

Orange County Public Schools

# Ventura Elementary



2021-22 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>19</b>
<b>Positive Culture &amp; Environment</b>	<b>27</b>
<b>Budget to Support Goals</b>	<b>28</b>

# Ventura Elementary

4400 WOODGATE BLVD, Orlando, FL 32822

<https://venturaes.ocps.net/>

## Demographics

**Principal: Ana Gonzalez**

Start Date for this Principal: 7/1/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: D (39%) 2017-18: C (49%) 2016-17: B (58%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

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## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>19</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>28</b>

# Ventura Elementary

4400 WOODGATE BLVD, Orlando, FL 32822

<https://venturaes.ocps.net/>

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Elementary School PK-5</p>	<p><b>2020-21 Title I School</b></p> <p>Yes</p>	<p><b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>100%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>90%</p>

## School Grades History

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

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## SIP Authority

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<https://www.floridacims.org>.

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

With the support of families and the community, we create enriching and diverse pathways that lead our students to success.

**Provide the school's vision statement.**

To ensure every student has a promising and successful future.

### School Leadership Team

**Membership**

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

Name	Position Title	Job Duties and Responsibilities
Gonzalez, Ana	Principal	As the principal, Dr. Gonzalez, is the instructional leader. In this role, she provides direction and support as she oversees the effective planning, implementation, facilitation of school-wide instruction, and decision-making. Additionally, she is responsible for all school plans, actions, and initiatives regarding stakeholder engagement and collaboration. Through delegation, the day to day operation of the school is shared with the assistant principal and the school's leadership team.
Cardoso, Michelle	Assistant Principal	Mrs. Cardoso is the assistant principal. In her role, she supports the principal in the planning, monitoring, and execution of operational efficiency and effective instruction. Additionally, Michelle provides direction and support to the teachers and staff as she oversees the effective planning, implementation, facilitation of school-wide instruction, and decision-making. She also engages with the principal in the collaboration with all stakeholders through weekly communications and meetings.
Noll, Robert	School Counselor	Guidance Counselor works with the MTSS team to establish clear and effective behavior plans that include additional measures for individual student support. He works with incentives programs and individual student recognition, supervises all 25 fifth grade patrols and shares direct insights in managing positive behavior systems on campus. He supports teachers in regard to all socio-emotional needs of students throughout the day.
Seepersaud, Stacy	Reading Coach	Ms. Seepersaud is the Reading Coach and assists in the teaching and learning processes to support student learning and success.
John, Lucillia	Instructional Coach	Ms. John is the Instructional Coach and is responsible for supporting the teachers as they plan and deliver effective and differentiated instruction as well as engaging lessons. In this role, she designates time weekly to meet with grade levels and/or individual teachers to ensure their understanding of the standards, item specifications, district resources, and best practices. Additionally, as a result of classroom visits, observation, and feedback, she provides professional development and models instruction.
Griffin, Rosina	Math Coach	Ms. Griffin is the Math / Science Coach and assists in the teaching and learning processes to support student learning and success.
Morrison, Lisa	Teacher, K-12	Ms. Morrison is the Resource Teacher / Math and Science Interventionist 3-5 and assists in the monitoring of the MTSS process to support student learning and success.
Boada-Davila, Luis	Staffing Specialist	Mr. Boada is the Staffing Specialist and serves on the MTSS team and collaborates frequently with Mr. Noll, guidance counselor, and our district team of support. Mr. Boada also monitors and ensures compliance of all IEP and 504 plans.



Name	Position Title	Job Duties and Responsibilities
Santiago Ramos, Elizabeth	Teacher, K-12	Ms. John is the Resource Teacher / Reading Interventionist 3-5 and assists in the monitoring of the MTSS process to support student learning and success.

**Demographic Information**

**Principal start date**

Monday 7/1/2019, Ana Gonzalez

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

1

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

4

**Total number of teacher positions allocated to the school**

54

**Total number of students enrolled at the school**

616

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

4

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

17

**Demographic Data**

**Early Warning Systems**

**2021-22**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	38	107	105	82	108	100	0	0	0	0	0	0	0	540
Attendance below 90 percent	17	35	39	28	47	38	0	0	0	0	0	0	0	204
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	1	4	7	0	0	0	0	0	0	0	12
Course failure in Math	0	0	0	1	8	9	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	18	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	16	0	0	0	0	0	0	0	17
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	8	23	0	0	0	0	0	0	0	32

**The number of students identified as retainees:**

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

**Date this data was collected or last updated**

Monday 8/23/2021

**2020-21 - As Reported**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	54	100	86	99	90	90	0	0	0	0	0	0	0	519
Attendance below 90 percent	13	31	21	30	13	21	0	0	0	0	0	0	0	129
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	3	3	17	0	0	0	0	0	0	0	23
Course failure in Math	0	0	0	8	6	15	0	0	0	0	0	0	0	29
Level 1 on 2019 statewide ELA assessment	0	0	0	0	15	30	0	0	0	0	0	0	0	45
Level 1 on 2019 statewide Math assessment	0	0	0	0	14	39	0	0	0	0	0	0	0	53

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	5	18	32	0	0	0	0	0	0	0	55

**The number of students identified as retainees:**

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

**2020-21 - Updated**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	54	100	86	99	90	90	0	0	0	0	0	0	0	519
Attendance below 90 percent	13	31	21	30	13	21	0	0	0	0	0	0	0	129
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	3	3	17	0	0	0	0	0	0	0	23
Course failure in Math	0	0	0	8	6	15	0	0	0	0	0	0	0	29
Level 1 on 2019 statewide ELA assessment	0	0	0	0	15	30	0	0	0	0	0	0	0	45
Level 1 on 2019 statewide Math assessment	0	0	0	0	14	39	0	0	0	0	0	0	0	53

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	5	18	32	0	0	0	0	0	0	0	55

**The number of students identified as retainees:**

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

**Part II: Needs Assessment/Analysis**

**School Data Review**

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				34%	57%	57%	41%	56%	56%
ELA Learning Gains				46%	58%	58%	47%	55%	55%
ELA Lowest 25th Percentile				35%	52%	53%	49%	48%	48%
Math Achievement				36%	63%	63%	50%	63%	62%
Math Learning Gains				47%	61%	62%	62%	57%	59%
Math Lowest 25th Percentile				36%	48%	51%	52%	46%	47%
Science Achievement				42%	56%	53%	41%	55%	55%

**Grade Level Data Review - State Assessments**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	28%	55%	-27%	58%	-30%
Cohort Comparison						
04	2021					
	2019	31%	57%	-26%	58%	-27%
Cohort Comparison		-28%				
05	2021					
	2019	31%	54%	-23%	56%	-25%
Cohort Comparison		-31%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	27%	62%	-35%	62%	-35%
Cohort Comparison						
04	2021					
	2019	35%	63%	-28%	64%	-29%
Cohort Comparison		-27%				
05	2021					
	2019	34%	57%	-23%	60%	-26%
Cohort Comparison		-35%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	36%	54%	-18%	53%	-17%
Cohort Comparison						

**Grade Level Data Review - Progress Monitoring Assessments**

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

The progress monitoring tools which Orange County Public Schools use are diagnostic assessments given through the i-Ready platform for both reading and math. Diagnostic data are collected at the beginning of the year (BOY), middle of the year (MOY) and end of year (EOY) for both reading and math.

<b>Grade 1</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18 / 19%	28 / 28%	37 / 36%
	Economically Disadvantaged	16 / 22%	21 / 27%	23 / 29%
	Students With Disabilities	1 / 13%	2 / 25%	2 / 25%
	English Language Learners	5 / 13%	14 / 33%	14 / 33%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13 / 14%	24 / 24%	28 / 27%
	Economically Disadvantaged	12 / 16%	18 / 23%	16 / 21%
	Students With Disabilities	1 / 13%	2 / 25%	1 / 13%
	English Language Learners	5 / 13%	10 / 24%	9 / 21%
<b>Grade 2</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	7 / 9%	16 / 19%	19 / 24%
	Economically Disadvantaged	5 / 9%	11 / 19%	14 / 25%
	Students With Disabilities	0 / 0 %	0 / 0%	0 / 0%
	English Language Learners	2 / 5%	7 / 16%	6 / 14%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2 / 3%	6 / 7%	14 / 18%
	Economically Disadvantaged	1 / 2%	3 / 5%	10 / 18%
	Students With Disabilities	0 / 0%	1 / 11%	0 / 0%
	English Language Learners	0 / 0%	2 / 5%	6 / 14%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	13 / 13%	20 / 19%	24 / 22%
	Economically Disadvantaged	6 / 9%	10 / 14%	13 / 19%
	Students With Disabilities	1 / 6%	0 / 0%	1 / 6%
	English Language Learners	7 / 13%	7 / 12%	9 / 15%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	1 / 1%	4 / 4%	16 / 15%
	Economically Disadvantaged	0 / 0%	2 / 3%	4 / 6%
	Students With Disabilities	0 / 0%	0 / 0%	0 / 0%
	English Language Learners	0 / 0%	0 / 0%	7 / 12%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	10 / 11%	12 / 12%	18 / 19%
	Economically Disadvantaged	8 / 13%	8 / 12%	14 / 21%
	Students With Disabilities	2 / 20%	0 / 0%	2 / 22%
	English Language Learners	4 / 9%	4 / 8%	6 / 12%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2 / 2%	10 / 11%	21 / 22%
	Economically Disadvantaged	1 / 2%	6 / 9%	11 / 17%
	Students With Disabilities	0 / 0%	1 / 10%	1 / 11%
	English Language Learners	1 / 2%	5 / 11%	10 / 21%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	6 / 7%	11 / 12%	19 / 20%
	Economically Disadvantaged	5 / 9%	8 / 13%	11 / 17%
	Students With Disabilities	0 / 0%	0 / 0%	0 / 0%
	English Language Learners	1 / 2%	4 / 8%	7 / 13%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6 / 7%	12 / 13%	22 / 23%
	Economically Disadvantaged	4 / 7%	7 / 11%	14 / 22%
	Students With Disabilities	0 / 0%	0 / 0%	1 / 6%
	English Language Learners	3 / 7%	7 / 14%	12 / 23%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	31 / 35%	29 / 34%	23 / 25%
	Economically Disadvantaged	20 / 34%	18 / 35%	12 / 22%
	Students With Disabilities	2 / 13%	2 / 13%	1 / 7%
	English Language Learners	13 / 27%	11 / 23%	10 / 20%

**Subgroup Data Review**

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	10	42		12	28		13				
ELL	31	61	62	28	57	43	18				
BLK	38	29		18	31		25				
HSP	35	55	56	27	55	52	19				
WHT	61			59							
FRL	34	48	53	23	45	44	22				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	6	33	36	16	38	27	30				
ELL	24	43	34	30	49	38	32				
BLK	40	61		30	39		50				
HSP	29	43	35	34	49	40	37				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
WHT	52	56		48	39						
FRL	33	46	28	34	49	39	43				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	17	41	46	33	41						
ELL	37	49	47	38	58	52	25				
BLK	38	30		41	45						
HSP	41	48	47	49	61	50	41				
WHT	42	57		59	75						
FRL	41	47	45	49	64	56	40				

**ESSA Data Review**

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	32
Total Points Earned for the Federal Index	328
Total Components for the Federal Index	8
Percent Tested	99%

**Subgroup Data**

Students With Disabilities	
Federal Index - Students With Disabilities	22
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	



Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	28
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	42
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

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

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

Ventura's trends indicate that for the 2018-2019 school year in grade levels three through five proficiency in ELA and Math as well as fifth grade Science are well below the district and state by beyond seventeen percentage points or greater. For the 2020-2021 school year, proficiency in ELA, Math, and 5th grade science still continues to be below district average while increased learning gains emerged in ELA and Math.

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

Data components which demonstrate the greatest need for improvement include: ELA Achievement (34%), ELA Lowest 25th Percentile (35%), Math Achievement (36%), and Math Lowest 25th Percentile (36%).

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

Contributing factors included inconsistent data collection and monitoring, as well as lack of adjustments to instruction based on individual student needs. Small group monitoring and instruction needed to be more purposeful and standards based. In addition, deficiencies in Tier 1 instruction contributed to the increased gaps in proficiency.

Ventura will reintroduce the 'Whole Group Block and FBS/Interventions' guide through multiple professional development sessions: 20 -21 post planning days, June / July PD, 21-22 pre planning days, and throughout PLC meetings during the school year. Greater emphasis will be placed on PLC modeling of Tier I instruction and ongoing data analysis of current student outcomes. Subgroup data, to include Students with Disabilities, ELL students, and lowest 25% will be monitored consistently during PLC data discussions. Adjustments to intervention groups and pull out / push in resources will be made according to needs in individual classrooms on a bi weekly basis or sooner if deemed necessary.

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

Science Achievement showed a one percentage point increase from 41% in 2018 to 42% in 2019. (In 2021 data, 3rd grade early results showed 39% of our 3rd graders as proficient. This is an 11% increase from 18-19 results in 3rd grade.)

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

Contributing factors leading to improvement included consistent review of standards based FSA style questions and consistent, purposeful structures in the classroom.

During mid year instructional rounds, a need for increased time and focus on exposing students to FSA style question formats in both ELA and Math was evident. Teacher's focus in instruction centered around FSA preparation work and a focused calendar for reteaching during FBS.

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

In order to accelerate learning, Ventura will need to ensure that Tier I instruction is clear, focused, and purposeful. Teachers will be expected to come prepared to planning sessions with reviewed resources and curriculum content for discussion and modeling. All additional personnel (15 co-teachers, 6 Program Assistants, 2 Intervention teachers for 3-5, 2 tutors for 5th grade in math / science) will be trained to accelerate classroom instruction.

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

Professional development will include classroom management, small group instruction, data analysis, MAO Acceleration initiative, and small focus groups for beginning teachers for Q & A.

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

For students, MAO Acceleration Initiative will expand into the after school tutoring program as well as the Intervention / Enrichment block.

### Part III: Planning for Improvement

#### Areas of Focus:

**#1. Instructional Practice specifically relating to ELA**

<b>Area of Focus Description and Rationale:</b>	Description/Rationale: On the most recent Florida Standards Assessment (FSA), data indicated that (50% or more) of students scored below a level 3 in English Language Arts (ELA) in at least one of the tested grade levels. The following percentages for ELA achievement are: Third Grade-35%, Fourth Grade-30%, Fifth Grade-37%. (FSA Report: Schools with/without 50 Percent or More of any Grade Level Scoring Below Level 3)
<b>Measurable Outcome:</b>	The 2022 ELA FSA will show an increase for the following grade level(s): Third Grade - fifteen percentage points from 35% to 50% Fourth Grade - twenty percentage points from 30% to 50% Fifth Grade - thirteen percentage points from 37% to 50%
<b>Monitoring:</b>	Monitoring will occur through using the outcomes of i-Ready Diagnostic Tests and standards-based assessments. When a standards-based assessment shows that there is a need for improvement, re-teaching and re-assessment will be planned. Discussions about the data along with the teaching and learning processes will occur through the PLC process. The re-assessments will be tracked as well to see if the students gained understanding of the standard being taught and to plan next steps of supports.
<b>Person responsible for monitoring outcome:</b>	Ana Gonzalez (ana.gonzalez2@ocps.net)
<b>Evidence-based Strategy:</b>	Each student will read connected text every day to support reading accuracy, fluency, and comprehension. For students of greater need, small group instruction can occur where students can decode words, analyze word parts, and write and recognize words.
<b>Rationale for Evidence-based Strategy:</b>	I-ready diagnostics, bi-weekly reports and mini-benchmark tests will help clarify which students will need further support to attain proficiency on each ELA standard.  Having a large and growing ELL population at the school, specific bi-literacy strategies will need to be a part of everyday instruction in ELA classes. Cognates, frequency of methodical vocabulary practice and reading stamina utilizing longer passages will continue to be implemented. To expand writing success, the use of textual evidence along with comprehension and interpretation to support the writing process will ensure that writing will be more directly infused into ELA instruction all year long.

**Action Steps to Implement**

- Action Steps to Implement:
1. Reading coach will meet twice a week with teachers to: construct delivery plan for each standard/target, will model and update any changes to delivery models based on student data-talks and student samples, and participate directly in co-teaching in each of the ELA classrooms yearlong.  
(August, twice a week)
  2. Reading coach and MTSS will meet bi-weekly with teachers to review student progress.  
(August, biweekly)
  3. ELA/Program Assistants will be assigned one per grade level (2nd-5th) to assist with lesson progress and intervention within classrooms each day.  
(September, monthly review of schedules)
  4. Specific co-taught lessons by Extended Admin Team, Reading coach, and Math coach will ensure focused vocabulary and writing infusion is applied for all students.

(August, biweekly)

5. PLC/Data Room will provide a fluid visual for reference of the site wide monitoring process, yearlong.  
(September, on going)

6. BPIE Indicators as well as strategies to serve SWD will be shared during the planning process for the months of August and September.  
(Staffing Specialist, MTSS, and Administration)

7. Identify one teacher to open his or her class to other teachers to support the teaching and learning processes and improve the learning environment for students of other teachers.  
(September, followed by visits)

8. Engagement strategies will be included as a focus in PLCs.  
(August, on going)

**Person Responsible** Michelle Cardoso (michelle.cardoso@ocps.net)

**#2. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:** Instructional modeling, co-teaching and planning between coaches and teachers will continue to propel content knowledge and improve the delivery of instruction. Involving extended administrative team members, program assistants and push-in tutors to work alongside each classroom teacher will increase individual student proficiency levels.

**Measurable Outcome:** Improved overall student achievement in math on formative assessments will increase proficiency on the 2022 FSA to 50%.

**Monitoring:** Monitoring will occur through using the outcomes of i-Ready Diagnostic Tests and standards-based assessments. When a standards-based assessment shows that there is a need for improvement, re-teaching and re-assessment will be planned. Discussions about the data along with the teaching and learning processes will occur through the PLC process. The re-assessments will be tracked as well to see if the students gained understanding of the standard being taught and to plan next steps of supports.

**Person responsible for monitoring outcome:** Ana Gonzalez (ana.gonzalez2@ocps.net)

**Evidence-based Strategy:** I-ready diagnostics, bi-weekly reports and mini-benchmark tests will help clarify which students will need further support to attain proficiency on each math standard.

**Rationale for Evidence-based Strategy:** Close attention to each standard and the individual success rates of students in reaching proficiency will help guide small group interventions and any necessary adjustments to rigor or elaboration.

**Action Steps to Implement**

Action Steps to Implement:

1. Math Coach will meet bi-weekly with teachers to: construct delivery plan for each standard/target, model and update any changes to delivery models based on student data-talks and student samples, and participate directly in co-teaching in each of the Math classrooms yearlong. (August, then biweekly afterwards)
2. Reading Coach and MTSS Coach will meet bi-weekly with teachers to review student progress. (August, then biweekly afterwards)
3. Math Program Assistants will be assigned one per grade level (3rd-5th) to assist with lesson progress and intervention within grade level classrooms each day in the area of Math. (September, then monthly review of schedules)
4. Specific co-taught lessons by Extended Admin Team and curriculum coaches will ensure focused infusion of content vocabulary and curricular relevancy are applicable for all students. (August, then biweekly)
5. PLC/ Data Room will provide a fluid visual for reference of the site wide monitoring process, yearlong. (August, then updated bi-weekly)
6. Staffing Specialist and MTSS contact will provide initial PD on learning strategies as well as participate in the lesson planning process to guide differentiation.

(August and September - Staffing Specialist, Administration)

7. Identify one teacher to open the classroom to other teachers to support the teaching and learning processes and improve the learning environment for students of other teachers.

(September, ongoing)

8. Engagement strategies will be included as a focus in PLCs.

(August, ongoing)

**Person Responsible** Michelle Cardoso (michelle.cardoso@ocps.net)

**#3. Instructional Practice specifically relating to Science**

**Area of Focus Description and Rationale:** The fifth grade FSA Science has specific weight to the overall school grade. In the middle of the 2019-2020 school year Science Boot Camp was utilized; however, the beneficial results were not evident. The vocabulary must be explicitly taught and the review should be systematic where vocabulary and visual aspects of the instruction are brought together, specifically to benefit ELLs. The review component and discussion questions ensure that re-teaching is better aligned to the overall goals.

**Measurable Outcome:** FSA Science proficiency will reach 50% proficiency for FSA Science 2021-2022. PMA growth will be monitored more closely with re-teaching steps addressed within the progression calendar. Student data will be part of the core discussion for biweekly PLC meetings.

**Monitoring:** Monitoring will occur through using the outcomes of the Progress Monitoring Assessments (PMAs) and standards-based assessments of the "Big Ideas." When a standards-based assessment shows that there is a need for improvement, re-teaching and re-assessment will be planned. Discussions about the data along with the teaching and learning processes will occur through the PLC process. The re-assessments will be tracked as well to see if the students gained understanding of the standard being taught and to plan next steps of supports.

**Person responsible for monitoring outcome:** Ana Gonzalez (ana.gonzalez2@ocps.net)

**Evidence-based Strategy:** Common assessments after each Big Idea will be administered and reviewed for student success rates and for adjustment to the re-teaching plans.

**Rationale for Evidence-based Strategy:** A loss of momentum and focus occurs when the data specific to each student is not directly addressed at each bi-weekly meeting.

**Action Steps to Implement**

Action Steps to Implement:

1. Coach will work with 5th grade Science PLCs to plan lessons and assist with materials. (August, ongoing)
2. Bi-weekly data review and adjustments per individual student led by Science coach and the 5th grade team will occur. (September, ongoing)
3. Study Island will be utilized and monitored by the Science Coach. (August, ongoing)
4. Progress Monitoring Activities (PMAs) will be given three times during the school year and data will be reviewed to determine areas of need and to make plans for reteaching to occur. (October, December, February)

**Person Responsible** Rosina Griffin (rosina.griffin@ocps.net)



**#4. Culture & Environment specifically relating to Social Emotional Learning**

**Area of Focus Description and Rationale:** Ventura will build and establish a culture for social and emotional learning at our school with adults and students. Academic learning will be enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By encouraging a culture for social and emotional learning, we will address the need for updated training in regard to SEL and MTSS by making a connection of how they can work together resulting in a better understanding of individual needs. One additional component implemented with all staff will be a first semester book study using, "Engaging Students with Poverty in Mind," by Eric Jensen. All staff will be provided a copy of the book during July PD whole day sessions per grade level. Specific chapters for open reflection and sharing will be assigned by the principal; then, grade level insights will be the 'warm up activities' shared by the team leader and teachers at each of the four first Faculty Meetings each month (August through November, 2021).

**Measurable Outcome:** Cognia survey data from students will show a 5% increase in the overall average score when compared to the previous year's overall average score.

Rationale: In order to achieve sustainable improvement, it is necessary to invest in the collective capacity of all members belonging to the school. In order to create a culture of social and emotional learning with adults and students, it is critical to harness the professional skills and support of everyone in the school. Through a distributive leadership model, our school will work to make positive change by moving the mindset toward using a group mentality to scaffold social and emotional practices.

**Monitoring:**

Resources/Criteria: Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through a distributive leadership model our school can implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of every student.

**Person responsible for monitoring outcome:**

Michelle Cardoso (michelle.cardoso@ocps.net)

**Evidence-based Strategy:**

MTSS meetings will take on a more comprehensive look at each student's needs. An updated data room (downstairs) and a more comprehensive progress monitoring card for each student will be utilized by teachers and staff, reviewed on a bi-weekly basis. Understanding first that every child has a plan for improvement, then the action steps involve ensuring that each student and their family is aware of their individualized plan, scheduling semester feedback sessions to share this progress--infusing conversations that approach IEP, 504, Tier levels of support within each meeting of these comprehensive meetings. All six program assistants, two 5th grade math/science tutors, 15 newly inducted co-teachers and support personnel will meet to review and update the progress of students on both an academic level and SEL level.

**Rationale for Evidence-based Strategy:**

A specific schedule (every last Thursday of the month) for district support (psychologist, social worker, etc.) to meet with the support team (3 curriculum coaches, AP, Guidance Counselor, Staffing, and Principal) to review Tier 3 (behavior and academic) needs. Follow up meetings then are set up for Tier 3 individual students and parents, monthly. Tier 2 and Tier 1 meetings can then follow, every other month for progress monitoring updates with parents. Increased, deliberate and collaborative process of updating measures provided for each student will be shared by the entire team in the data room, biweekly.

**Action Steps to Implement**

A portion of PLC meetings will be devoted to data analysis and adjustment to instruction according to student needs.

**Person Responsible** Michelle Cardoso (michelle.cardoso@ocps.net)

Monthly MTSS meetings to address specific student needs and progress within common assessment data and iReady performance.

**Person Responsible** Lisa Morrison (lisa.morrison@ocps.net)

Progress monitoring updates will occur bi-monthly during Tier 1 and Tier 2 meetings.

**Person Responsible** Lisa Morrison (lisa.morrison@ocps.net)

Staff to engage in Book Study of "Engaging Students with Poverty in Mind", Discussion regarding components of the book and how it applies to our school population will occur throughout staff meetings.

**Person Responsible** Ana Gonzalez (ana.gonzalez2@ocps.net)

Guidance counselor to meet with targeted support groups to assist in motivating students to succeed and increase academic achievement by focusing on proactive social / emotional strategies.

**Person Responsible** Robert Noll (robert.noll@ocps.net)

*No description entered*

**Person Responsible** [no one identified]

### Additional Schoolwide Improvement Priorities

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

**Ventura Elementary School is ranked 596 out of 1,395 schools statewide and eleven out of 126 schools in Orange County for incidents that occur on campus. There are three categories for incidents that may occur at schools. These three categories include: Violent Incidents, Property Incidents and Drug/Public Order Incidents. Ventura has had a total of three Violent Incidents, (one for Fighting and two for Harassment) with an enrollment of 725 students which converts to 0.41 percent for the Incident Rate in the 2019-2020 school year. The ranking ranges from Very Low to Very High to include five categories: [Very Low, Low, Moderate, High, and Very High]. Ventura has a ranking of Moderate for the three incidents that occurred in 2019-2020. Since fighting and harassment have been a concern, Restorative Practice will continue to be a focus along with Social Emotional Learning (SEL) strategies being infused into the daily curriculum. Mr. Noll, the guidance counselor, will visit classes with SEL guidance lessons to support the key core competence areas of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Mr. Noll will also review any discipline issues with students who may obtain a discipline referral in order to correct behaviors and have students process as to what are better choices that they can make in the future.**

## Part IV: Positive Culture & Environment

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

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

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

In support of a positive school culture and environment, the Impower/Champions program will continue for the 2021-2022 school year and will be led by our Guidance Counselor, Staffing Specialist and Parent Engagement Liaison (PEL) working collaboratively. After reviewing site feedback about the Impower/Champions program for the 2020-2021 school year, possible trainings and schedules will be devised to support the school and focus especially on new teachers. Also, having good communication at the school site strengthens the culture and environment. The PTO and SAC will work in tandem on the Homeroom Parent Contact Initiative so that the process of monthly feedback and planning can take place for each homeroom class by means of this contact. An electronic site wide Principal's video newsletter will be shared via Class DoJo accounts to all parents bi-weekly. The school's Facebook page reflects a number of site wide academic contests and celebrations. Postings in the hallways will occur to announce i-Ready ELA and Math contests for Usage and Accuracy. Then there will be Fall and Spring Academic Award ceremonies to recognize, support and encourage continued growth for our students.

Several committees will be offered to staff as well to recognize, support and encourage: Cheer, Technology and Literacy. Extracurricular activities will include opportunities for students to join Chess Club, Drama Club, Running Club, Art Club, STEM Club, Dominoes for Math, Safety Patrols, Student Senate, A Gift for Music Strings Ensemble collaboration, and Accelerated Reader initiatives. Teacher and Classified of the Month will be celebrated, student celebration activities will also be added, and character education initiative will be inducted by use of Troll characters by all support team staff members.

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

Administration – facilitate incentive programs recognizing teachers, staff, and students; provide opportunities for parents and stakeholders to participate in meetings and events at the school; encourage participation at school meetings with outreach pins for parent participation; develop extracurricular activities that allow students to explore interests not available to them in the community to include specific t-shirts for all members of the club/activity

Teachers – engage in weekly/daily SEL lessons that model for students ways to cope with feelings, develop interpersonal skills, and build self-esteem; provide a safe reflection area for students in each classroom that allows opportunities to refocus and reengage in classroom instruction; recognize and reward successes and progress in all academic areas; establish a partnership with parents that focuses on highlighting student growth and success while setting goals for continued improvement

Guidance Counselor – assist teachers in developing SEL lessons and support structures to address student needs; identify and meet with students requiring counseling and/or group guidance on a variety of needs; consult and connect parents, teachers, and administrator with school and community supports to address needs of students; collaborate with Media Clerk and PEL in organizing and ensuring utilization of the Food Pantry for all members of our school family

PEL – conduct parent workshops monthly to cover a variety of topics (familiarization with school procedures for new students, student academic needs overview for parents and ways to support students at home; how to build positive parent-teacher-student relationships, identifying and addressing student social emotional needs); collaborates with Guidance Counselor on connecting families with community resources to ensure a safe and positive home environment; assists administration in ensuring communication with families and stakeholders regarding initiatives and school events is ongoing and effective; collaborates with classroom teachers to identify and connect with a lead contact parent family for each classroom

VFW - collects school supplies and food pantry donations that are delivered to Ventura on a bi-weekly basis  
 Ventura Country Club - supports the school through donations to the food pantry as well as volunteer support during the school day

Dramatic Education - provides families with before and after care; dedicated to the arts and academics; showcase student artistic abilities throughout the school year with increased parental involvement

Ana G. Mendez University- provide parent workshops with topics ranging from parenting skills, student education, and self improvement; volunteer at Teach In as well as Modern Woodsmen Oration competition

University of Florida - provide parent and student workshops on a variety of topics (nutrition, cyber bullying, taxes, gardening, investments, health)

OUC - provide 5th grade students with science presentations on topics such as recycling water and solar power

OPD - provide incentives for students (bicycles and backpacks); donate turkeys for Thanksgiving baskets for families in need; supported family outreach for holidays

AlphaPress - donations toward Teacher Appreciation week; have provided Ventura with bilingual signs, cards, and banners

Read 2 Succeed - provide tutors and volunteers to work with our struggling K-2 readers

SAC & PTO - staff, family, and community members are provided an opportunity to share in the development of engaging opportunities for students and families

**Part V: Budget**

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$139,880.94
Function	Object	Budget Focus	Funding Source	FTE	2021-22	
6300	130-Other Certified Instructional Personnel	0971 - Ventura Elementary	UniSIG	1.0	\$47,500.00	
<i>Notes: Resource Teacher for co-teaching and planning between coaches and teachers..</i>						

	6300	210-Retirement	0971 - Ventura Elementary	UniSIG		\$5,139.50
			<i>Notes: Retirement benefits for Resource Teacher for co-teaching and planning between coaches and teachers.</i>			
	6300	220-Social Security	0971 - Ventura Elementary	UniSIG		\$3,633.75
			<i>Notes: Social Security Benefits for Resource Teacher for co-teaching and planning between coaches and teachers.</i>			
	6300	231-Health and Hospitalization	0971 - Ventura Elementary	UniSIG		\$9,289.00
			<i>Notes: Health Insurance Benefits for Resource Teacher for Co-teaching and planning between coaches and teachers.</i>			
	6300	232-Life Insurance	0971 - Ventura Elementary	UniSIG		\$33.53
			<i>Notes: Life Insurance Benefits for Resource Teacher for Co-teaching and planning between coaches and teachers.</i>			
	6300	240-Workers Compensation	0971 - Ventura Elementary	UniSIG		\$166.25
			<i>Notes: Worker's Compensation for Resource Teacher for Co-Teaching and planning between coaches and teachers.</i>			
	6300	250-Unemployment Compensation	0971 - Ventura Elementary	UniSIG		\$6.17
			<i>Notes: Unemployment Compensation for Resource Teacher for Co-Teaching and planning between coaches and teachers.</i>			
	6300	290-Other Employee Benefits	0971 - Ventura Elementary	UniSIG		\$1,145.70
			<i>Notes: Other Employee Benefits for Resource Teacher for Co-Teaching and planning between coaches and teachers.</i>			
	5100	160-Other Support Personnel	0971 - Ventura Elementary	UniSIG	2.0	\$43,721.16
			<i>Notes: Salary for 2 Program Assistants to provide one on one and small group supplemental tutoring in ELA.</i>			
	5100	210-Retirement	0971 - Ventura Elementary	UniSIG		\$4,730.62
			<i>Notes: Retirement for 2 Program Assistants to provide one on one and small group supplemental tutoring in ELA @ 10.82%.</i>			
	5100	220-Social Security	0971 - Ventura Elementary	UniSIG		\$3,344.66
			<i>Notes: Social Security Benefits for 2 Program Assistants to provide one on one and small group supplemental tutoring in ELA @ 7.65%.</i>			
	5100	231-Health and Hospitalization	0971 - Ventura Elementary	UniSIG		\$18,578.00
			<i>Notes: Health Benefits for 2 Program Assistants to provide one on one and small group supplemental tutoring in ELA @ \$9,289 per year.</i>			
	5100	232-Life Insurance	0971 - Ventura Elementary	UniSIG		\$30.86
			<i>Notes: Life Insurance Benefits for 2 Program Assistants to provide one on one and small group supplemental tutoring in ELA @ 0.0706%.</i>			
	5100	240-Workers Compensation	0971 - Ventura Elementary	UniSIG		\$153.02
			<i>Notes: Workers Compensation Benefits for 2 Program Assistants to provide one on one and small group supplemental tutoring in ELA @ 0.35%.</i>			
	5100	250-Unemployment Compensation	0971 - Ventura Elementary	UniSIG		\$5.68
			<i>Notes: Unemployment Compensation Benefits for 2 Program Assistants to provide one on one and small group supplemental tutoring in ELA @ 0.013%.</i>			
	5100	290-Other Employee Benefits	0971 - Ventura Elementary	UniSIG		\$1,054.55

			<i>Notes: Other Employee Benefits for 2 Program Assistants to provide one on one and small group supplemental tutoring in ELA @ 2.412%.</i>			
	5100	510-Supplies	0971 - Ventura Elementary	UniSIG		\$1,348.49
			<i>Notes: Classroom supplies such as paper, folders, pens, pencils, markers and post its not to exceed \$1,348.49.</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Math</b>				<b>\$137,315.31</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	160-Other Support Personnel	0971 - Ventura Elementary	UniSIG	3.0	\$52,643.41
			<i>Notes: Salaries for 3 Program Assistants to provide one on one and small group supplemental tutoring in Math in the classroom.</i>			
	5100	130-Other Certified Instructional Personnel	0971 - Ventura Elementary	UniSIG	1.0	\$30,000.00
			<i>Notes: Salary for Resource Teacher to support Math in the classroom.</i>			
	5100	210-Retirement	0971 - Ventura Elementary	UniSIG		\$8,842.00
			<i>Notes: Retirement Benefits for 3 Program Assistants and Resource Teacher to support Math in the classroom @10.82%</i>			
	5100	220-Social Security	0971 - Ventura Elementary	UniSIG		\$6,322.22
			<i>Notes: Social Security Benefits for 3 Program Assistants and Resource Teacher to support Math in the classroom @ 7.65%.</i>			
	5100	231-Health and Hospitalization	0971 - Ventura Elementary	UniSIG		\$37,156.00
			<i>Notes: Health Insurance Benefits for 3 Program Assistants and Resource Teacher to support Math in the classroom @ \$9.289 each per year.</i>			
	5100	232-Life Insurance	0971 - Ventura Elementary	UniSIG		\$58.34
			<i>Notes: Life Insurance Benefits for 3 Program Assistants and Resource Teacher to support Math in the classroom @ 0.0706%</i>			
	5100	240-Workers Compensation	0971 - Ventura Elementary	UniSIG		\$289.25
			<i>Notes: Workers Compensation for 3 Program Assistants and Resource Teacher to support Math in the classroom @0.35%.</i>			
	5100	250-Unemployment Compensation	0971 - Ventura Elementary	UniSIG		\$10.74
			<i>Notes: Unemployment Compensation for 3 Program Assistants and Resource Teacher to support Math in the classroom @0.013%.</i>			
	5100	290-Other Employee Benefits	0971 - Ventura Elementary	UniSIG		\$1,993.35
			<i>Notes: Other Employee Benefits for 3 Program Assistants and Resource Teacher to support Math in the classroom @2.412%</i>			
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Science</b>				<b>\$0.00</b>
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Social Emotional Learning</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$291,056.25</b>