge of grade-level teachers in the area of Mathematics instruction and foundational number sense • Develops teachers’ data analysis skills for a variety of purposes with the ultimate result of instructional adjustments to increase performance of all students <p>Standards-based Planning, Instruction, and Learning</p> <ul style="list-style-type: none"> • Facilitates weekly grade level collaborative planning in Math, ensuring instructional practices, targets, and tasks align with the intent and rigor of grade-level standards. • Provides professional development in the areas of Math instructional practices in the context of childhood cognitive development as well as evidenced-based strategies aligning with current resources • Provides feedback and instructional adjustment suggestions, including remediation and enrichment, based on non-evaluative classroom observation and student work analysis • Supports teachers with a tiered coaching support system including one-on-one coaching cycles • Collect and analyze data to glean school-wide, grade level, and classroom performance on math assessments and online resource (Waggle, ALEKS) • Support and suggest instructional adjustments based on subgroup data to ensure equitable access to curriculum <p>Positive Culture and Environment</p> <ul style="list-style-type: none"> • Coordinates building and grade-level Math challenges and incentives • Coordinates and facilitates recognition for Math performance across the school, grade levels, and classrooms
Farmar, Mysha	Reading Coach	<p>As an instructional reading coach, Mrs. Farmar focuses on maintaining high academic achievement by supporting teachers through planning, coaching, feedback, data monitoring, and making instructional adjustments.</p> <p>Transformational Leadership</p> <ul style="list-style-type: none"> • Builds content knowledge of grade level teachers • Works with teachers to assist them in understanding how to interpret their student data and determine next instructional steps <p>Standards-based Planning, Instruction, and Learning</p>

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Coordinates and leads ELA Collaborative Planning for 3-5 • Assists grade levels in integrating science and social studies standards when working on informational standards • Ensures core lessons are grade level standards with target task alignment • Provides professional development in phonics instruction, evidenced based vocabulary strategies, and text-based writing instruction • Provides feedback and instructional adjustment suggestions based on student work analysis • Provides Coaching Support to grade level teachers, and individual teachers as needed • Monitors data sets for students in the MTSS process and ESSA Subgroups in the content area of reading • Data Sets responsible for monitoring include: iReady diagnostic data, iReady Standards Mastery Data, individual student Fountas and Pinell levels <p>Positive Culture and Environment</p> <ul style="list-style-type: none"> • Coordinates building wide reading celebration awards and incentives for students to celebrate both reading proficiency and reading gains • Coordinates building wide reading recognition for student performance on iReady weekly lessons, iReady Standards Mastery and district benchmark tests. • Provides additional professional development on an as needed basis for staff

Dieuvelhomme, Sabrina	Instructional Coach	<p>As an Instructional Coach, Mrs. Dieuvelhomme influences academic achievement as she provides tiered support to teachers including Coaching cycles; monitors assessment data for school, especially for students performing in the lowest quartile; and provides professional development for teachers in the area of Science, Student Engagement, and Classroom Management.</p> <p>Transformational Leadership</p> <ul style="list-style-type: none"> • Provides professional development and guides teachers' growth in the use of engagement strategies for instruction • Works with teachers to disaggregate data to analyze subgroup performance and provide instructional adjustments to ensure equity of access to grade-level instruction <p>Standards-based Planning, Instruction, and Learning</p> <ul style="list-style-type: none"> • Provides tiered support to teachers including providing professional development and one-on-one coaching cycles • Provides feedback and instructional adjustment suggestions, including remediation and enrichment, based on non-evaluative classroom observation and student work analysis <p>Positive Culture and Environment</p> <ul style="list-style-type: none"> • Provides ongoing professional development and support in the area of Leader in Me, encouraging colleagues and students alike to find their voice and lead in their areas of strength
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Name	Position Title	Job Duties and Responsibilities
Gonzalez, Kiara	Instructional Coach	<p>As an Instructional Coach, Ms. Gonzalez influences academic achievement as she provides tiered support to teachers including Coaching cycles; monitors assessment data for school, especially for students performing in the lowest quartile; and provides professional development for teachers in the area of Leader in Me, Student Engagement, and Classroom Management.</p> <p>Transformational Leadership</p> <ul style="list-style-type: none"> • Provides professional development and guides teachers' growth in the use of engagement strategies for instruction • Works with teachers to disaggregate data to analyze subgroup performance and provide instructional adjustments to ensure equity of access to grade-level instruction <p>Standards-based Planning, Instruction, and Learning</p> <ul style="list-style-type: none"> • Provides tiered MTSS support to students • Provides tiered support to teachers, including providing professional development and one-on-one coaching cycles • Provides feedback and instructional adjustment suggestions, including remediation and enrichment, based on non-evaluative classroom observation and student work analysis <p>Positive Culture and Environment</p> <ul style="list-style-type: none"> • Provides ongoing professional development and support in the area of Leader in Me, encouraging colleagues and students alike to find their voice and lead in their areas of strength
Micieli, Nicole	Assistant Principal	<p>As an Assistant Principal, Ms. Micieli works to maintain high student achievement, by providing instructional leadership, working alongside instructional coaches to provide transparent communication to continue improve instructional practices resulting from student data, and building strong relationships with students, families, and staff.</p> <p>Transformational Leadership</p> <ul style="list-style-type: none"> • Supports in data analysis alongside instructional coaches • Works to support instructional coaches • Provides feedback to teachers to grow as teacher leaders • Works with instructional coaches to implement a sustainable MTSS framework that decreases performances gaps among all subgroups <p>Standards-based Planning, Instruction, and Learning</p> <ul style="list-style-type: none"> • Engages in quarterly data analysis meetings to coordinate human resources and make needed instructional adjustments building wide • Coordinates and meets with coaches and staff members of students in the MTSS process and plans next steps based on data and feedback • Works to schedule co-teacher, resource, intervention, and EL support for students based on data • Works with Reading Coaches to identify content area professional development, grade level support, individual teacher support • Meets with coaches to provide feedback and monitor the effectiveness of coaching support and instructional adjustments • Assists in collaborative planning in ELA to ensure target task alignment, productivity and student work analysis

Name	Position Title	Job Duties and Responsibilities
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Positive Culture and Environment

- Supports district and school wide initiatives: SEL, Leader in Me
- Coordinates school wide recognition for students and staff promoting student achievement, accomplishments, and effort

Demographic Information

Principal start date

Monday 7/1/2019, Beverly Budzynski

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

4

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

11

Total number of teacher positions allocated to the school

39

Total number of students enrolled at the school

473

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

9

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

6

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	70	58	80	92	63	68	0	0	0	0	0	0	0	431
Attendance below 90 percent	11	20	29	39	18	17	0	0	0	0	0	0	0	134
One or more suspensions	0	1	3	1	0	1	0	0	0	0	0	0	0	6
Course failure in ELA	0	13	8	27	0	0	0	0	0	0	0	0	0	48
Course failure in Math	0	4	7	15	0	5	0	0	0	0	0	0	0	31
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	11	17	27	0	0	0	0	0	0	0	55
Level 1 on 2019 statewide FSA Math assessment	0	0	0	11	17	23	0	0	0	0	0	0	0	51
Number of students with a substantial reading deficiency	19	19	43	30	17	28	0	0	0	0	0	0	0	156

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	8	8	22	11	14	0	0	0	0	0	0	0	63

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	3	11	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Friday 9/24/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	37	98	89	81	85	91	0	0	0	0	0	0	0	481
Attendance below 90 percent	22	35	32	18	24	13	0	0	0	0	0	0	0	144
One or more suspensions	0	0	0	0	2	5	0	0	0	0	0	0	0	7
Course failure in ELA	0	0	0	0	2	0	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	4	22	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	22	0	0	0	0	0	0	0	24
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

The number of students identified as retainees:

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

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	37	98	89	81	85	91	0	0	0	0	0	0	0	481
Attendance below 90 percent	22	35	32	18	24	13	0	0	0	0	0	0	0	144
One or more suspensions	0	0	0	0	2	5	0	0	0	0	0	0	0	7
Course failure in ELA	0	0	0	0	2	0	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	4	22	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	22	0	0	0	0	0	0	0	24
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				26%	60%	57%	32%	61%	56%
ELA Learning Gains				38%	59%	58%	45%	62%	55%
ELA Lowest 25th Percentile				35%	51%	53%	47%	54%	48%
Math Achievement				42%	68%	63%	43%	69%	62%
Math Learning Gains				45%	64%	62%	60%	65%	59%
Math Lowest 25th Percentile				41%	55%	51%	50%	55%	47%
Science Achievement				28%	59%	53%	40%	60%	55%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	22%	61%	-39%	58%	-36%
Cohort Comparison						
04	2021					
	2019	23%	58%	-35%	58%	-35%
Cohort Comparison		-22%				
05	2021					
	2019	28%	60%	-32%	56%	-28%
Cohort Comparison		-23%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	44%	68%	-24%	62%	-18%
Cohort Comparison						
04	2021					
	2019	35%	65%	-30%	64%	-29%
Cohort Comparison		-44%				
05	2021					
	2019	29%	67%	-38%	60%	-31%
Cohort Comparison		-35%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	24%	56%	-32%	53%	-29%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tools used by grade level to complete the charts below are the following:

ELA: Grades 1 & 2: I-Ready Diagnostic Data

Grades 3, 4, & 5: Collier County School District Benchmark Assessment for Fall/Winter, State APM for Spring

At time of testing 6 students made up 3rd grade ESE student group

Students identified LY/LF were counted in ELL

Math: Grades 1 & 2: EOY District Assessment

Grades 3, 4 & 5: Collier County School District Benchmark Assessment for Fall/Winter, State APM for Spring

5th Grade Science: Collier County School District Benchmark Assessments for Fall/Winter/Spring

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	6%	13%	41%
	Economically Disadvantaged	6%	13%	41%
	Students With Disabilities	0%	11%	33%
	English Language Learners	0%	5%	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	13%	24%	55%
	Economically Disadvantaged	13%	24%	55%
	Students With Disabilities	11%	0%	56%
	English Language Learners	9%	15%	41%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	36%	33%	29%
	Economically Disadvantaged	36%	33%	29%
	Students With Disabilities	0%	0%	0%
	English Language Learners	32%	31%	23%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	45%	50%	25%
	Economically Disadvantaged	45%	50%	25%
	Students With Disabilities	17%	33%	0%
	English Language Learners	42%	46%	28%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32%	31%	28%
	Economically Disadvantaged	33%	31%	28%
	Students With Disabilities	20%	19%	11%
	English Language Learners	12%	12%	13%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	41%	59%	20%
	Economically Disadvantaged	41%	59%	20%
	Students With Disabilities	27%	38%	11%
	English Language Learners	26%	39%	16%
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28%	38%	26%
	Economically Disadvantaged	27%	39%	27%
	Students With Disabilities	12%	23%	7%
	English Language Learners	17%	21%	16%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	46%	66%	33%
	Economically Disadvantaged	45%	65%	32%
	Students With Disabilities	42%	67%	19%
	English Language Learners	32%	59%	13%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	21%	24%	25%
	Economically Disadvantaged	22%	25%	26%
	Students With Disabilities	7%	4%	8%
	English Language Learners	6%	14%	10%

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	16	39		36	64		28				
ELL	29	40	25	46	68	54	28				
BLK	39			37							
HSP	37	45	35	50	70	61	30				
FRL	38	47	35	47	69	58	34				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	2	25	35	26	38	42					
ELL	21	36	32	46	50	43	29				
BLK	26	47	50	33	36	33	25				
HSP	26	35	31	45	47	45	29				
FRL	26	37	35	42	45	41	27				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD		14	25	25	42	41	23				
ELL	31	45	61	42	58	60	32				
BLK	33	48	30	35	57	50	40				
HSP	31	44	55	45	61	52	38				
FRL	31	45	47	43	61	50	41				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	51
Total Points Earned for the Federal Index	377
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

Comparisons of FSA 21 data and 19 data, student proficiency in math significantly increased in 5th grade (+29%), 4th grade (+5%) and 3rd had a drop of 8% . All grade levels had an increase in proficiency in ELA. With 3rd grade increasing by 16%. Science had an increase of 8%. These scores are consistent with benchmark trend data.

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

ELA achievement and Science achievement continues to be our lowest performing areas, with FY21 data indicating ELA achievement at 37% and Science Proficiency at 33%. However, when looking across all scored areas for school grade, it is evident that continued shifts in instruction of all content areas is necessary, due to the gap between Village Oaks and district and state performance in areas of reading, math, science in regards to proficiency, and monitoring of students scoring in the lowest 25%.

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

Contributing factors to this need for improvement include: building content and standard knowledge of curriculum in the areas of reading, math, and science, lack of student ownership and data collection, impact of the pandemic and learning conditions.

Actions taken since the FY19 school grades including: twice weekly collaborative planning, focused on content, target task alignment, reflection of student work, examination of student misconceptions, implementation of feedback given from state team. Leadership team, including administration and coach support in classrooms with increased feedback.

Actions taken since the FY21 school grades include: systematic scheduling and accountability of data tracking for staff and students, Systematic approach to monitoring instruction to ensure planned content is delivered as discussed in planning, increased focus on grade-level text in ELA will increase student performance, scheduling to include school wide differentiation instruction (DI) time during the ELA block, and science coach hired to support the integration of science standards KG-5h grade.

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

Collier County Benchmark results for grades 3-5, these results mirrored the trends we saw on FY21 FSA. 3rd grade ELA and 5th grade math showed significant increases in proficiency, mirroring the FSA. 3rd quarter state progress monitoring predicted our proficiency levels to be lower than the benchmarks and final FSA results in all content areas.

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

In the content area of math, teachers focused on conceptual understanding prior to moving to a procedural approach, scheduling supported an extended math block to increase number sense, and additional resource support during math. In the content area of science, we restructured our science block with the framework provided by the state, and additional time provided to spiral review standards based on ongoing data analysis. In the content area of reading, extended learning opportunities were provided with a focus on grade level text, ongoing data analysis and shifts in instruction as necessary, and resource teachers assigned to specific grade levels and students to provide an additional level of support.

New actions in the areas of math include: teacher assignment changes based on performance data, systematic scheduling and accountability of data tracking for staff and students, systematic approach to monitoring and supporting students scoring in the lowest 25%, and common planning with focus on vertical articulation, task alignment, and conceptual understanding.

New actions in the areas of science include: continuation of state provided framework with a focus on content alignment and vocabulary, science coach hired to support the integration of science standards K-5 during collaborative planning, and ongoing data analysis and progress monitoring.

New actions in the areas of reading include: Systematic approach to monitoring instruction to ensure planned content is delivered as discussed in planning, scheduling to include school wide differentiation instruction (DI) time during ELA, and a systematic approach to monitoring and supporting students scoring in the lowest 25%.

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

Strategies that will need to be implemented in order to accelerate learning include: analysis of FY21 FSA data to determine and identify: gaps in standards mastery knowledge across progression of standards, identification of specific subskill trends, classroom and grade level trends, and then adjustments and proactive planning in collaborative planning with math and reading coaches into the FY22 school year, school wide expectation that ALL students are engaging in grade level complex texts, and student ownership of individual data and progress.

Grant funded intervention opportunities for students underperforming comprised of ESSA subgroups will be invited to participate in learning opportunities beyond the school day lead by effective or highly effective teachers.

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

Teachers will have professional learning opportunities on: new reading curriculum materials, new curriculum maps and pacing, BEST standards, and math curriculum and supplemental computer based math programs including Waggle, and ALEKS. Professional learning opportunities that will be provided at the school to support teachers with ongoing progress monitoring will include opportunities

to analyze data from FSA, data-warehouse and I-Ready.

Teachers and students will also have professional learning opportunities aligned to Leader in Me, development of the 7 habits among staff, creating WIGS using the 4DX model and continuing to empower students to develop leadership qualities and take an active role in their development as young leaders.

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

All students at Village Oaks will begin participating in Connect for Success, to provide a sense of belonging, develop leadership skills, and monitor progress in a small group setting. Students will participate in Connect for Success, twice weekly, for 15 minutes. Students will also participate in bi weekly data chats with teachers and peer partners to take ownership of their progress and goals. These additional services will help to increase relationship building, accountability, and monitoring of all students at Village Oaks Elementary.

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale: Leadership opportunities for all stakeholders will increase by implementing Lighthouse Teams, Student Leadership Teams, and Parent Action Teams. Leadership opportunities have been provided to staff on a limited basis, this area of Focus will increase the ability for all stakeholders to be involved in a systemic way.

Measurable Outcome: Final measurable outcomes - Student achievement will increase by 12% (ELA and Science) and 5% (Math). Leadership opportunities for all stakeholders will increase by implementing Lighthouse Teams, Student Leadership Teams, and Parent Lighthouse Teams.

Monitoring: Monthly meetings and reports from light house team members will monitor the progress teams are making toward their end goal.

Person responsible for monitoring outcome: Beverly Budzynski (budzyb@collierschools.com)

Evidence-based Strategy: Village Oaks will implement a comprehensive approach to developing leaders in all stakeholders (students, staff, parents, and communtiy members) by utilizing Covey's See-Do-Get model and Lighthouse Organizational Flow Chart and Rubric.

Rationale for Evidence-based Strategy: A comprehensive, systematic approach is needed to develop leadership skills in all stakeholders. Covey's framework is one such system. School achievement will increase when all stakeholders have equitable opportunities for leadership and a shared voice.

Action Steps to Implement

Utilization of the Lighthouse Organizational Flow Chart for all stakeholders.

Leadership-

- * 7 Habit Boosters

- *Student Leadership (clubs)

Culture-

- *Beatification

- *Spirit Squad

- *Positive Behavioral Interventions and Supports

- *Celebrating Diversity

Academics -

- *School-wide Goals

- *Student Leadership Notebooks (data notebooks)

Parent Action Team - led by Parent Involvement Specialist

Person Responsible Jill Striz (strizj@collierschools.com)

Implementation of Student Leadership Teams and Parent Action Teams

Person Responsible Vanessa Anthony (velazv1@collierschools.com)

Professional Development for all Stakeholders.

Person Responsible Beverly Budzynski (budzyb@collierschools.com)

Saturday Wellness/Leadership Events - All stakeholders will be invited to participate in Leadership/Wellness activities that support social emotional learning and academic goals.

Person Responsible Beverly Budzynski (budzyb@collierschools.com)

#2. Instructional Practice specifically relating to Standards-aligned Instruction

During the FY21 school year FSA data indicated a increase in proficiency in all areas, with the exception of 3rd grade math. While learning gains and proficiency increased, overall proficiency is still significantly below the district and state average.

Area of Focus Description and Rationale:

Grade Level ELA Breakdown is reflected as follows:
 FY21-Grade 3 Proficiency 38%
 FY21-Grade 4 Proficiency 38%
 FY21-Grade 5 Proficiency 36%

Grade Level Math Breakdown is reflected as follows:
 FY21-Grade 3 Proficiency 36%
 FY21-Grade 4 Proficiency 41%
 FY21-Grade 5 Proficiency 58%

5th Grade Science
 FY21- Grade 5 Proficiency 33%

Measurable Outcome: Final measurable outcomes - FSA Assessments
 Student achievement will increase by 12% (ELA and Science) and 5% (Math) by implementing school-wide intentional planning and aligning targeted grade-level instruction and questioning. Monitoring and feedback will be provided.

Monitoring: ELA will be monitored with weekly iReady data on individual, classroom, and school-wide levels. Students, teachers, and coaches will track the data. Quarterly benchmark assessment data will be analyzed at individual, class, and school-wide levels as well. Adjustments and enhancements will be made based on the demonstrated needs.

Person responsible for monitoring outcome: Beverly Budzynski (budzyb@collierschools.com)

Evidence-based Strategy: Weekly collaborative planning and implementation of on-grade level standards aligned instruction in the area of math for all k-5th grade math teachers and support staff. Quarterly planning will take place outside of school hours for each grade level.

Rationale for Evidence-based Strategy: Monitoring and tracking data and early intervention will increase accountability for student achievement. Weekly and end-of-unit assessments, progress monitoring, and quarterly benchmark assessments will provide the data needed to make instructional adjustments to ensure learning gains for all students.

Action Steps to Implement

Weekly collaborative planning and implementation of on-grade level standards aligned instruction in the area of Math for all K-5th grade Math teachers and support staff. Quarterly planning will take place outside of school hours for each grade level.

Person Responsible Jill Striz (strizj@collierschools.com)

Weekly collaborative planning and implementation of on-grade level standards aligned instruction in the area of ELA for all K-5th grade ELA teachers and support staff. Targeted, job-embedded professional development relevant to the B.E.S.T. standards and highly impactful instructional strategies. Quarterly planning will take place outside of school hours for each grade level.

Person Responsible Katie Sandlin (sandlika@collierschools.com)

Weekly collaborative planning and implementation of on-grade level standards aligned instruction in the area of Science for all K-5th grade Science teachers and support staff. Quarterly planning will take place outside of school hours for each grade level.

Person Responsible Jill Striz (strizj@collierschools.com)

Implementation of Leader in Me and 4 Disciplines of Execution. All students and staff K-5 will participate in data chats, goal setting, and progress monitoring.

Person Responsible Vanessa Anthony (velazv1@collierschools.com)

Virtual lessons will be created for 24 weeks. These will be posted on each students' Canvas page to reinforce and reteach concepts previously taught for each grade level and content area. Students will have access to these lessons 24 hours a day, 7 days a week.

Person Responsible Beverly Budzynski (budzyb@collierschools.com)

#3. Instructional Practice specifically relating to ELA

During the FY21 school year FSA data indicated a increase in proficiency for grades 3-5 from 26% to 38%. While learning gains and proficiency increased, overall proficiency is still significantly below the district and state average.

Grade Level ELA Breakdown is reflected as follows:

FY21-Grade 3 Proficiency 38%

FY21-Grade 4 Proficiency 38%

FY21-Grade 5 Proficiency 36%

Area of

Focus

Description

and

Rationale:

FY21-Kindergarten- 39% on grade level, and 0% of students performing 2 or more grade levels below

FY21-First Grade- 31% on grade level, and 0% of students performing 2 or more grade levels below

FY21-Second Grade- 20% on grade level, and 16% of students performing 2 or more grade levels below

This is the rationale for supporting instructional practice relating ELA, ensuring students are exposed to on grade level instruction, and given opportunities to increase their learning gains to develop proficiency on grade level texts. Additionally, students receiving explicit reading interventions, need ongoing progress monitoring and adjustment of instruction to ensure the achievement gap closes, and all students make learning gains.

VOE will increase it's FSA ELA proficiency overall by 12%. This will result in a minimum of 50% of our students meeting proficiency in the are of ELA for the FY21-22 school year.

Grade Level Breakdowns:

Grade 3: ELA Proficiency will increase by a minimum of 12%, from 38% to 50%.

Grade 4:ELA Proficiency will increase by a minimum of 12% from 38% to 50%, when looking at cohort data. (Incoming 3rd Grade-38% proficient)

Grade 5:ELA Proficiency will increase by a minimum of 14%, from 36% to 50%, when looking at cohort data. (Incoming 5th Grade-38% proficient)

Measurable Outcome:

K-2 Grade Level Breakdown Measurable Goals Are As Follows (mid/on grade level as evidenced iReady data)

Kindergarten: During FY22 school year increase proficiency by 11%, from 39% to 50%.

First Grade: During FY22 school year increase proficiency by 19% from 31% to 50%.

Second Grade: During FY22 school year, increase proficiency by 30%, from 20% to 50%.

Monitoring:

This area of focus will be monitored by a systematic approach to monitoring instruction to ensure planned content is delivered as discussed in planning, and ongoing data analysis from end of module tests, quarter benchmark assessments, and computer based programs with teachers and leadership team, and systematic scheduling and accountability of data tracking for staff and students.

Person responsible for monitoring outcome:

Nicole Micieli (micien@collierschools.com)

Evidence-based Strategy:	Weekly collaborative planning and implementation of on-grade level, cognitively complex texts for all K-5th grade ELA teachers and support staff. Quarterly planning will take place outside of school hours for each grade level.
Rationale for Evidence-based Strategy:	Weekly collaborative planning allows uninterrupted time to monitor and track data to make instructional adjustments to ensure learning proficiency for all students, provide PLC opportunities around the B.E.S.T standards and overarching questions, monitor the multi-tiered system of support and discuss strategies for all students to be successful with on grade level texts.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

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

According to the discipline data from SafeSchoolsforAlex.org, Village Oaks Elementary falls in the moderate category with .7 incidents per 100 students. In the past two years for both the 19-20, and 20-21 school year, student in-school and out of school suspension rates have significantly decreased.

Reflecting on 20-21 school discipline data, areas of of concerns happened during transportation on buses to and from school and during related arts. In the upcoming 21-22 school year, specific PBIS systems focused for bus behavior will be implemented.

In the upcoming school year, a primary focus on building Leader in Me with students and staff will help to promote positive school culture and environment. Increasing opportunities for students to become leaders on campus, exhibiting the habits, and creating pride and a sense of belonging with all stakeholders. The school counselor will work with classroom teachers to develop and monitor specific tiered behavior support for individual students, and the school instructional coach will support teachers new to grade level to promote solid routines, procedures, classroom expectations and foster community building.

Part IV: Positive Culture & Environment

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

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

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

Village Oaks follows the Leader in Me framework to ensure a positive school culture by implementing leadership opportunities for all stakeholders. Staff, parents, and students will be a part of the lighthouse team that provides all stakeholders a voice in the decision-making process leading to a collaborative and positive school environment. In addition to leadership opportunities, every month we will recognize and celebrate individual and group success of staff and students.

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

Every staff member will be part of an action team. The action teams will be broken into three categories based on the Leader in Me framework: leadership, culture, and academics. Leadership will include professional development and student leadership roles. Culture will include campus beautification, staff recruitment and retention, and student-led leadership events. Academics will include school-wide celebrations and student leadership (data) notebooks. These action teams will work collaboratively to develop goals and take the necessary action steps needed to reach their goals. They will meet monthly to track their progress and make adjustments as needed. The students will have an opportunity to join a student leadership team based on their talents and passions. Parents will have the opportunity to be integral members of the parent lighthouse team and take part in the decision-making process, this team will also meet on a monthly basis.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Leadership: Leadership Development				\$19,106.65
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	130-Other Certified Instructional Personnel	0341 - Village Oaks Elementary School	UniSIG	0.06	\$3,240.00
			<i>Notes: LIM Lighthouse Team - Teachers attending (12 teachers x 1 hr. x 1 month x 9 months x\$30)- 4 Disciplines of Execution</i>			

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6400	210-Retirement	0341 - Village Oaks Elementary School	UniSIG		\$350.57
<i>Notes: Benefits - Retirement (10.82%) LIM Lighthouse Coach Academy</i>					
6400	220-Social Security	0341 - Village Oaks Elementary School	UniSIG		\$247.86
<i>Notes: Benefits - Social Security/Medicare (7.65%) LIM Lighthouse Coach Academy</i>					
6400	240-Workers Compensation	0341 - Village Oaks Elementary School	UniSIG		\$12.96
<i>Notes: Benefits - Workers Compensation (.40%) LIM Lighthouse Coach Academy</i>					
6400	130-Other Certified Instructional Personnel	0341 - Village Oaks Elementary School	UniSIG	0.14	\$8,100.00
<i>Notes: Pay staff to attend Core 2 LIM training (45 Instructional staff X 6 hours X \$30.00 per hour)</i>					
6400	210-Retirement	0341 - Village Oaks Elementary School	UniSIG		\$876.42
<i>Notes: Benefits - Retirement (10.82%) Core 2 Training</i>					
6400	220-Social Security	0341 - Village Oaks Elementary School	UniSIG		\$619.65
<i>Notes: Benefits - Social Security/Medicare (7.65%) Core 2 Training</i>					
6400	240-Workers Compensation	0341 - Village Oaks Elementary School	UniSIG		\$32.40
<i>Notes: Benefits - Workers Compensation (.40%) Core 2 Training</i>					
6400	310-Professional and Technical Services	0341 - Village Oaks Elementary School	UniSIG		\$3,000.00
<i>Notes: Leader in Me consultant (full day) to train lighthouse team on Core 2 (\$3000)</i>					
6400	510-Supplies	0341 - Village Oaks Elementary School	UniSIG		\$900.00
<i>Notes: LIM Training Books</i>					
7730	160-Other Support Personnel	0341 - Village Oaks Elementary School	UniSIG	0.03	\$863.55
<i>Notes: Pay staff to attend Core 2 training (5 Non-Instructional staff X 6 hours X \$19.19 per hour x 1.5 hr.(time and a half)</i>					
7730	210-Retirement	0341 - Village Oaks Elementary School	UniSIG		\$93.44
<i>Notes: Benefits - Retirement (10.82%) Core 2 Training - Non Instructional</i>					
7730	220-Social Security	0341 - Village Oaks Elementary School	UniSIG		\$66.06
<i>Notes: Benefits - Social Security/Medicare (7.65%) Core 2 Training - Non Instructional</i>					
7730	240-Workers Compensation	0341 - Village Oaks Elementary School	UniSIG		\$3.45
<i>Notes: Benefits - Workers Compensation (.40%) Core 2 Training - Non Instructional</i>					
7800	790-Miscellaneous Expenses	0341 - Village Oaks Elementary School	UniSIG		\$301.00

			<i>Notes: Transportation for Saturday Family Wellness & Education Fairs (1 bus x 2 Saturdays x 7 hrs.)(Fairs funded through TSSSA)</i>			
	7900	390-Other Purchased Services	0341 - Village Oaks Elementary School	UniSIG		\$399.29
			<i>Notes: Custodial Staff for Saturday Family Wellness & Education Fairs (1 custodial staff x 2 Saturdays x 7 hrs.)(Fairs funded through TSSSA)</i>			
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$711,933.65
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	130-Other Certified Instructional Personnel	0341 - Village Oaks Elementary School	UniSIG	2.0	\$113,237.98
			<i>Notes: Salaries -2 Resource teacher (Sept. 1st to end of contract: 10 year teacher rate)</i>			
	5100	210-Retirement	0341 - Village Oaks Elementary School	UniSIG		\$12,252.35
			<i>Notes: Benefits - Retirement (10.82%) Res tchr</i>			
	5100	220-Social Security	0341 - Village Oaks Elementary School	UniSIG		\$8,662.70
			<i>Notes: Benefits - Social Security/Medicare (7.65%) Res tchr</i>			
	5100	230-Group Insurance	0341 - Village Oaks Elementary School	UniSIG		\$19,362.00
			<i>Notes: Benefits - Group health insurance Res tchr</i>			
	5100	232-Life Insurance	0341 - Village Oaks Elementary School	UniSIG		\$140.00
			<i>Notes: Benefits - Life insurance Res tchr</i>			
	5100	240-Workers Compensation	0341 - Village Oaks Elementary School	UniSIG		\$452.95
			<i>Notes: Benefits - Workers Compensation (.40%) Res tchr</i>			
	5900	130-Other Certified Instructional Personnel	0341 - Village Oaks Elementary School	UniSIG	0.08	\$4,968.00
			<i>Notes: Salaries - teachers conducting after school program - Grade 4 & 5 (2 teachers x 4 days/wk (1 per quarter) x 1 hr/day x 18 wks x \$34.50/hr)</i>			
	5900	210-Retirement	0341 - Village Oaks Elementary School	UniSIG		\$537.54
			<i>Notes: Benefits - Retirement (10.82%) teachers (after school)</i>			
	5900	220-Social Security	0341 - Village Oaks Elementary School	UniSIG		\$380.05
			<i>Notes: Benefits - Social Security/Medicare (7.65%)teachers (after school)</i>			
	5900	240-Workers Compensation	0341 - Village Oaks Elementary School	UniSIG		\$19.87
			<i>Notes: Benefits - Workers Compensation (.40%) teachers (after school)</i>			
	6150	130-Other Certified Instructional Personnel	0341 - Village Oaks Elementary School	UniSIG	0.07	\$4,320.00
			<i>Notes: Virtual home lessons (1 hr each X 6 teachers (one per grade level k-5) X 24 days (1 per week for 24 weeks) X \$30.00 per hour)</i>			

	6150	210-Retirement	0341 - Village Oaks Elementary School	UniSIG		\$467.42
			<i>Notes: Benefits - Retirement (10.82%)</i>			
	6150	220-Social Security	0341 - Village Oaks Elementary School	UniSIG		\$330.48
			<i>Notes: Benefits - Social Security/Medicare (7.65%)</i>			
	6150	240-Workers Compensation	0341 - Village Oaks Elementary School	UniSIG		\$17.28
			<i>Notes: Benefits - Workers Compensation (.40%)</i>			
	6300	130-Other Certified Instructional Personnel	0341 - Village Oaks Elementary School	UniSIG	0.04	\$2,160.00
			<i>Notes: Curriculum Writing for virtual home lessons (6 teachers X 1 lessons X 30 mins per lesson X \$30 per hour X 24 days (1 per week for 24 weeks))</i>			
	6300	210-Retirement	0341 - Village Oaks Elementary School	UniSIG		\$233.71
			<i>Notes: Benefits - Retirement (10.82%) Curriculum Writing</i>			
	6300	220-Social Security	0341 - Village Oaks Elementary School	UniSIG		\$165.24
			<i>Notes: Benefits - Social Security/Medicare (7.65%) Curriculum Writing</i>			
	6300	240-Workers Compensation	0341 - Village Oaks Elementary School	UniSIG		\$8.64
			<i>Notes: Benefits - Workers Compensation (.40%) Curriculum Writing</i>			
	6300	130-Other Certified Instructional Personnel	0341 - Village Oaks Elementary School	UniSIG	0.47	\$27,360.00
			<i>Notes: Saturday Collaborative Planning (38 teachers X 6 hours per Saturday X 4 Saturdays (1 per quarter) X \$30.00 per hr.</i>			
	6300	210-Retirement	0341 - Village Oaks Elementary School	UniSIG		\$2,960.35
			<i>Notes: Benefits - Retirement (10.82%) Saturday Collaborative Planning</i>			
	6300	220-Social Security	0341 - Village Oaks Elementary School	UniSIG		\$2,093.04
			<i>Notes: Benefits - Social Security/Medicare (7.65%) Saturday Collaborative Planning</i>			
	6300	240-Workers Compensation	0341 - Village Oaks Elementary School	UniSIG		\$109.44
			<i>Notes: Benefits - Workers Compensation (.40%) Saturday Collaborative Planning</i>			
	5100	130-Other Certified Instructional Personnel	0341 - Village Oaks Elementary School	Title, I Part A	2.7	\$196,525.40
			<i>Notes: Salaries and benefits for 2.70 Resource teachers Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>			
	5100	150-Aides	0341 - Village Oaks Elementary School	Title, I Part A	0.1	\$3,408.21
			<i>Notes: Salaries and benefits for .10 Spanish Tutor Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>			

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6400	130-Other Certified Instructional Personnel	0341 - Village Oaks Elementary School	Title, I Part A	1.2	\$93,588.27
		<i>Notes: Salaries and benefits for .60 Math/Science Coach & .60 Academic Coach Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>			
7730	330-Travel	0341 - Village Oaks Elementary School	Title, I Part A		\$1,813.81
		<i>Notes: BSI Academy (Sarasota County, Venice) July 29 (One hotel night: July 28).</i>			
6400	310-Professional and Technical Services	0341 - Village Oaks Elementary School	Title, I Part A		\$1,750.00
		<i>Notes: LIM Consultant</i>			
6400	130-Other Certified Instructional Personnel	0341 - Village Oaks Elementary School	Title, I Part A		\$1,089.65
		<i>Notes: Pre-extension for coaches - 1 day</i>			
6400	510-Supplies	0341 - Village Oaks Elementary School	Title, I Part A		\$929.25
		<i>Notes: LIM Supplies</i>			
5900	130-Other Certified Instructional Personnel	0341 - Village Oaks Elementary School	Title, I Part A		\$7,877.60
		<i>Notes: Afterschool extended programming - Salaries - Teachers</i>			
5100	510-Supplies	0341 - Village Oaks Elementary School	Title, I Part A		\$4,442.58
		<i>Notes: Instructional supplies</i>			
6150	510-Supplies	0341 - Village Oaks Elementary School	Title, I Part A		\$2,000.00
		<i>Notes: Parent Engagement Supplies</i>			
6150	160-Other Support Personnel	0341 - Village Oaks Elementary School	Title, I Part A		\$803.79
		<i>Notes: Translation services</i>			
5100	130-Other Certified Instructional Personnel	0341 - Village Oaks Elementary School	Title, I Part C	2.3	\$171,158.76
		<i>Notes: Salaries and benefits for 2.30 Resource teachers Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>			
5100	150-Aides	0341 - Village Oaks Elementary School	Title, I Part C	0.4	\$13,632.85
		<i>Notes: Salaries and benefits for .40 Spanish Tutor Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>			
5900	130-Other Certified Instructional Personnel	0341 - Village Oaks Elementary School	Title, I Part C		\$4,200.24
		<i>Notes: Migrant Saturday School: One teacher per grade level, KG-5, 5 hours each Saturday for two Saturdays</i>			
7300	160-Other Support Personnel	0341 - Village Oaks Elementary School	Title, I Part C		\$478.50
		<i>Notes: Migrant Saturday School: One Clerical staff member for 5 hours each Saturday for two Saturdays.</i>			

	7800	790-Miscellaneous Expenses	0341 - Village Oaks Elementary School	Title, I Part C		\$396.03
			<i>Notes: Migrant Saturday School: Transportation for Migrant students to/from Saturday Programming</i>			
	7900	390-Other Purchased Services	0341 - Village Oaks Elementary School	Title, I Part C		\$342.24
			<i>Notes: Migrant Saturday School: Four hours of custodial services each Saturday for two Saturdays.</i>			
	5900	150-Aides	0341 - Village Oaks Elementary School	Title, I Part C		\$478.50
			<i>Notes: Migrant Saturday School: tutors for Saturday program for two Saturdays</i>			
	6400	130-Other Certified Instructional Personnel	0341 - Village Oaks Elementary School	Title, I Part A		\$4,635.93
			<i>Notes: Staff Development Trainings - Salaries</i>			
	5100	369-Technology-Related Rentals	0341 - Village Oaks Elementary School	Title, I Part A		\$1,240.00
			<i>Notes: Grade Cam licenses</i>			
	7800	790-Miscellaneous Expenses	0341 - Village Oaks Elementary School	Title, I Part A		\$903.00
			<i>Notes: Afterschool Program Supplies</i>			
3	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
					Total:	\$741,832.11