

Orange County Public Schools

Ventura Elementary



2017-18 Schoolwide Improvement Plan

Ventura Elementary

4400 WOODGATE BLVD, Orlando, FL 32822

<https://venturaes.ocps.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	91%

School Grades History

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

**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 Orange 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

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To lead our students to success with the support and involvement of families and the community.

b. Provide the school's vision statement.

To be the top producer of successful students in the nation.

2. School Environment

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

During the registration process, each parent or guardian is asked to share information regarding ethnicity and culture. The Home Language form is completed by all families which contains questions regarding culture, home language survey and family origin.

Hispanic Heritage Month, Art Contest, African American History Month, Poster/Writing Contest, and various Winter holidays are taught and recognized school-wide and by the classroom teachers.

The school hosts twice yearly mandatory parent/teacher conferences for all students in October and January. Teachers are encouraged to meet more often with students and/or families of concern to encourage academic progress through the support of the family. The Early Warning Data is discussed with parents at this time as well as during truancy meetings.

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

Our teachers, staff and administration work together to create and implement school-wide procedures, rules and expectations that are enforced on our school campus (common areas and classrooms). These procedures, rules, expectations and routines for classrooms are closely monitored through classroom walkthroughs and daily on campus observations.

The guidance counselor is responsible for providing information to teachers so they may teach mini lessons on the monthly character traits. The guidance counselor also provides in class and small group support. Students are recognized monthly for their exemplary behavior in each of the areas. The character traits will also be highlighted on the morning announcements, with examples and non-examples provided by the news crew.

The guidance counselor and behavior support staff will provide training for teachers, students and families on bullying. Ventura will have schoolwide participation in Behavior Leadership Academy through FDLRS to ensure consistency in schoolwide procedures and expectations for behavior in common areas.

Ventura will ensure that there is ample and consistent staff supervision before and after school and throughout the school day. Staff members are assigned to regularly monitor arrival and dismissal areas as well as the lunchroom area during morning breakfast and lunchtime.

Staff members are expected to escort all individuals without visitors' badges or OCPS identification to the office prior to them moving about campus. All visitors will provide government issued identification to the front office and sign in using the Raptor system.

Students are asked to report all incidents of concern to staff members verbally and/or in writing. Students, staff and parent surveys are reviewed to address areas of 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.

PAWS is the school-wide behavior management system utilized to minimize distractions to the learning environment. The system includes a common support visual for students regarding expected behaviors. Common symbols have been established throughout the school such as "Give me Five" to ensure continuity throughout the campus.

Each quarter, teachers review and document their review of the Code of Conduct with their class. During each incident of student infraction, the coded incident is reviewed with the student along with the possible consequences outlined in the Code of Conduct. Staff members handling discipline receive annual training on handling, coding and inputting disciplinary incidents into the system. Annually, those staff members trained in Crisis Prevention Intervention are retrained to retain their certification status. Last year, all teachers received the Verbal De-escalation Training for CPI.

The Behavior Support staff will provide training to staff members on handling/responding to issues of discipline, securing assistance, and managing student behaviors. They will also provide classroom support for monitoring class-wide and individual student behavior plans.

The Guidance Counselor will provide information to teachers on outsource counseling and family support.

The staffing coordinator will assist teachers in creating and monitoring Individual Student Behavior plans or FBIPs for ESE students and 504 plans.

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.

Teachers are encouraged to conduct class meetings to build a culture of acceptance, collaboration and self-efficacy among students within their classrooms. Teachers also identify students who need additional support and work to meet the needs of identified students. Teachers will be trained in implementing Kagan Strategies within their classrooms to create environments where students can work together and build positive academic relationships.

The Guidance Counselor and Behavior Support staff will provide small group pull-out services weekly or as needed with students K-5 to address social and emotional needs.

Contracted agencies are afforded locations on campus to provide counseling and support to students as needed. Ongoing contact is maintained between these agencies and the school Guidance Counselor to ensure school support, awareness and inclusion of student treatment and family support.

The Guidance Counselor has been assigned to act as liaison between the school and the Homeless Coordinator for the district in an effort to ensure families are afforded needed support and/or assistance. This individual also coordinates the district's clothing program and our locally supported Food Pantry program.

Support is also provided to families whose students may require school supplies and/or book bags. OCPS Character development is incorporated monthly with the character traits being presented on morning announcements and at quarterly award ceremonies. Students are recognized for their achievement/recognition in these areas during quarterly award programs.

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.

The leadership team has developed a comprehensive process to identify students who fall into the categories of the early warning systems through attendance review, by working with the Attendance Clerk and Social Worker, and reviewing academic history and assessment data. The Attendance Clerk has created a monthly incentive program to recognize students and classes with improved and perfect attendance.

The Guidance Counselor will facilitate a Truancy Program whereby parents of students with a history of poor attendance will be contacted regularly regarding the importance of school attendance.

Letters of chronic absence, early departure and tardies will be generated and mailed home by office staff.

School staff will meet with students quarterly, or as needed to recognize them for improved attendance and remind them of the importance of daily school attendance. Individual students and classes will be celebrated for Stellar Attendance and recognized in quarterly student award programs. Meetings will be held with parents of students with continued issues of truancy. Included in such meetings will be school social worker, teacher, member of the leadership team for the grade level and/or Principal.

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	33	38	19	34	21	18	0	0	0	0	0	0	0	163
One or more suspensions	5	4	6	6	11	2	0	0	0	0	0	0	0	34
Course failure in ELA or Math	1	5	3	3	5	1	0	0	0	0	0	0	0	18
Level 1 on statewide assessment	0	0	0	61	61	31	0	0	0	0	0	0	0	153

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	3	4	1	27	17	8	0	0	0	0	0	0	0	60

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

Tier II Intervention will occur five days a week for 30 minutes. Grade levels will sort students into intervention groups based on needs as seen through FSA test results, IReady data, and classroom observations. Each grade level teacher will provide students with Tiered intervention and progress monitoring. Curriculum for Tier II will include intervention or acceleration materials. Homeroom teachers will monitor student progress through the use of core assessments, formative assessments and school-created mini assessments.

Tier III intervention will be provided three days a week for 30 minutes. Students requiring intervention at this level will be grouped by need with no more than 3-4 students in each group with targeted instruction. The intervention teacher will progress monitor these students weekly in their area of need. Data will be graphed and shared at the last Data/PLC meeting of each month (MTSS meetings). Hourly certified tutors will also be enlisted to support the provision of necessary Tier III intervention and progress monitoring.

Students will also be provided with Tier II and III behavioral and/or attendance intervention as needed by the Dean, Guidance Counselor Designee, Social Worker and outside agency as deemed necessary. Attendance meetings will convene, to include the Social Worker for those students with 5 or more absences. Classes and students will be celebrated/acknowledged for stellar and/or improved attendance.

Student behaviors that may disrupt the learning environment will be monitored and interventions put in place, through the use of small group social skills, Youth Mentoring program, contracted counseling, and/or individual behavior plans. They may be initiated and monitored by the classroom teacher, guidance counselor designee and/or the dean.

Morning computer lab, various clubs (Chess, Chorus/Performing, Running, STEM and Art), and after school tutoring programs (ATS and MAO Math) will be provided to support student learning and enrichment.

To ensure grading is indicative of work presented at the student level of need and differentiation, grading procedures and student grades will be discussed at weekly PLC/Data meetings. Progress reports and report cards will be reviewed prior to dissemination by members of the leadership team.

Teachers will be encouraged to hold high expectations for learning and achievement for all students. Evidence will be monitored and documented in iObservation.

To increase attendance and encourage increased attendance an incentive program has been created to recognize students with perfect attendance and classes with perfect attendance. Teachers send in attendance forms or email forms daily. The attendance clerk responds to the entire staff and leadership team with reports containing perfect attendance.

Perfect attendance pictures of students will be posted and a small tangible incentive is included as well.

Teachers will share attendance expectations and the recognition program with parents to further increase daily attendance.

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/459339>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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.

A staff member will coordinate the Partners in Education program. Community partners are sought and/or encouraged to engage in activities with and for the school and students. Thank you letters/cards are created by students for partners. The school also hosts thank you events for partners to show appreciation and to encourage continued support and involvement.

Some of the partners include:

McDonald's Restaurant

Publix

Kona Ice

Ventura Country Club

Real Life Church

Book Bags and school supplies-Conway Lakes

UCF students- JA in a Day, Spirit Nights

UCF Honors College-AVID support

Potters House-Use of facility for school programs

Gift for Music- Opportunity to learn to play the violin and perform in the community for students in grades 3-5

Mental Health Services- Devereux, Compass Counseling Services, Wraparound (Community Based Care of Central FL.)

Nutritional Support-Food Pantry (Christian Service Center)

Local VFW

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
Vereen, Debra	Principal
Bontemps, Rina	Other
Postigo, Mildred	Other
Hanson, Jaclyn	Other
Cardoso, Michelle	Assistant Principal
Melbourne, Cassandra	Instructional Coach
barros, suzanne	Administrative Support
Williams, Theresa	Instructional Coach
Velarde, Sonia	School Counselor

b. Duties

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

Ventura's Leadership Team includes the principal, the assistant principal, guidance counselor, the curriculum resource teacher, a reading/literacy coach, a math/science coach, a behavior support coach, a Parent Engagement Liaison and the curriculum compliance teacher for ESOL. The team meets weekly to discuss the support that is needed and that is being provided to staff and students by each member in the classroom and during collaborative planning. The assistant principal (M. Cardoso) is responsible for assisting the principal in the daily operation of the school site.

The content coaches (T. Williams and C. Melbourne) provide support to classroom teacher teams during planning and implementation of standards-based lessons and resources.

The CRT (J. Hanson) coordinates and plans all testing, manages curriculum, new staff induction and MTSS.

The math and reading coaches (Williams and Melbourne) each support teachers in their respective curricular areas. They also support lesson planning and implementation and creating mini assessments for formative assessment.

The guidance counselor (S. Velarde) is responsible for coordinating services for families in need of community services such as counselling, support services for homeless/displaced families, social and academic groups for students and coordination of Title I services.

The behavior coach (R. Bontemps) is responsible for school-wide discipline and management plans, the support and assistance to teachers regarding student behavior plans, and is the facilitator for both the school's safety patrols and the Tiger Pals (student mentors).

The LEA (D. Amick) is responsible for ensuring compliance for ESE and 504 implementation and related services to students and their families.

The CCT (M. Postigo) is responsible for ensuring services and compliance to students and families regarding services to ELL students. She also provides and coordinates support to teachers teaching the new Bilingual Framework for learning and to those teachers providing services to students identified as ELL learners in the mainstream setting. Lastly, she coordinates and schedules in conjunction with the CRT, APRENDA, ACCESS, CELLA and other testing that relate to second language learners.

All members of the Leadership team are trained in Leaders of Learning (Marzano Framework) and conduct class observations with provided coaching feedback.

The two facilitative support resource teachers (Ms. Ramsom and Ms. Rodriguez) provide pull out, push in and/or consultative services to ESE and 504 students in support of their plan goals.

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.

Ventura utilizes benchmark assessments, iReady, iStation, Journey's, Go Math, Read 180, STAR assessment and Imagine Learning to monitor student progress and to assist with the formation of tier groups. Groups are fluid depending upon student growth and performance in an area of identified weakness/strength. Based upon the number of students needing tier 3 intervention, the leadership team and hourly certified tutors may support grade levels during intervention times so classroom teachers can focus their efforts with smaller student groups.

Ventura is a Title I school, with a designated staff member who coordinates all of the proper procedures and events, as well as keeping the proper documentations that is involved in Title I. Consistent communication with the staff, parents and community regarding Title I matters is addressed via phone, annual meetings, email, flyers, and displays. All Title I schools work collaboratively with the district's Alternative Education and Safe and Drug Free departments to support student attendance and a safe learning and working environment.

Ventura is a K-1 Dual Language Center, a 2nd grade Bilingual Center and has ELL support throughout the school at every grade-level, by the school (CCT) and district resource support staff. There are bilingual classes in 2nd grade. Support to all second language learners is provided by two bilingual paraprofessionals. Assessment for language acquisition is provided for all learners through the use of Aprenda.

Homeless surveys are sent home to identify those students/families requiring additional support. If a student is categorized as homeless or displaced, our Guidance Counselor alerts the social worker, and the services are provided. Support is also provided at the school level by way of clothing, food from the community support food pantry and school supplies.

Ventura receives Title I funds for tutoring. These funds are strictly to be utilized for our students who have scored below grade level on statewide, formative and summative assessments. These students are offered tutoring after school 2 days a week for 1.5 hours each session. The students are tutored by Ventura staff members with a 10:1 ratio. The CRT will be responsible for the recruitment, facilitation and monitoring of our after-school program.

Ventura receives funding from the Minority Achievement Office for tutoring, targeting Black and Hispanic students in the area of mathematics. The expected student- teacher ratio will be 15:1.

Ventura will continue to participate in the Super Kids programs for students in grades 4th and 5th grades. These programs, taught by the school's SRO, teach drug and alcohol prevention, and how to live a healthy lifestyle.

As the recipient of the LEGO grant, Ventura will form two teams of six students in grades 3rd through 5th in preparation to compete in a LEGO/STEM challenge.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Suzanne Barros	Education Support Employee
Stephanie Williams	Parent
Jim Alafat	Parent
Debra Vereen	Principal
Erika Amador	Parent
Sindian Fondeur	Education Support Employee
Amber Breiding	Parent
Erica Sanchez	Parent
Erin Curry	Teacher
Kathy Kaiser	Teacher
Maggie Gilchrist	Business/Community
Christina Pachecho	Parent
Michelle Cardoso	Education Support Employee
Isabell Philips	Parent
Lillian Espronza	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 SAC reviewed last year's school data and made recommendations for the committee to develop the SIP. The results of the SAC and AdvancED surveys were reviewed to determine the alignment between the identified needs and the requirements of the SIP.

b. Development of this school improvement plan

Ventura's SAC committee chair or co-chair meets with Mrs. Vereen monthly to set the agenda. The SAC committee meets monthly on the 4th or 5th Tuesday. The meeting agenda may include, but is not limited to discussion of student progress, test scores, data, and school-wide events. The committee also reviews the current SIP and makes recommendations for changes that would positively impact academic performance of students. The proposed school budget, as well as technology, curricular and staffing needs are also addressed. The SAC will meet monthly to review the progress of the SIP plan and school data, to plan activities and monitor those planned that support student learning and school improvement.

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

At the initial meeting the school grade data and the budget are discussed. Nominations are made for office should those selected in May not return or decline. Decisions are also made regarding the projects and plans to be undertaken by the committee. Ongoing consideration will be made for those students who fail to meet minimal academic standards and for those with issues related to family,

behavior and attendance. Mrs. Vereen will provide updates to the committee, as needed. Each meeting a principal's report will be provided to include, but not be limited to school event, budget items, staffing and student enrollment.

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

We spent \$900.00 on curriculum, \$1834.00 on substitutes for staff development, and \$200.00 to support and enhance the AR program. \$5,000 + for the purchase of the Renaissance (AR) program and \$1,000.00 dollars was budgeted to support the school Attendance Incentive program.

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
Melbourne, Cassandra	Instructional Coach
Vereen, Debra	Principal
Kebbel, Jacqueline	Teacher, K-12
Gutierrez, Jacqueline	Instructional Media

b. Duties

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

As Ventura's teachers and staff work towards increasing literacy throughout the school community, the LLT will focus on strategies to improve student performance in all areas of reading. STAR data results will be used to determine student Lexile levels and areas of strength and weaknesses. The integration of content and language objectives, through the implementation of Florida Reading and Writing Standards will be made a primary focus of the LLT.

School level plans will include monthly writing prompts, along with participation in community writing program such as Modern Woodsman.

AR programming and celebration will continue to be supported by the school's Media Specialist. Students that meet goals set by the student in collaboration with the classroom teacher will be recognized on morning announcements and celebrated at quarterly celebration in the media center. Students will also be recognized at quarterly student awards programs.

The Literacy Committee will meet quarterly to plan and monitor activities to support literacy and encourage the love of reading in our students and community. Programs will include, but not be limited to Literacy Nights for students and parents, Literacy Circles, iReady success celebrations, Literacy Parades and Author Events.

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.

Grade levels meet weekly with the content coaches to collaboratively plan lessons and to address grade level activities and responsibilities. Each grade level is responsible for creating and monitoring Norms for the effective facilitation of meetings and relationship building.

Teachers have a common planning time each day with access to district CRMs, Scope and Sequence, standards and resources to aid and support effective and rigorous planning.

At least one Wednesday of the month following dismissal, teachers will collaborate on the effective delivery of planned core curriculum. Other planning days occur weekly during special area times.

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

1. The instructional coach, under the guidance of the school leader will ensure that all new teachers complete OCPS Great Beginnings training (OCPS beginning teacher induction training) and the school level induction program.

2. The Lead Mentor, under the guidance of the school leader, will be responsible for the New Teacher Induction Program. Using district and school resources, the Lead Mentor will provide support and assistance to mentors and new hires. New teachers will meet regularly with the Lead Mentor for teacher identified professional development and support.

3. Each new hire shall be assigned a mentor similar in grade level and/or subject. The mentor will be responsible for providing physical, emotional, instructional and institutional support.

4. The principal will meet with all teachers, to ensure a clear understanding of data and how to use it to drive instruction. These meetings will be conducted individually, horizontally by grade level, as well as vertically across the grade levels.

5. The principal shall provide professional development for and oversee the implementation of the Deliberate Practice piece of the Marzano Teacher Evaluation System.

6. Ongoing professional development will be provided to encourage and provide support in the use and implementation of current instructional practices.

7. The principal shall be responsible for arranging and facilitating professional development and monitoring in the areas of the Marzano Framework, Kagan engagement strategies and DPLCs.

8. Our school will actively engage the area colleges in hosting Junior and Senior Interns and participate in district job fairs.

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

All new teachers are paired with a mentor who has previous experience on that grade level or a grade level very close to the assigned grade of the new teacher. All mentors have completed the clinical education course and the follow up online mentor module. All mentors are either highly qualified teachers of the same grade level and/or content area.

Activities include: weekly meetings to review lesson plans, peer coaching observations, maintain mentor log and attend bi-monthly mentor meetings.

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.

Teachers, with the support of the coaches, utilize the standards, district scope and sequence, CRMs, the Marzano Map and Taxonomy chart and the FSA Item Specs during the planning and implementation of lessons.

District support personnel assigned to Ventura will support teachers during planning and instruction. Monitoring of the effectiveness of planning will be through classroom & planning observation, agendas, attendance logs, and iObservation ratings.

Ventura will use the core and supplemental resources approved by the state of Florida and adopted by OCPS for planning and delivery of instruction.

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.

During small group instruction for reading and mathematics, student small group and individual activities are planned at independent ability levels and implemented to meet the academic needs of all learners.

Leveled readers are used during teacher guided instruction to facilitate the reteach of key concepts. Student Lexile levels will be used to match students with reading material appropriate to their level for independent and group activities. Additional support will be provided to students through the support of resource staff and hourly support staff.

Professional development will be provided to all staff to ensure that they are familiar with and able to provide instruction and learning opportunities that are differentiated for all students.

Our 2015-2016 BPIE assessment indicated a need to analyze data to identify barriers leading to SWD's access to the general education curriculum in the inclusive setting. To continue to support these findings, our Staffing Coordinator will participate monthly in grade level PLC / Data meetings to discuss ESE, Tier 3, and 504 students. Staffing Coordinator will also meet regularly with the ESE team of teachers to discuss data and make instructional decisions.

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: 4,320

(ATS) Additional intervention support shall be provided during our afterschool program. The program shall meet twice weekly for 90 minutes. Groups will be taught by highly qualified teachers with a student to teacher ratio of 12:1. Students will rotate through teacher led centers and one computer based activity.

Strategy Rationale

Computer-based program (STAR) will provide a baseline assessment that can be used to determine student level and area of need, as well as to provide progress monitoring, and teacher directed instruction. Monitoring of student progress will be provided by teacher (s) providing face to face instruction. Data monitoring student progress will be both STAR and iReady.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hanson, Jaclyn, jaclyn.hanson@ocps.net

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

Students will be selected for the program based upon teacher recommendation and results of 2016-17 district, state assessment and teacher recommendations. iReady data, student assignments, formative assessments, teacher observation and tasks assigned during the program will be used to monitor specific standards based progress.

Strategy: After School Program

Minutes added to school year: 4,320

MAO Mathematics

Strategy Rationale

Computer-based program (iReady) will provide a baseline assessment that can be used to determine student level and area of need, as well as to provide progress monitoring, and support to teacher directed instruction. Students in grades 3-5 will be provided instruction and support in the area of mathematics. Math terms and concepts will be front-loaded twice weekly in a hands-on/exploratory model. Student-teacher ratios will be 15:1.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Williams, Theresa, 8249@ocps.net

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

iReady data will be monitored weekly to determine student growth and area(s) of need.

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.

Ventura has five Pre-Kindergarten units: 1 Head Start class, 2 half day Pre-K VE units, and 2 V-Pre-K classes. The two V- Pre-K teachers are part of the kindergarten team to assist in a smooth transition. All parents of Pre-K Tigers are invited to all kindergarten orientation activities. The Head start staff is invited to all school activities and students to all school programs. All Pre-k Tigers have an assigned table and slot during the school lunch block. Throughout the year our PK classes visit and join kindergarten classrooms in activities to become familiar with the expectations. Our PK classes follow the Orange County PK adopted curriculum to ensure kindergarten readiness and to mitigate any deficient areas students might have entering kindergarten.

Within the first months of school, kindergartners are assessed using the Kindergarten checklist, FLKRS, school created assessments and the iReady diagnostic assessment. The Home Language Survey is also used to ensure correct placement in ESOL programs for second language learners.

Kindergarten Round-up will be conducted each year in coordination with the district schedule. Newly enrolled kindergartners will be invited to the school during the summer for a tour and orientation. A first day of school meeting "BOOHOO/WOOHOO" Breakfast is hosted by the school's leadership team to provide families with a gentle exit with a school/staff orientation from 9-10, after student drop off.

Students bound for middle school will be scheduled for classes and provided information on course scheduling through a visit from a representative from their zoned middle school. Students will also visit their zoned middle school to tour facilities and hear about curricular opportunities and expectations. Staff from feeder schools will talk to students about and provide assessments for those interested in AVID and other academic enrichment programs. Flyers for upcoming events, such as AVID Nights, Saturday Orientations and additional tour days will be handed out to students at the request of the schools.

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.

4th and 5th grade teachers are provided training and coaching through planning and implementation of AVID programming and strategies. Organizational skills, note-taking, and strategies for studying and problem-solving are a few of the skills students will be taught and expected to demonstrate. The principal has also received AVID training. The AVID liaison is the Math/Science Coach who assumes responsibility for leading teacher and district staff in support of all aspects relating to AVID, such as College Days, UCF college tour, student binder checks, and monthly teacher meetings. To advance college and career awareness, Ventura provides multiple exposures to college and career options for students including providing a college bound atmosphere campus wide with monthly college spirit days. The first exposure is the posting of staff member's previous college or university on their doors and the decoration of an area of the classroom with items, posters, and memorabilia reflective of their college experience. Ventura also has a college gear day monthly where staff and students are encouraged to wear collegiate apparel to bring attention and support of college opportunities. The fifth grade students participate in a research study to learn more about a college of their choice and integrate reading, writing, and speaking skills to present the demographics,

academics available, admission criteria, highlights, and specialties to their peers and school staff. In addition independent learning and leadership is fostered to prepare students for college and career readiness through the implementation of safety patrols, the Green Team, Elementary Honor Society, News Crew and the MAGIC program.

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

To prepare our students for 21st century careers with technology and industry, Ventura has increased access to digital curriculum, use of iReady, Scholastic News, web-based products, Accelerated Reader, and HMH Think Central for interactive lessons and digital experiences. Each classroom is equipped with a Smart Board to encourage and enhance virtual manipulatives, web-based resources and labs. Students are taught how to utilize and monitor technology through the news production crew which rotates throughout the year to provide fifth and fourth grade students the opportunity to learn and experience the multimedia production process.

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

Although Ventura will no longer have access to the TIF/STEM grant and staff support we will continue to expose student to the possibility of careers related to science, technology, engineering and mathematics.

The school will work with Project Lead The Way through Lockheed Martin to train and aid teachers in the support and implementation of Education Design Challenge (EDC) or Model Eliciting Activity (MEA) throughout the school year.

Through the support of the school's PIE Coordinator and Math Coach Ventura is forging a partnership with Lockheed Martin to support programming and instruction of our Saturday STEM programming.

This year Ventura will provide a forum for students to investigate and present their finding after engaging in the scientific process through a school-wide Science Fair for grades PK-5. Ventura is also a part of the STEM Consortium organized by Keene's Crossing Elem. It is the goal of the school to participate in their Science Fair as well.

A commitment to academic excellence is maintained in order to focus students' goals on college and career readiness success.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Through the DPLC process, collaborative planning, design and facilitation of rigorous lessons and common assessments student achievement will be increased. (Division Priority: Invest in human capital)

- G2.** Student achievement will increase among the ELL subgroup when language support strategies are implemented with fidelity. (Division priority: Narrow Achievement gaps for socio-economic and racial subgroups)

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. Through the DPLC process, collaborative planning, design and facilitation of rigorous lessons and common assessments student achievement will be increased. (Division Priority: Invest in human capital)

1a

G095660

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	50.0
ELA/Reading Lowest 25% Gains	70.0
FCAT 2.0 Science Proficiency	50.0
FSA Math Achievement - Two or More Races	50.0
Literacy Rate - Grade 2	59.0

Targeted Barriers to Achieving the Goal 3

- Many teachers have a very basic understanding of learning targets their creation and implementation.
- Many teachers possess limited knowledge of available resources to support standards based planning and delivery of instruction.
- Many teachers lack skills needed to implement effective instructional and/or engagement strategies.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Kagan two day professional development
- New Teacher Induction program.
- Coaches and administration present to support lesson planning.
- Use of Marzano Rigor Series books to support improved knowledge and implementation of strategies.
- Teacher selected professional development provided by leadership, coaches, administration and teachers.
- DPLC process implementation
- Purchase of instructional resources to support close reading strategies.

Plan to Monitor Progress Toward G1. 8

Leadership team will check lesson plans and analyze student common assessment results.

Person Responsible

Debra Vereen

Schedule

Weekly, from 8/31/2017 to 6/8/2018

Evidence of Completion

Lesson plans monitored regularly and analysis of student common assessment scores during data meetings.

G2. Student achievement will increase among the ELL subgroup when language support strategies are implemented with fidelity. (Division priority: Narrow Achievement gaps for socio-economic and racial subgroups) 1a

G095661

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	50.0
Math Lowest 25% Gains	59.0
Students Exiting ELL Status	40.0
ELA/Reading Gains	53.0
Statewide Science Assessment Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- Students' tasks are not aligned to the standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional coaches supporting planning and instruction
- Rigor Series Books
- Modeling by school instructional coaches of highly effective instruction and strategies
- Professional development: DPLC, Kagan
- Mentor/induction program for new teachers (0-3 years or with less than 4 years and new to Ventura)

Plan to Monitor Progress Toward G2. 8

iObservation data will be collected to ensure that language support strategies are implemented.

Person Responsible

Debra Vereen

Schedule

Weekly, from 8/28/2017 to 5/19/2018

Evidence of Completion

iObservation data, student data, improved lesson planning leading to increased ELL engagement in grade level content and standards based activities.

Plan to Monitor Progress Toward G2. 8

Common assessment data will be analyzed to determine if learning gap between ELL learners and non-ELL learners has decreased.

Person Responsible

Michelle Cardoso

Schedule

Weekly, from 8/29/2017 to 5/24/2018

Evidence of Completion

Common assessment and iReady results

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. Through the DPLC process, collaborative planning, design and facilitation of rigorous lessons and common assessments student achievement will be increased. (Division Priority: Invest in human capital) 1

G095660

G1.B2 Many teachers have a very basic understanding of learning targets their creation and implementation. 2

B257573

G1.B2.S1 ELA and math/science coaches shall provide regular support and guidance during the planning process weekly and during quarterly planning days. 4

S272543

Strategy Rationale

To ensure clarity in creation, understanding and use of standards and identified targets during the planning and implementation process.

Action Step 1 5

The teachers at each grade level will identify and maintain a set time, day and location for lesson planning.

Person Responsible

Debra Vereen

Schedule

On 5/22/2018

Evidence of Completion

Schedule of planning days, regular review of lesson plans and periodic attendance at planning sessions.

Action Step 2 5

Following each district PLC professional development session, grade level representative will provide the information to the staff at a large group meeting and to team members at their planning sessions.

Person Responsible

Debra Vereen

Schedule

Every 6 Weeks, from 11/8/2017 to 5/16/2018

Evidence of Completion

Teacher observation and student artifacts indicative of close read activities.

G1.B3 Many teachers possess limited knowledge of available resources to support standards based planning and delivery of instruction. 2

 B257574

G1.B3.S1 Leadership and coaches will attend grade level planning to support planning, lessons, common assessments and resources. Coaches will share insight with resources that are available to support Florida Standards as needed for teams. 4

 S272546

Strategy Rationale

To support planning, lessons, common assessments and resources that are purposefully created and used to support Florida Standards.

Action Step 1 5

Provide additional planning days to include support in creating goals, scales and targets that align to the rigor of the standard. To assist and guide in creating student assignments that are also aligned.

Person Responsible

Debra Vereen

Schedule

Quarterly, from 1/11/2017 to 4/5/2018

Evidence of Completion

IObservation and walk through data that supports standards-based instruction and student tasks. Discussion will also take place in data/PLC meetings to include results of lesson plan execution/instruction (results of formative assessments & student work samples)

Action Step 2 5

Resources will be provided which will support the planning and facilitation of close reading activities and strategies

Person Responsible

Debra Vereen

Schedule

On 10/6/2017

Evidence of Completion

Observation of the use of activities and resources through classroom walkthroughs, informal and formal observations.

Action Step 3 5

Peer Observations will be provided to teachers new to the profession and those identified as needing additional support.

Person Responsible

Debra Vereen

Schedule

Every 2 Months, from 11/6/2017 to 2/28/2018

Evidence of Completion

Teacher reflections, observations and debriefing chats will be used to determine action effectiveness.

G1.B4 Many teachers lack skills needed to implement effective instructional and/or engagement strategies.

2

 B257575

G1.B4.S1 Through the awareness of and the implementation of the DPLC process teachers will improve the delivery of rigorous,engaging, standards-based lessons. 4

 S272547

Strategy Rationale

To develop and/or improve in teachers the ability to create and facilitate lessons leading to academic achievement for each learner.

Action Step 1 5

The select group of teachers and leadership will attend the DPLC sessions

Person Responsible

Debra Vereen

Schedule

On 4/18/2018

Evidence of Completion

Demonstration of improved knowledge of ELA standards through peer to peer PD

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Upon return from DPLCs, the actions of the lead teachers in sharing the information with teams will be monitored

Person Responsible

Debra Vereen

Schedule

Every 2 Months, from 9/19/2017 to 4/19/2018

Evidence of Completion

Observation and participation in team meeting, team meeting agendas.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Classroom observation and monitoring of iReady data.

Person Responsible

Michelle Cardoso

Schedule

Weekly, from 9/25/2017 to 4/27/2018

Evidence of Completion

Improved iObservation ratings for teachers in the areas of content and engagement and student achievement as measured by iReady data.

G2. Student achievement will increase among the ELL subgroup when language support strategies are implemented with fidelity. (Division priority: Narrow Achievement gaps for socio-economic and racial subgroups) 1

G095661

G2.B4 Students' tasks are not aligned to the standards 2

B257579

G2.B4.S1 Training, coaching, and support will be provided to teachers to help them understand ELL language needs and how to plan for and implement these needs in instruction. 4

S272551

Strategy Rationale

Teachers lack knowledge and understanding of ELL strategies and how to implement these strategies.

Action Step 1 5

Professional development will be conducted by the CCT and the district multilingual staff on understanding language acquisition levels, WIDA standards, and ACCESS data.

Person Responsible

Mildred Postigo

Schedule

Quarterly, from 10/3/2017 to 5/24/2018

Evidence of Completion

WIDA standards in the planning and instruction; instructional grouping based on ACCESS data.

Action Step 2 5

CCT will support the implementation of Dual Language and One-way bilingual instructional changes and strategies

Person Responsible

Mildred Postigo

Schedule

On 5/24/2018

Evidence of Completion

Presentation and training of teachers during professional development, planning, and data meetings.

Action Step 3 5

District coaches will provide direct support to teachers focusing on instructional strategies to support English Language Learners in Dual language and One-way bilingual programs.

Person Responsible

Mildred Postigo

Schedule

Monthly, from 10/3/2017 to 5/19/2018

Evidence of Completion

Support schedules; anecdotal notes.

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

The principal and leadership team will observe the planning and use of strategies within the classroom.

Person Responsible

Debra Vereen

Schedule

Weekly, from 10/17/2017 to 5/19/2018

Evidence of Completion

Observation feedback; lesson plan feedback

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

The leadership team will identify patterns and trends in instructional practices using multiple data sources to include student achievement.

Person Responsible

Debra Vereen

Schedule

Weekly, from 8/15/2017 to 5/19/2018

Evidence of Completion

I-Ready data, observation feedback, lesson plan feedback, common 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.B3.S1.A2  A365785	Resources will be provided which will support the planning and facilitation of close reading...	Vereen, Debra	10/6/2017	Observation of the use of activities and resources through classroom walkthroughs, informal and formal observations.	10/6/2017 one-time
G1.B3.S1.A3  A365786	Peer Observations will be provided to teachers new to the profession and those identified as...	Vereen, Debra	11/6/2017	Teacher reflections, observations and debriefing chats will be used to determine action effectiveness.	2/28/2018 every-2-months
G1.B3.S1.A1  A365784	Provide additional planning days to include support in creating goals, scales and targets that...	Vereen, Debra	1/11/2017	IObservation and walk through data that supports standards-based instruction and student tasks. Discussion will also take place in data/PLC meetings to include results of lesson plan execution/instruction (results of formative assessments & student work samples)	4/5/2018 quarterly
G1.B4.S1.A1  A365787	The select group of teachers and leadership will attend the DPLC sessions	Vereen, Debra	9/12/2017	Demonstration of improved knowledge of ELA standards through peer to peer PD	4/18/2018 one-time
G1.B4.S1.MA1  M391658	Upon return from DPLCs, the actions of the lead teachers in sharing the information with teams will...	Vereen, Debra	9/19/2017	Observation and participation in team meeting, team meeting agendas.	4/19/2018 every-2-months
G1.B4.S1.MA1  M391657	Classroom observation and monitoring of iReady data.	Cardoso, Michelle	9/25/2017	Improved iObservation ratings for teachers in the areas of content and engagement and student achievement as measured by iReady data.	4/27/2018 weekly
G1.B2.S1.A2  A365783	Following each district PLC professional development session, grade level representative will...	Vereen, Debra	11/8/2017	Teacher observation and student artifacts indicative of close read activities.	5/16/2018 every-6-weeks
G2.MA1  M391668	iObservation data will be collected to ensure that language support strategies are implemented.	Vereen, Debra	8/28/2017	iObservation data, student data, improved lesson planning leading to increased ELL engagement in grade level content and standards based activities.	5/19/2018 weekly
G2.B4.S1.MA1  M391666	The leadership team will identify patterns and trends in instructional practices using multiple...	Vereen, Debra	8/15/2017	I-Ready data, observation feedback, lesson plan feedback, common assessment data	5/19/2018 weekly
G2.B4.S1.MA1  M391667	The principal and leadership team will observe the planning and use of strategies within the...	Vereen, Debra	10/17/2017	Observation feedback; lesson plan feedback	5/19/2018 weekly
G2.B4.S1.A3  A365797	District coaches will provide direct support to teachers focusing on instructional strategies to...	Postigo, Mildred	10/3/2017	Support schedules; anecdotal notes.	5/19/2018 monthly
G1.B2.S1.A1  A365782	The teachers at each grade level will identify and maintain a set time, day and location for lesson...	Vereen, Debra	8/14/2017	Schedule of planning days, regular review of lesson plans and periodic attendance at planning sessions.	5/22/2018 one-time
G2.MA2  M391669	Common assessment data will be analyzed to determine if learning gap between ELL learners and...	Cardoso, Michelle	8/29/2017	Common assessment and iReady results	5/24/2018 weekly
G2.B4.S1.A1  A365795	Professional development will be conducted by the CCT and the district multilingual staff on...	Postigo, Mildred	10/3/2017	WIDA standards in the planning and instruction; instructional grouping based on ACCESS data.	5/24/2018 quarterly
G2.B4.S1.A2  A365796	CCT will support the implementation of Dual Language and One-way bilingual instructional changes...	Postigo, Mildred	9/5/2017	Presentation and training of teachers during professional development, planning, and data meetings.	5/24/2018 one-time
G1.MA1  M391659	Leadership team will check lesson plans and analyze student common assessment results.	Vereen, Debra	8/31/2017	Lesson plans monitored regularly and analysis of student common	6/8/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				assessment scores during data meetings.	

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

G1. Through the DPLC process, collaborative planning, design and facilitation of rigorous lessons and common assessments student achievement will be increased. (Division Priority: Invest in human capital)

G1.B2 Many teachers have a very basic understanding of learning targets their creation and implementation.

G1.B2.S1 ELA and math/science coaches shall provide regular support and guidance during the planning process weekly and during quarterly planning days.

TA Opportunity 1

Following each district PLC professional development session, grade level representative will provide the information to the staff at a large group meeting and to team members at their planning sessions.

Facilitator

DPLC Cohort participants

Participants

Instructional staff

Schedule

Every 6 Weeks, from 11/8/2017 to 5/16/2018

VII. Budget

1	G1.B2.S1.A1	The teachers at each grade level will identify and maintain a set time, day and location for lesson planning.				\$2,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	0000	140-Substitute Teachers	0971 - Ventura Elementary	Title, I Part A		\$2,700.00
				<i>Notes: Dollars will be used to provide coverage for teachers requiring additional support through coaching and/or instructional rounds.</i>		
2	G1.B2.S1.A2	Following each district PLC professional development session, grade level representative will provide the information to the staff at a large group meeting and to team members at their planning sessions.				\$0.00
3	G1.B3.S1.A1	Provide additional planning days to include support in creating goals, scales and targets that align to the rigor of the standard. To assist and guide in creating student assignments that are also aligned.				\$0.00
4	G1.B3.S1.A2	Resources will be provided which will support the planning and facilitation of close reading activities and strategies				\$3,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	0000	500-Materials and Supplies	0971 - Ventura Elementary	Title, I Part A		\$3,800.00

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						<i>Notes: National Geographic and Scholastic news magazines for all grade levels. Additional Informational text.</i>
5	G1.B3.S1.A3	Peer Observations will be provided to teachers new to the profession and those identified as needing additional support.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3376	140-Substitute Teachers	0971 - Ventura Elementary	General Fund		\$3,000.00
						<i>Notes: Coverage for teachers participating in Peer Observations and debriefing meetings.</i>
6	G1.B4.S1.A1	The select group of teachers and leadership will attend the DPLC sessions				\$0.00
7	G2.B4.S1.A1	Professional development will be conducted by the CCT and the district multilingual staff on understanding language acquisition levels, WIDA standards, and ACCESS data.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	0000	500-Materials and Supplies	0971 - Ventura Elementary	School Improvement Funds		\$1,000.00
						<i>Notes: Resources will be purchase for use by ELL learners, such as dictionaries and literature in students' native language.</i>
8	G2.B4.S1.A2	CCT will support the implementation of Dual Language and One-way bilingual instructional changes and strategies				\$0.00
9	G2.B4.S1.A3	District coaches will provide direct support to teachers focusing on instructional strategies to support English Language Learners in Dual language and One-way bilingual programs.				\$0.00
					Total:	\$10,500.00