

Collier County Public Schools

Village Oaks Elementary School



2022-23 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: A (65%) 2018-19: D (36%) 2017-18: C (45%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		D	D

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<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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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 improved 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
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 <p>Positive Culture and Environment</p> <ul style="list-style-type: none"> • Supports district and school wide initiatives: SEL, Leader in Me • Coordinates school wide recognition for students and staff promoting student achievement, accomplishments, and effort
Dieuvelhomme, Sabrina	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

Name	Position Title	Job Duties and Responsibilities
		<p>practices in the context of childhood cognitive development as well as evidenced-based strategies aligning with current resources</p> <ul style="list-style-type: none"> • 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
Farmer, Mysha	Reading Coach	<p>As an instructional reading coach, Mrs. Farmer 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 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.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Provides additional professional development on an as needed basis for staff
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
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

Name	Position Title	Job Duties and Responsibilities
		<p>accommodations and supports based on IEPs increasing equity of access to grade-level instruction and tasks</p> <ul style="list-style-type: none"> • 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"> • Works with families to promote a positive transition into pre-k programming • Works in conjunction with teachers to ensure IEPs are implemented with fidelity

Demographic Information

Principal start date

Monday 7/1/2019, Beverly Budzynski

Number of teachers with a 2022 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.*

12

Number of teachers with a 2022 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.*

32

Total number of teacher positions allocated to the school

36

Total number of students enrolled at the school

490

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

5

Identify the number of instructional staff who joined the school during the 2022-23 school year.

5

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	86	78	58	82	73	63	0	0	0	0	0	0	0	440
Attendance below 90 percent	21	20	13	24	17	15	0	0	0	0	0	0	0	110
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	11	12	6	0	0	0	0	0	0	0	29
Level 1 on 2022 statewide FSA Math assessment	0	0	0	6	18	4	0	0	0	0	0	0	0	28
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	4	7	2	0	0	0	0	0	0	0	13

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	3	4	11	0	0	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 7/19/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	49%	64%	56%				26%	60%	57%
ELA Learning Gains	72%						38%	59%	58%
ELA Lowest 25th Percentile	60%						35%	51%	53%
Math Achievement	68%	56%	50%				42%	68%	63%
Math Learning Gains	88%						45%	64%	62%
Math Lowest 25th Percentile	85%						41%	55%	51%
Science Achievement	36%	72%	59%				28%	59%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	22%	61%	-39%	58%	-36%
Cohort Comparison		0%				
04	2022					
	2019	23%	58%	-35%	58%	-35%
Cohort Comparison		-22%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	28%	60%	-32%	56%	-28%
Cohort Comparison		-23%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	44%	68%	-24%	62%	-18%
Cohort Comparison		0%				
04	2022					
	2019	35%	65%	-30%	64%	-29%
Cohort Comparison		-44%				
05	2022					
	2019	29%	67%	-38%	60%	-31%
Cohort Comparison		-35%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	24%	56%	-32%	53%	-29%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	14	52	55	46	74	73					
ELL	40	66	43	59	86	84	23				
BLK	59	72		68	89		43				
HSP	46	72	68	68	88	88	35				
FRL	49	72	60	68	88	85	36				

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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	66
Total Points Earned for the Federal Index	524
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	58
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	64
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	67
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	66
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 22 data and 21 data, student proficiency in math significantly increased in 5th grade (+5%), 4th grade (+44%), and 3rd grade (+13%). Student proficiency increased in the area of ELA 5th grade (+2%), 4th grade (+25%) and 3rd grade (+3%) Science had an increase of 1%. These scores are consistent with benchmark trend data.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

ELA achievement and Science achievement continue to be our lowest performing areas, with FY22 data indicating ELA achievement at 49% (an increase from 38% last year) and Science Proficiency at 34%. However, when looking across all scored areas for school grade, monitoring of students scoring in the lowest 25% is still a high priority.

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

Actions taken since the FY22 school grades include: continued weekly collaborative planning with teams to ensure understanding of B.E.S.T standards and new curriculum and increased opportunities for leadership for all (these opportunities include; leadership clubs, student lighthouse team, and student ownership of learning and goal setting).

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Collier County Benchmark results for grades 3-5, these results mirrored the trends we saw on FY22 FSA. The data trends from FSA are as follows:

ELA:

Increase in overall proficiency by 9%

L25 increase of 25%

Gains increase of 26%

Math:

Increase in overall proficiency by 21%

L25 increase of 23%

Gains increase of 19%

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

The following factors contributed to the increase in all subject areas as evidenced by FSA SY22 data:
Data Analysis- Student by student, strategic resource scheduling, retaining effective and highly effective

teachers, Multiple extended learning opportunities, and focused collaborative planning/task alignment. Some new actions include increased curriculum support with the new B.E.S.T standards, continued strategic resource scheduling, and school-wide data analysis.

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 FY22 FSA data to determine and identify: gaps in standards mastery knowledge across the 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 FY23 school year.

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 math curriculum materials, new curriculum maps and pacing, and B.E.S.T. standards. 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, benchmarks, 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 participate 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.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Positive Culture and Environment specifically relating to Empowering Leadership Opportunities for all Stakeholders

Area of Focus

Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Leadership opportunities for all stakeholders will increase by implementing Lighthouse Teams, Student Leadership Teams, and Parent Action Teams. This area of Focus will increase the ability for all stakeholders to be involved in a systemic way. Student leadership will increase by implementing a student lighthouse team, student clubs, and student action team led by teacher leaders.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Final measurable outcomes -
Student achievement will increase by 5% in all subject areas. Leadership opportunities for all stakeholders will increase by implementing Lighthouse Teams, Student Leadership Teams, and Parent Lighthouse Teams. Implementing new opportunities for shared leadership will increase accountability and parent involvement.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Bi-weekly action team meetings with follow-up from administration and team goal setting/tracking will monitor the progress teams are making towards their end goal.

Person responsible for monitoring outcome:

Jill Striz (strizj@collierschools.com)

Evidence-based

Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

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

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

Describe the resources/criteria used for selecting this strategy.

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

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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)

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

Area of Focus During the FY22 school year FSA data indicated a increase in proficiency in all areas, including significant learning gains in all tested areas.

Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Grade Level ELA Breakdown is reflected as follows:

FY22-Grade 3 Proficiency 40%

FY22-Grade 4 Proficiency 63%

FY22-Grade 5 Proficiency 38%

Overall (School Grade) 49%

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Final measurable outcomes- F.A.S.T Florida Assessment

Student achievement will increase by 5% in ELA by implementing school-wide intentional planning and aligning targeted grade-level instruction and questioning.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

ELA will be monitored with weekly iReady data on an 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. A new curriculum and digital resources will be used to track data on a weekly basis with consistent adjustments to support schedules. FTEM to monitor instruction is aligned to the standards.

Person responsible for monitoring outcome:

Beverly Budzynski (budzyb@collierschools.com)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Weekly collaborative planning, implementation, and monitoring of on-grade level standards-aligned instruction in the area of ELA for all grades K-5th teachers and support staff. A primary focus will be task alignment to the B.E.S.T standards.

Rationale for Evidence-based**Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

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

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Weekly collaborative planning, implementation, and monitoring of on-grade level standards-aligned instruction in the area of ELA for all K-5th grade ELA teachers and support staff. .

Person Responsible Nicole Micieli (micien@collierschools.com)

Targeted, job-embedded professional development relevant to the B.E.S.T. standards and highly impactful instructional strategies.

Person Responsible Nicole Micieli (micien@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 Sabrina Dieuvellhomme (dieuvs@collierschools.com)

#3. Instructional Practice specifically relating to Math

Area of Focus	During the FY22 school year FSA data indicated a increase in proficiency in all areas, including significant learning gains in all tested areas.
Description and Rationale:	
Include a rationale that explains how it was identified as a critical need from the data reviewed.	Grade Level Math Breakdown is reflected as follows: FY22-Grade 3 Proficiency 49% FY22-Grade 4 Proficiency 85% FY22-Grade 5 Proficiency 63% Overall (School Grade) 68%

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Final measurable outcomes- F.A.S.T Florida Assessment
Student achievement will increase by 5% in Math by implementing school-wide intentional planning and aligning targeted grade-level instruction and questioning.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Students, teachers, and coaches will track the data. Quarterly benchmark, state progress monitoring, and unit assessment data will be analyzed at individual, class, and school-wide levels as well. A new math curriculum and digital resources will be used to track math data on a weekly basis with consistent adjustments to support schedules. FTEM to monitor instruction is aligned to the standards

Person responsible for monitoring outcome:

Beverly Budzynski (budzyb@collierschools.com)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

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. A primary focus will be task alignment to the B.E.S.T standards. Redbird, the online math program, will be utilized with fidelity.

Rationale for Evidence-based**Strategy:**

Explain the rationale for selecting this specific strategy.

Describe the resources/criteria used for selecting this strategy.

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

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Weekly collaborative planning, implementation and monitoring of on-grade level standards-aligned instruction in the area of Math for all K-5th grade Math teachers and support staff.

Person Responsible Jill Striz (strizj@collierschools.com)

Targeted, job-embedded professional development relevant to the B.E.S.T. standards and highly impactful instructional strategies.

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 Sabrina Dieuvelhomme (dieuvs@collierschools.com)

#4. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	During the FY22 school year FSA data indicated a increase in proficiency in all areas, including significant learning gains in all tested areas. 5th Grade Science FY22- Grade 5 Science Proficiency 36%
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Final measurable outcomes- Science State Assessment Student achievement will increase by 14% in Science by implementing school-wide intentional planning and aligning targeted 3-5 grade-level instruction and questioning.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Students, teachers, and coaches will track the data. Quarterly benchmark assessment data, unit assessments, and progress learning will be analyzed at individual, class, and school-wide levels as well to make adjustments to support schedules. FTEM to monitor instruction is aligned to the standards
Person responsible for monitoring outcome:	Beverly Budzynski (budzyb@collierschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Village Oaks will be implementing the 5E Model, integration of Science text into ELA, and close reading strategies with the Science text. A primary focus will be task alignment to the NGSSS.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Monitoring and tracking data and early intervention will increase accountability for student achievement. Weekly and end-of-unit assessments, progress monitoring, and quarterly district assessments will provide the data needed to make instructional adjustments to ensure increases in proficiency levels.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Weekly collaborative planning, implementation and monitoring of on-grade level standards-aligned instruction in the area of Science for all K-5th grade teachers and support staff.

Person Responsible Emily Parlier (parlie@collierschools.com)

Targeted, job-embedded professional development relevant to the Next Generation Sunshine State Standards and highly impactful instructional strategies.

Person Responsible Emily Parlier (parlie@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 Sabrina Dieuvelhomme (dieuvs@collierschools.com)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

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:

FY22-Kindergarten- 78% on grade level, and 0% of students performing 2 or more grade levels below

FY22-First Grade- 50% on grade level, and 2% of students performing 2 or more grade levels below

FY22-Second Grade- 33% on grade level, and 15% 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.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

During the FY22 school year FSA data indicated a increase in proficiency for grades 3-5 from 38% to 49%. While learning gains and proficiency increased, overall proficiency is still below the district and state average.

Grade Level ELA Breakdown is reflected as follows:

FY22-Grade 3 Proficiency 40%

FY22-Grade 4 Proficiency 63%

FY22-Grade 5 Proficiency 38%

Overall (School Grade) 49%

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

K-2 Grade Level Breakdown Measurable Goals Are As Follows (mid/on grade level as evidenced iReady data-Diagnostic 3)

Kindergarten: During FY23 school year will increase proficiency from prior year by 3%.

First Grade: During FY23 school year increase proficiency by 3%, from 78% to 81%.

Second Grade: During FY23 school year, increase proficiency by 5%, from 50% to 55%.

Grades 3-5: Measureable Outcome(s)

VOE will increase it's FSA ELA proficiency overall by 5%. This will result in a minimum of 54% of our students meeting proficiency in the are of ELA for the FY22-23 school year.

Grade Level Breakdowns:

Grade 3: ELA Proficiency will increase by a minimum of 5%.

Grade 4:ELA Proficiency will increase by a minimum of 5% from 40% to 45%, when looking at cohort data. (Incoming 3rd Grade-40% proficient)

Grade 5:ELA Proficiency will increase by a minimum of 5%, from 63% to 68%, when looking at cohort data. (Incoming 5th Grade-63% proficient)

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

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:

Select the person responsible for monitoring this outcome.

Micieli, Nicole, micien@collierschools.com

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Village Oaks will continue implementing a comprehensive approach to teaching English Language Arts through careful monitoring, data tracking, early intervention, and job-embedded professional development with an intentional focus on highly impactful weekly collaborative planning. Afterschool intervention programs will be available to students.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Develop a collaborative planning framework for coaches to guide discussion with instructional staff. Coaches and administration will be in attendance to offer support and guidance. During collaborative planning, we will actively work with instructional staff to ensure they are identifying areas that need additional support and/or reteaching. Job-embedded professional development increases the capacity of all educators through tailored, high leverage instructional techniques. Monitoring, data tracking, and early intervention align with the development of a system of formative assessment to allow school personnel to be able to use data related to students' progression through standards to make impactful instructional adjustments.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Literacy Leadership- Experienced literacy coach and assistant principal returning for FY23 school year.	Micieli, Nicole, micien@collierschools.com
Literacy Coaching- District provided PD supports monthly for school literacy coaches. Literacy Coach attended multiple professional learning opportunities outside of contractual time.	Farmar, Mysha, farmam@collierschools.com
Assessment-Bi-Weekly monitoring of selection quizzes and monthly end of module assessments during team collaborative planning with an increase on ESE and support staff understanding and utilizing the data,	Farmar, Mysha, farmam@collierschools.com
Professional Learning- Literacy Coach to provide B.E.S.T standards refresher and enrichment. Continued PD on standard task alignment and use of Differentiated Instruction (DI) time.	Farmar, Mysha, farmam@collierschools.com

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Village Oaks has increased its retention rate of teachers significantly in the past couple of years. Building a positive school culture has a great impact on teacher and staff recruitment and retention. 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 recognize and celebrate individual and group success of staff and students.

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

Village Oaks will continue to promote 100% leadership. We are going into our 3rd year of Leader in Me and will increase accountability and ensure everyone is playing a role in supporting our Leader in Me initiatives. 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.