

School District of Osceola County, FL

Ventura Elementary School



2017-18 Schoolwide Improvement Plan

Ventura Elementary School

275 WATERS EDGE DR, Kissimmee, FL 34743

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	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	93%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	B	C*	C

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround Status

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

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

2017-18 DA Category and Statuses for Ventura Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Meeting the needs of all students in the 21st century.

b. Provide the school's vision statement.

Ventura Elementary School will outperform all other schools in the Osceola County School District.

2. School Environment

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

At Ventura Elementary, our teachers take every effort to get to know their students and their families. We provide an open door to all parents to take part in their child's school day by promoting and encouraging parents to volunteer. We also provide tours for all new students to the school. Ventura invites parents to a report card conference evening. This gives the teachers and parents an opportunity to build a relationship that fosters learning and community in our school community. Our Dual Language Academy is a strong part of our school. They have multiple events during the school year in which we celebrate our students cultures either through ceremonies, concerts, or general meetings.

The students at Ventura are always encouraged to represent their culture and appreciate the cultures of their peers.

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

At Ventura Elementary, we practice our ROAR expectations (Respectful, Organized, Accepting, Responsible) through the implementation of PBIS, Positive Behavioral Intervention and Supports. We also have paraprofessionals, teachers and staff stationed throughout the campus before and after school hours for their safety.

Students know that safety is our number one concern and that they can speak to any adult on this campus if they have a concern.

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

Positive Behavioral Intervention & Support (PBIS) is the key to our schoolwide behavioral system. This consists of teaching students the appropriate school behavioral expectations and rewarding the positive choices that students make.

When implementing discipline with the students for improper choices, we practice progressive discipline. At our school expectations are display throughout the school. Students, staff and parents are taught the expectations throughout the school year. Students and staff are able to state the expectations. Staff members model PBIS expectations for students and students are rewarded for displaying appropriate expectations in school with Tiger Tickets that can be used for the trading post, our movie nights or other activities.

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

At Ventura Elementary, we are staffed with a guidance counselor and a part time social worker. Each of these staff members assist in providing important services to our students. individual and small group counseling is provided. External services in counseling is provided to students with special needs. Through our partnership with the United Way, we have built relationships with community groups to assist with meeting student needs through counseling as well as providing basic needs such as food, clothing and even gifts for the family.

We also have a group of volunteers to be part of our Bookmark Buddies team (volunteer tutors that help with academic as well as personal needs of third grade students).

3. Early Warning Systems

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

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

Students that have below 90% attendance will have a letter sent home to their parents explaining the importance of attendance and the effect of being absent on grades and graduation rate. The guidance counselor will also meet with these students in groups to discuss attendance weather it be absent or tardy.

If a student is given an OOS he or she will meet with the behavior tech. They will work on replacement behaviors and reasoning the child is demonstrating the behaviors in/out of school.

All students with level 1's will be placed in intervention as well as intensive reading during the school day. They will be offered tutoring after school as well. The assessment scores will be monitored by standard during each data chat.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	16	18	10	10	12	8	0	0	0	0	0	0	0	74
One or more suspensions	5	6	4	10	13	19	0	0	0	0	0	0	0	57
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	41	41	50	0	0	0	0	0	0	0	132
Course	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	1	2	3	12	11	0	0	0	0	0	0	0	29

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

The school offers 180 extra minutes of iii time for all students during the week. Each student is prescribed a path based on their needs. The schools MTSS coach monitors each student in Tier II and Tier III. The team moves students between interventions as needed. We also provide after school tutoring in both reading and math.

B. Family and Community Engagement

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

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

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

Yes

1. PFEP Link

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

2. Description

Our parent involvement targets are to have programs and activities that teach parents how to help their children at home, as appropriate, including but not limited to, other federal programs.

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

Ventura Elementary prides itself on building relationships with parents and community members. We offer parent nights twice a 9 weeks. We invite community members to participate in these evenings as well. Community members have the opportunity to volunteer to run a booth during the event, work with reading strategies, read books to the students or other academic activities. We provide students and parents evenings to learn about ways to help their students at home. They are provided literature during these events for parents to read with students at home. Our school has an open door policy where parents and community members are welcome at all times.

Most of Ventura's partners in education have been in partnership with our school for years and have developed a close relationship with our teachers, parents and students. Our partners in education volunteer time and resources to make sure that every students' need is being met.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Condo, Ashley	Principal
Rivera, Jacqueline	Other
Maldonado, Melissa	Instructional Coach
Ivey, Vivian	Instructional Coach
Tindall, Lisa	Assistant Principal

b. Duties

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

Literacy Coach - monitoring data and providing ideas for Reading interventions
Math/Science Coach - monitoring data and providing ideas for Math interventions
Administration - monitoring implementation through classroom walk-throughs
ESOL Specialist - monitoring data and providing strategies to use with ELL students
MTSS Coach - monitoring data and implementation of interventions
School Psychologist - monitoring data and providing screenings for students as needed
Guidance Counselor - monitoring EWS and providing behavior interventions,
LRS - monitoring EWS and providing interventions
Speech Pathologist - monitoring data and providing speech/language interventions

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

The MTSS/Leadership team meets biweekly to look at school-wide data (STAR data - administered 4 times a year for students in Tier 1 and monthly for students in Tier 2) to determine effectiveness of core instruction. Based on the results we determine the need for professional development. We also use this data to regroup students' intervention groups.

Title I, Part A

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Learning Resource Specialists and Math/Science Coaches develop and lead programs based on Florida Standards curriculum/behavior assessment and intervention approaches.

Title I, Part C-Migrant

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students, based on student achievement data, if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met and assistance transitioning to post-secondary education or employment.

Title I, Part D

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Professional Development is provided for Core Connections, Math Solutions, and Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

Title III

The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrant, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational barriers that

result from cultural and linguistic needs. Schools provide help for LEP, immigrant, and Native American students achieve the same standards as developed for other students.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through the gifted screening process for all second grade Title I students.

Title IX

To help eliminate barriers for education the District Homeless Education Liaison works with the school FIT Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Ashley Condo	Principal
Tanuja Cruz	Education Support Employee
Deborah Casey	Parent
Brenda Sullivan	Parent
Daiana Avendano	Parent
Phillip Lowry	Parent
Vivian Ivey	Teacher
Vanessa Rodriguez	Parent

b. Duties

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

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

a. Evaluation of last year's school improvement plan

The School Advisory Council consistently reviewed items on the SIP for the 2016-2017 school year. The administration continued to share student performance data as the year continued. At the beginning of the 2017-2018 school year, the members were presented with data results from the previous school year as was available from the state and our iReady Data.

As we enter the 2017-2018 school year, the school has decided to continue to be sure to improve the implementation of the Florida Standards for ELA / Math and Next Generation Sunshine State Standards for Science.

b. Development of this school improvement plan

Leadership from the school analyzed school data to share with the SAC. Then SAC members were invited to attend meetings in which ideas for the CIMS were created and discussed. Then the CIMS was presented to SAC for them to approve.

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

In order for funds to be spent from the budget, the administration and staff has to prepare an official document for requesting funds. The SAC is also presented the CIMS for their agreement in accepting the plan. If the members have suggestions they are considered for implementation as well.

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

School Improvement funds last year were allocated to support ELA teachers by purchasing the AR program that supported reading at all grade levels, to increase our teachers' expertise within our campus and to purchase mints for testing.

AR- Program - \$2073.36

Daily Five / Café Program Training for Two Teachers - \$1020.00

Mints for Testing - \$279.18

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Condo, Ashley	Principal
Maldonado, Melissa	Instructional Coach
Ikram, Syheeda	Teacher, K-12
Atkinson, Rebecca	Teacher, K-12
Chamberlain, Kira	Teacher, K-12
Fontaine, Alma	Teacher, K-12
Fortune, Calah	Teacher, K-12
Kreig, Janice	Teacher, K-12

b. Duties

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

This year the literacy council is focusing on three areas: Parental involvement, high-level curriculum implementation and collaborative planning with an emphasis on Common Assessment and Common procedures during the 90 minute block.

D. Public and Collaborative Teaching

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

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

All grade levels have a common planning time during the school day. Each grade level has a grade chair who has the responsibility of overseeing their team to make sure that all members are involved and participating. Each grade level also has a leadership team member assigned to their grade level to be a liaison between the grade level and leadership.

The school leadership has also provided 4 half day planning opportunities for each grade level using Title I discretionary funds. During this time the teams are to collaboratively plan common assessments in line with the standards that have been established for their grade level.

Each grade level meets weekly in a professional learning community where they set goals aligned to the school goals, develop common assessments, share strategies to meet specific students' needs and progress monitor to evaluate the effectiveness of their strategies.

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

At Ventura Elementary School, we initially depend on the Human Resources Department at our school district office to recruit the applicants for our teaching positions. We also count on word of mouth discussions with our current staff to those seeking employment. We advertise our current teaching positions and selectively choose those to be interviewed. If the candidate is of high quality, the administration then sends an receives an email stating the highly qualified status of the candidate. After these effective teachers are hired, it is the responsibility of the principal and assistant principal to keep them motivated to remain at Ventura Elementary. We build a team attitude that should be contagious and increase the desire of teachers to stay and new candidates to join. During the employees time at Ventura Elementary, we make it an expectation to help the teacher grow and achieve the goals that they set for themselves.

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

During pre-planning, the administration met with the new teachers/staff to Ventura Elementary school in order to make them feel welcome. The teachers/staff were then given the opportunity to meet with their assigned mentor. The assignment of the mentors was based on their area of expertise. An example would be: a fifth grade teacher that is teaching reading was assigned a fifth grade reading teacher and so forth. The mentors will meet regularly with the new teachers/staff to provide support with instructional practices, curriculum, classroom management, and any other procedural things that relate to Ventura Elementary School.

The new teachers/staff will meet with administration at least quarterly to discuss any concerns, needs, or questions about upcoming events.

The ELL coach has established a monthly time to meet with the new instructors as well to inform them of key topics/expectations at the school.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

At Ventura Elementary School, we use the resources that are the selected textbooks for all core instructional programs. We also review lesson plans to be sure the appropriate materials are being used as well. Our instructional coaches also review and share the appropriate ways to implement the resources that align to the Florida Standards.

b. Instructional Strategies

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

At Ventura Elementary, iReady to progress monitor our students. From these assessments, we are able to level the students according to their instructional levels as well as skill needs. From this data we provide iii time for reading in which each grade level distributes the students for smaller group instruction based on level or skill need between all the teachers in their grade level as well as paraprofessionals. Math intervention time has also been established for each grade level in which students are given extra time to address individual needs through a push in model.

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

Strategy: Extended School Day

Minutes added to school year: 3,180

October 21st-March 19th

1. 3-5 students in the urgent intervention and intervention section of STAR Reading baseline assessment are participating in small group extra assistance with a teacher 2 days a week for 50 minutes for reading. Grades 3-5 teachers are using guided reading and Kidbiz.
2. K-1 students in the urgent intervention section of Early Literacy baseline assessment are participating in small group extra assistance with a teacher 2 days a week for 50 minutes for reading. K and 1 teachers are using Journeys Write-in Readers.
3. 4-5 students in the lowest 30% for math only are participating in small group extra assistance with a teacher 2 days a week for 50 minutes. 4-5 teachers are using Do the Math and Moby Math.

Strategy Rationale

The purpose is to provide extra time for the students to increase proficiency as well as increase school wide learning gains

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Tindall, Lisa, tindalll@osceola.k12.fl.us

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

iReady will be used for progress monitoring.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

This is the third year in which Ventura Elementary School is hosting two half-day VPK classes. As the year continues, the leadership and school staff will include and invite students and families from these classes to participate in our school-wide events. We also will be sure to include those families in our Kindergarten Round-up that occurs in the Spring to introduce them to our Kindergarten Programs.

b. College and Career Readiness

- 1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**
- 4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If all teachers implement effective instructional strategies aligned to the rigor of the standards with the purpose of increasing school wide proficiency and learning gains, then achievement will increase for all students.
- G2.** If Professional Learning Communities are successfully implemented with goals of addressing EWS, student performance, proficiency and instructional practices, then all students' needs will be met with academic achievement.

Strategic Goals Detail

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

G1. If all teachers implement effective instructional strategies aligned to the rigor of the standards with the purpose of increasing school wide proficiency and learning gains, then achievement will increase for all students. 1a

G095406

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	58.0
Math Gains	59.0
FSA ELA Achievement - ELL	20.0
FSA Math Achievement - ELL	27.0
FSA ELA Achievement - SWD	15.0
FSA Math Achievement - SWD	22.0
ELA/Reading Lowest 25% Gains	58.0
Math Lowest 25% Gains	63.0
FSA ELA Achievement	52.0
FSA Mathematics Achievement	51.0
Statewide Science Assessment Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- Knowledge of standards by teachers
- Lack of effective instructional strategies for differentiation

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development
- Academic Coaches
- Administrators

Plan to Monitor Progress Toward G1. 8

PLC facilitators will meet to analyze data and collaborate with each other to prepare and lead their teams to focus on student achievement; administration will visit each collaborative team during meetings.

Person Responsible

Lisa Tindall

Schedule

Biweekly, from 9/1/2017 to 5/29/2018

Evidence of Completion

Agenda minutes, written SMART goals, and common assessments will be collected to demonstrate monitoring.

G2. If Professional Learning Communities are successfully implemented with goals of addressing EWS, student performance, proficiency and instructional practices, then all students' needs will be met with academic achievement. 1a

G095407

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	58.0
Math Gains	59.0
FCAT 2.0 Science Proficiency	50.0
FSA ELA Achievement - ELL	20.0
FSA Math Achievement - ELL	27.0
FSA ELA Achievement - SWD	15.0
FSA Math Achievement - SWD	22.0
FSA ELA Achievement	52.0
FSA Mathematics Achievement	51.0

Targeted Barriers to Achieving the Goal 3

- Not all PLCs at Ventura are being held with fidelity and focused on the prescribed work of PLCs

Resources Available to Help Reduce or Eliminate the Barriers 2

- PLC Conference
- Training from district level experts for the PLC process
- Book Study
- Academic Coaches

Plan to Monitor Progress Toward G2. 8

Data Chats with Teachers (Assessment Data, CWT, Grades, iReady)

Person Responsible

Ashley Condo

Schedule

Every 6 Weeks, from 8/22/2017 to 8/22/2018

Evidence of Completion

Data Tracker reflecting student data

Action Plan for Improvement

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

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. If all teachers implement effective instructional strategies aligned to the rigor of the standards with the purpose of increasing school wide proficiency and learning gains, then achievement will increase for all students. 1

G095406

G1.B1 Knowledge of standards by teachers 2

B256850

G1.B1.S1 Professional development for unpacking the standards and building scales at the appropriate depth of knowledge 4

S271685

Strategy Rationale

Teachers will receive hands-on experience with better understanding the standards and be able to create their own scales to use during instruction.

Action Step 1 5

Planning and providing professional development opportunities for ELA teachers to better understand the standards and be able to unpack the standards for building scales at the appropriate depth of knowledge in order to build scales for use during instruction.

Person Responsible

Melissa Maldonado

Schedule

Every 6 Weeks, from 8/10/2017 to 5/25/2018

Evidence of Completion

Scales for classroom use; formative assessment data

Action Step 2 5

Planning and providing professional development opportunities for math teachers to better understand the standards and be able to unpack the standards for building scales at the appropriate depth of knowledge in order to build scales for use during instruction.

Person Responsible

Vivian Ivey

Schedule

Every 6 Weeks, from 8/10/2017 to 5/25/2018

Evidence of Completion

Scales for classroom use; formative assessment data

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

Evidence of appropriately created and implemented learning scales.

Person Responsible

Ashley Condo

Schedule

Monthly, from 9/10/2017 to 5/30/2018

Evidence of Completion

Learning scales will appropriately created by standards and used with students. It will be evident during, walk-through, lesson plans and observations.

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

Walk-through data, data chats and grade level PLC's with leadership participation

Person Responsible

Ashley Condo

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Walk through data, data chat notes, data and PLC data sheets.

G1.B1.S2 Modeling/Coaching Cycle 4

 S271686

Strategy Rationale

The coaching-cycle is an extremely effective way to change and improve instruction.

Action Step 1 5

4 Week Coaching Cycle

Person Responsible

Melissa Maldonado

Schedule

Weekly, from 8/21/2017 to 5/30/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Coaching Log/Classroom Observations

Person Responsible

Lisa Tindall

Schedule

On 5/30/2018

Evidence of Completion

Coaching logs/Eleot Observation and Administration Informal Marzano Observation will determine the effectiveness of the Action Plan.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Classroom Walkthroughs

Person Responsible

Lisa Tindall

Schedule

Weekly, from 8/21/2017 to 5/30/2018

Evidence of Completion

Callsroom Walkthroughs Data

G1.B2 Lack of effective instructional strategies for differentiation 2

 B256851

G1.B2.S1 Professional development for effective instructional strategies for differentiation. 4

 S271687

Strategy Rationale

This professional development will help teachers meet students' individual academic needs and increase achievement.

Action Step 1 5

Professional Development for effective instructional strategies for differentiation.

Person Responsible

Melissa Maldonado

Schedule

Quarterly, from 8/21/2017 to 5/30/2018

Evidence of Completion

Monthly Meetings with

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Weekly meetings with coaches to discuss progress of teachers. Where we are in the coaching cycle.

Person Responsible

Ashley Condo

Schedule

Weekly, from 9/12/2017 to 5/29/2018

Evidence of Completion

Walk through data, coaching data notebooks and teacher feedback.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

During the PD Scales will be developed. These scales will guide and move instruction while using specific Marzano elements effectively. It will aid the teachers in gaining more knowledge in the standard and what the prerequisites are for the standard.

Person Responsible

Vivian Ivey

Schedule

Every 6 Weeks, from 10/10/2017 to 5/29/2018

Evidence of Completion

Scales, instructional walkthroughs,

G2. If Professional Learning Communities are successfully implemented with goals of addressing EWS, student performance, proficiency and instructional practices, then all students' needs will be met with academic achievement. 1

G095407

G2.B2 Not all PLCs at Ventura are being held with fidelity and focused on the prescribed work of PLCs 2

B256854

G2.B2.S1 PLC leaders will receive training to effectively lead their groups.. 4

S271691

Strategy Rationale

Effective PLCs are lead by leaders who focus on the work of the PLC, adhere to the established norms, and assure that all members are engaged in the process.

Action Step 1 5

Provide professional development during the school day for district personnel to train the PLC leads in more effectively leading their groups and focusing on the prescribed work of the PLC.

Person Responsible

Lisa Tindall

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

PLC notes, products from PLCs (common formative assessments, lesson plans)

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Classroom Observations & Walk-throughs

Person Responsible

Ashley Condo

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Classroom Observation & Walk-through data, Formative Assessment Data

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Classroom Observations & Walk-throughs

Person Responsible

Lisa Tindall

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Classroom Observation & Walk-through data, Formative Assessment Data

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Common Assessment Data

Person Responsible

Lisa Tindall

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Data Tracker, Classroom Grades, Assessment Data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B1.S1.A1  A364257	Planning and providing professional development opportunities for ELA teachers to better understand...	Maldonado, Melissa	8/10/2017	Scales for classroom use; formative assessment data	5/25/2018 every-6-weeks
G1.B1.S1.A2  A364258	Planning and providing professional development opportunities for math teachers to better...	Ivey, Vivian	8/10/2017	Scales for classroom use; formative assessment data	5/25/2018 every-6-weeks
G2.B2.S1.MA1  M389655	Common Assessment Data	Tindall, Lisa	8/10/2017	Data Tracker, Classroom Grades, Assessment Data	5/25/2018 quarterly
G2.B2.S1.A1  A364263	Provide professional development during the school day for district personnel to train the PLC...	Tindall, Lisa	8/10/2017	PLC notes, products from PLCs (common formative assessments, lesson plans)	5/25/2018 quarterly
G1.MA1  M389648	PLC facilitators will meet to analyze data and collaborate with each other to prepare and lead...	Tindall, Lisa	9/1/2017	Agenda minutes, written SMART goals, and common assessments will be collected to demonstrate monitoring.	5/29/2018 biweekly
G1.B2.S1.MA1  M389646	During the PD Scales will be developed. These scales will guide and move instruction while using...	Ivey, Vivian	10/10/2017	Scales, instructional walkthroughs,	5/29/2018 every-6-weeks
G1.B2.S1.MA1  M389647	Weekly meetings with coaches to discuss progress of teachers. Where we are in the coaching cycle.	Condo, Ashley	9/12/2017	Walk through data, coaching data notebooks and teacher feedback.	5/29/2018 weekly
G1.B1.S1.MA1  M389643	Evidence of appropriately created and implemented learning scales.	Condo, Ashley	9/10/2017	Learning scales will appropriately created by standards and used with students. It will be evident during, walk-through, lesson plans and observations.	5/30/2018 monthly
G1.B2.S1.A1  A364260	Professional Development for effective instructional strategies for differentiation.	Maldonado, Melissa	8/21/2017	Monthly Meetings with	5/30/2018 quarterly
G1.B1.S2.MA1  M389644	Classroom Walkthroughs	Tindall, Lisa	8/21/2017	Callsroom Walkthroughs Data	5/30/2018 weekly
G1.B1.S2.MA1  M389645	Coaching Log/Classroom Observations	Tindall, Lisa	8/21/2017	Coaching logs/Eleot Observation and Administration Informal Marzano Observation will determine the effectiveness of the Action Plan.	5/30/2018 one-time
G1.B1.S2.A1  A364259	4 Week Coaching Cycle	Maldonado, Melissa	8/21/2017		5/30/2018 weekly
G1.B1.S1.MA1  M389642	Walk-through data, data chats and grade level PLC's with leadership participation	Condo, Ashley	8/10/2017	Walk through data, data chat notes, data and PLC data sheets.	5/31/2018 monthly
G2.B2.S1.MA1  M389656	Classroom Observations & Walk-throughs	Condo, Ashley	8/10/2017	Classroom Observation & Walk-through data, Formative Assessment Data	5/31/2018 weekly
G2.B2.S1.MA3  M389657	Classroom Observations & Walk-throughs	Tindall, Lisa	8/10/2017	Classroom Observation & Walk-through data, Formative Assessment Data	5/31/2018 weekly
G2.MA1  M389658	Data Chats with Teachers (Assessment Data, CWT, Grades, iReady)	Condo, Ashley	8/22/2017	Data Tracker reflecting student data	8/22/2018 every-6-weeks

V. Professional Development Opportunities

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

G1. If all teachers implement effective instructional strategies aligned to the rigor of the standards with the purpose of increasing school wide proficiency and learning gains, then achievement will increase for all students.

G1.B2 Lack of effective instructional strategies for differentiation

G1.B2.S1 Professional development for effective instructional strategies for differentiation.

PD Opportunity 1

Professional Development for effective instructional strategies for differentiation.

Facilitator

Melissa Maldonado and Vivian Ivey

Participants

All teachers

Schedule

Quarterly, from 8/21/2017 to 5/30/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Planning and providing professional development opportunities for ELA teachers to better understand the standards and be able to unpack the standards for building scales at the appropriate depth of knowledge in order to build scales for use during instruction.				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0321 - Ventura Elementary School	Title, I Part A		\$4,000.00
	6400	120-Classroom Teachers	0321 - Ventura Elementary School	Title, I Part A		\$0.00
2	G1.B1.S1.A2	Planning and providing professional development opportunities for math teachers to better understand the standards and be able to unpack the standards for building scales at the appropriate depth of knowledge in order to build scales for use during instruction.				\$0.00
3	G1.B1.S2.A1	4 Week Coaching Cycle				\$0.00
4	G1.B2.S1.A1	Professional Development for effective instructional strategies for differentiation.				\$0.00
5	G2.B2.S1.A1	Provide professional development during the school day for district personnel to train the PLC leads in more effectively leading their groups and focusing on the prescribed work of the PLC.				\$0.00
Total:						\$4,000.00