

School District of Osceola County, FL

Ventura Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	10
III. Planning for Improvement	14
IV. ATSI, TSI and CSI Resource Review	25
V. Reading Achievement Initiative for Scholastic Excellence	25
VI. Title I Requirements	28
VII. Budget to Support Areas of Focus	30

Ventura Elementary School

275 WATERS EDGE DR, Kissimmee, FL 34743

www.osceolaschools.net

School Board Approval

This plan was approved by the Osceola County School Board on 10/10/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

We are a collaborative and data-driven school, devoted to supporting and enhancing all learners' social, emotional, and academic well-being.

Provide the school's vision statement.

Ventura Elementary will be the district leader in increasing student achievement and in providing children with the opportunity to learn, grow, and explore in a safe environment where mistakes are used as teachable moments. We will create positive, strong, and lasting relationships with families and the community through open communication, parent partnership events, and celebrations of success.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Graham, Joyce	Principal	Oversee all academic and management operations of the school.
Knoebel, Cheri	Assistant Principal	Assist principal in overseeing academic and management operations of the school.
Banchs, Melanie	Other	Oversee Tier 2 and Tier 3 instruction and intervention materials for students.
Bundy, Jennifer	Reading Coach	Oversee literacy instruction implementation and professional development of literacy instruction
Dodd, Amy	Instructional Coach	Oversee math instruction implementation and professional development for math instruction.
Matthews, Shirhonda	School Counselor	Oversee SEL and provide counseling to students.
Franco, Crystal	School Counselor	Oversee SEL and provide counseling to students.
Rivera, Jacqueline	Other	Oversee ESE compliance and support ESE instruction.
Mendez, Colleen	ELL Compliance Specialist	Oversee compliance of ELLs and the implementation of ELL instruction.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

At the end of the 2022-23 school year, the School Advisory Council (SAC) provided feedback on our action steps to increase student achievement. This input was discussed and used as the leadership team disaggregated state assessment data and identified root causes of low student performance. We developed action plans to target those areas of low student performance. This action plan became our school improvement plan and was presented to teachers during pre-planning and to parents at the first School Advisory Council (SAC) meeting. SAC includes teachers, staff, students, community members, and parents. This school year, feedback was received on our plans and modifications were made for clarity.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan (SIP) will be monitored on a monthly basis during our Stocktake meeting. Each member of the leadership team owns an area of focus from the SIP. Each member will report on the progress of their area using assessment data, EWS data, and classroom walkthrough data. At each monthly stocktake meeting, the leadership team will review the above-mentioned data to identify any areas not making adequate progress. The administrators will monitor all areas by meeting with each area of focus owner weekly to support and ensure continuous improvement. The SIP will be modified throughout the year as goals are met.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	89%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP)

	White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	42	36	29	27	24	25	0	0	0	183
One or more suspensions	1	0	0	1	2	1	0	0	0	5
Course failure in English Language Arts (ELA)	5	2	2	2	4	3	0	0	0	18
Course failure in Math	0	0	1	35	29	12	0	0	0	77
Level 1 on statewide ELA assessment	0	0	1	35	2	9	0	0	0	47
Level 1 on statewide Math assessment	0	6	36	36	0	0	0	0	0	78
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	35	40	37	45	0	0	0	0	0	157

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	1	1	16	22	12	0	0	0	55

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	7	0	7	1	0	0	0	0	16
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	45	58	41	34	23	38	0	0	0	239
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	4	35	36	0	0	0	75
Level 1 on statewide Math assessment	0	0	0	5	41	37	0	0	0	83
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	39	32	17	0	0	0	88

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	2	15	16	0	0	0	33

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	45	58	41	34	23	38	0	0	0	239
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	4	35	36	0	0	0	75
Level 1 on statewide Math assessment	0	0	0	5	41	37	0	0	0	83
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	39	32	17	0	0	0	88

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	2	15	16	0	0	0	33

The number of students identified retained:

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

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	44	44	53	49	48	56	49		
ELA Learning Gains				67			50		
ELA Lowest 25th Percentile				59			42		
Math Achievement*	45	46	59	45	44	50	43		
Math Learning Gains				67			51		
Math Lowest 25th Percentile				66			67		
Science Achievement*	40	43	54	44	46	59	38		
Social Studies Achievement*					55	64			
Middle School Acceleration					42	52			
Graduation Rate					42	50			
College and Career Acceleration						80			
ELP Progress	64	59	59	70			58		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	242
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	467
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	25	Yes	1	1
ELL	40	Yes	1	
AMI				
ASN				
BLK	31	Yes	1	1
HSP	49			
MUL				
PAC				
WHT	54			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	46			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	41			
ELL	54			
AMI				
ASN				
BLK	46			
HSP	59			
MUL				
PAC				
WHT	60			
FRL	54			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	44			45			40					64
SWD	11			23			25				5	52
ELL	36			41			29				5	64
AMI												
ASN												
BLK	28			31			25				4	
HSP	45			48			42				5	63
MUL												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	54			43			50				4	69
FRL	42			41			34				5	64

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	49	67	59	45	67	66	44					70
SWD	18	50	54	17	61	53	19					55
ELL	44	62	50	42	66	64	36					70
AMI												
ASN												
BLK	38	57		34	55							
HSP	49	66	59	44	70	72	43					69
MUL												
PAC												
WHT	58	74		61	57		50					
FRL	41	64	57	36	65	70	38					64

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	49	50	42	43	51	67	38					58
SWD	20	31	36	23	67		13					43
ELL	42	52	41	38	62	76	20					58
AMI												
ASN												
BLK	44	62		50	69		31					
HSP	47	44	29	42	51	70	34					59
MUL												
PAC												
WHT	68			43								
FRL	42	39	33	33	52	63	30					61

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	38%	44%	-6%	54%	-16%
04	2023 - Spring	49%	49%	0%	58%	-9%
03	2023 - Spring	42%	44%	-2%	50%	-8%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	47%	49%	-2%	59%	-12%
04	2023 - Spring	52%	48%	4%	61%	-9%
05	2023 - Spring	40%	41%	-1%	55%	-15%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	38%	40%	-2%	51%	-13%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Science proficiency showed the lowest performance at 38% proficiency. We had three teacher vacancies in 5th grade which contributed to the lack of instruction in science concepts most of the school year. There was a lack of vocabulary instruction and teaching of test-taking strategies.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

ELA achievement- particularly, 5th grade ELA students showed the lowest proficiency of 38%. This brought our overall ELA average proficiency down from 49% to 43%. We had three teacher vacancies in

5th grade which did not allow for adequate instruction in those classrooms. More small-group instruction is necessary school-wide, to provide immediate feedback to students who are struggling.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Third and fifth-grade ELA achievement was 16 percentage points below the state average. Teacher vacancies did not allow for adequate instruction for most of the year. Whole group instruction with very little monitoring was taking place. Small group instruction was not implemented frequently enough to provide remediation.

Which data component showed the most improvement? What new actions did your school take in this area?

Although third-grade ELA achievement was below the state average, we increased by 17 percentage points from the 2022 school year. Putting certified reading teachers and strengthening the collaboration of the third-grade team is what contributed to our improvement.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

One area of concern is the attendance of our Kindergarten and 1st grade students. Another area of concern is course failure in both reading and math of 3rd grade students.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Our highest priorities from greatest to least are:

1. ELA achievement
2. Science achievement
3. Kindergarten and 1st-grade attendance
4. Math achievement
5. Strengthening our culture through PLCs

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The data, from Math FAST 2023 reveals that 46% of students in grades 3-5 achieved proficiency. Our goal is to develop an action plan that will increase the number of students scoring at a proficiency level or higher by 12%. Focusing on best practices in math instruction and providing interventions will help increase math proficiency.

Measurable Outcome:

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

By FAST Math PM3, 58% of students in grades 3-5 will achieve math proficiency.

Monitoring:

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

Assessment data will be monitored using the FAST (3 times a year) assessment, STAR assessment, unit assessments, and CIM (Continuous Improvement Model) assessments through School City in each grade level. Walkthroughs, with specific look-fors, will be conducted to identify teachers who are struggling in math instruction so that they get targeted professional development and coaching for improvement. The above-stated data will be reviewed through our monthly Stocktake process.

Person responsible for monitoring outcome:

Amy Dodd (amy.dodd@osceolaschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Small group intervention instruction
2. Coaching cycles
3. Lesson planning sessions
4. PLC-support data analysis and support instructional next steps within professional learning teams.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Small group intervention will provide targeted skill gap instruction to strengthen their overall math skills with more individualized instruction and feedback. Small-group learning has an effect size of 0.46 (Hattie, 2023).
2. Coaching cycles will allow the instructional coach and mentors to give targeted feedback, guided lesson planning, and modeling for the teacher. Feedback practices have an effect size of 0.51 (Hattie, 2023).
3. Lesson planning allows for each teacher to design quality lessons and promotes teacher clarity of learning objectives for standards mastery. Lesson design and teacher clarity have effect sizes of 0.70 and 0.85 respectively.
4. PLCs build collective teacher efficacy and has an effect size of 1.34.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Teachers will be trained in AVID and WICOR strategies using myAVID trainings by instructional coaches.

Person Responsible: Jennifer Bundy (jennifer.bundy@osceolaschools.net)

By When: December 2023

Instructional coaches will assist teachers in analyzing data, grouping students and planning small group interventions.

Person Responsible: Amy Dodd (amy.dodd@osceolaschools.net)

By When: Every quarter- October 2023, January 2024, and March 2024.

Identify teachers area of need, to implement a coaching cycle that will provide teachers with targeted feedback, guided lesson planning, and modeling effective teaching strategies for the teacher.

Person Responsible: Amy Dodd (amy.dodd@osceolaschools.net)

By When: Monthly Stocktake meetings beginning October 2023 till March 2024.

Instructional coaches and teachers will meet weekly to plan lessons, ensuring that the depth of the standards are met, monitoring questions, WICOR strategies and collaboration structures are throughout the lesson.

Person Responsible: Amy Dodd (amy.dodd@osceolaschools.net)

By When: Weekly beginning August 2023 till January 2024.

Instructional coaches and PLC Teams will work collaboratively throughout the year. They will work together to analyze data after unit assessments, FAST, and STAR assessments. As a team we will identify students who have mastered the standard or needs remediation and create next steps for the students.

Person Responsible: Amy Dodd (amy.dodd@osceolaschools.net)

By When: Unit assessments will be evaluated monthly beginning September 2023 till April 2024. Data will also be evaluated from STAR and FAST assessments in September 2023 and January 2024.

Leadership will provide professional development opportunities based on school needs centered around high yield strategies. Examples include, Kagan structures, AVID, Math talks, and ONP.

Person Responsible: Amy Dodd (amy.dodd@osceolaschools.net)

By When: Monthly beginning September 2023 till March 2024.

#2. Instructional Practice specifically relating to Collaborative Planning**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the BOY/Fall 2022 PLC data, 92% of our PLCs were operating at a Stage 3 or below. Based on the EOY/Spring 2023 PLC data, we increased 83% of the PLC Teams by at least two stages, with 58% of our teams growing 3 or more stages. For the 23-24 school year, our goal is to develop each team with data analysis to have each team reach Stage 6 by May.

Measurable Outcome:

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

By May 2024, 100% of our PLC Teams will reach a Stage 6 in the PLC Process, as evidenced by our PLC Stage Form Survey completed in August, January, and May.

Monitoring:

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

The outcomes will be monitored formally 3 times per year using our PLC Stages Form Survey completed in August, January, and May, and informally during our monthly meetings/PD with PLC Activators.

Person responsible for monitoring outcome:

Melanie Banchs (melanie.banchs@osceolaschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Professional Learning Teams (PLT) will build their collective efficacy within PLCs through weekly meetings where they will plan lessons and analyze assessment data.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to John Hattie, collective efficacy has an effect size of 1.34 which will yield positive student outcomes. In PLT meetings, data analysis will allow teachers to make plans for remediation and enrichment for interventions, which has an effect size of 1.29 (Hattie, 2023).

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Meet with PLT leads monthly to support and provide professional development on how to best facilitate weekly PLT meetings.

Person Responsible: Melanie Banchs (melanie.banchs@osceolaschools.net)

By When: This will occur monthly from August 2023 to May 2024.

Each member of leadership will be assigned to a PLT for support and feedback for improvement.

Person Responsible: Joyce Graham (joyce.graham@osceolaschools.net)

By When: August 2023

Each PLT will create a short-term and a long-term goal.

Person Responsible: Melanie Banchs (melanie.banchs@osceolaschools.net)

By When: September 2023

Each PLT will administer common assessments and use the data to reteach concepts not mastered.

Person Responsible: Melanie Banchs (melanie.banchs@osceolaschools.net)

By When: This will take place at every PLT meeting after administering both reading and math unit assessments starting September 2023.

PLTs self-assess using the PLC stages rubric at the beginning of the school year and monitor progress mid-year and end-of-year.

Person Responsible: Melanie Banchs (melanie.banchs@osceolaschools.net)

By When: Self-assessment will take place in September 2023. The mid-point check will be December 2023. The end-of-year reflection will be in May 2024.

#3. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Per the 2023 FAST results, 43% of students were proficient in ELA grades 3-5. Our goal is to develop an action plan that will increase the number of students who are to achieve ELA proficiency by 19%.

Measurable Outcome:

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

By ELA FAST PM3, 62% of students in grades 3-5 will achieve ELA proficiency.

Monitoring:

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

Assessment data will be monitored using the FAST assessment, STAR assessment, and weekly common assessments through School City in each grade level. Walkthroughs (with specific look-fors) will be conducted to identify teachers who are struggling in reading instruction so that they get targeted professional development and coaching for improvement. The above stated data will be reviewed through our monthly Stocktake process.

Person responsible for monitoring outcome:

Jennifer Bundy (jennifer.bundy@osceolaschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Student engagement strategies, including WICOR (writing, inquiry, collaboration, organization, and rigor) strategies
2. Small group intervention
3. Coaching cycles
4. Lesson planning sessions
5. PLC-support data analysis and support instructional next steps within professional learning teams.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. WICOR and AVID strategies will increase student collaboration and engagement to provide students with tools to take a more active role in their learning. Cooperative learning has an effect size of 0.53 (Hattie, 2023).
2. Small group intervention will provide students to practice reading skills to strengthen their overall reading ability with more individualized instruction and feedback. Small-group learning has an effect size of 0.46 (Hattie, 2023).
3. During coaching cycles, coaches and mentors will provide teachers with targeted feedback in areas of need, guided lesson planning, and modeling effective teaching strategies for the teacher. Feedback has an effect size of 0.51 (Hattie, 2023).
4. Lesson planning sessions will allow school leadership to work directly with teachers to develop lessons that are fully aligned with the standards. Lesson design and teacher clarity have effect sizes of 0.70 and 0.85 respectively (Hattie, 2023).
5. Building strong PLC teams that analyze data and plan for instructional next steps will close learning gaps in student learning. PLC builds collective efficacy which has an effect size of 1.34 (Hattie, 2023).

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Teachers will be trained in AVID and WICOR strategies using myAVID trainings by the coaches.

Person Responsible: Jennifer Bundy (jennifer.bundy@osceolaschools.net)

By When: December 2023

Instructional coaches will assist teachers in analyzing data, grouping students and planning small group interventions.

Person Responsible: Jennifer Bundy (jennifer.bundy@osceolaschools.net)

By When: They will analyze data after unit assessments monthly starting September 2023 till April 2024; as well as after FAST & STAR assessments in September 2023 and January 2024.

Identify teachers area of need, to implement a coaching cycle that will provide teachers with targeted feedback, guided lesson planning, and modeling effective teaching strategies for the teacher.

Person Responsible: Jennifer Bundy (jennifer.bundy@osceolaschools.net)

By When: Monthly stocktake meetings starting October 2023 till April 2024.

Instructional coaches and teachers will meet weekly to plan lessons, ensuring that the depth of the standards are met, monitoring questions, WICOR strategies and collaboration structures are throughout the lesson.

Person Responsible: Jennifer Bundy (jennifer.bundy@osceolaschools.net)

By When: Instructional coaches will meet weekly throughout the year with each grade level starting August 2023 till January 2024.

Leadership will provide professional development opportunities based on school needs centered around high yield strategies. Examples include, Kagan structures, AVID, Science of Reading, and small group lessons.

Person Responsible: Jennifer Bundy (jennifer.bundy@osceolaschools.net)

By When: May 2024

#4. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The data, from Science 2023 reveals that 38% of students in grade 5 were achieved proficiency. Our goal is to develop an action plan that will increase the number of students who are to achieve science proficiency by 13%. Focusing on best practices in science instruction and providing interventions will help increase science proficiency.

Measurable Outcome:

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

By FCAT Science 51% of students in grade 5 will achieve science proficiency.

Monitoring:

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

Assessment data will be monitored using the NWEA assessment, unit assessments through School City in each grade level. Walkthroughs, with specific look-fors, will be conducted to identify teachers who are struggling in math instruction so that they get targeted professional development and coaching for improvement. The above-stated data will be reviewed through our monthly Stocktake process.

Person responsible for monitoring outcome:

Amy Dodd (amy.dodd@osceolaschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. WICOR (writing, inquiry, collaboration, organization, rigor) strategies
2. Coaching cycles
3. PLC-support data analysis and support instructional next steps within professional learning teams.
4. Professional development with follow-up coaching

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. WICOR and AVID strategies will increase student collaboration and engagement to provide students with tools to take a more active role in their learning. Cooperative learning strategies have an effect size of 0.53 (Hattie, 2023).
2. During coaching cycles, coaches and mentors will provide teachers with targeted feedback in areas of need, guided lesson planning, and modeling effective teaching strategies for the teacher. Feedback practices have an effect size of 0.51 (Hattie, 2023).
3. Building strong PLC teams that analyze data and plan for instructional next steps will close learning gaps in student learning. Building collective teacher efficacy has an effect size of 1.34 (Hattie, 2023).
4. Instructional coaches will provide professional development opportunities based on school needs, centered around high-yield strategies with follow-up monitoring. Strategy monitoring has an effect size of 0.54 (Hattie, 2023).

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Teachers will be trained in AVID and WICOR strategies using myAVID trainings by instructional coaches.

Person Responsible: Jennifer Bundy (jennifer.bundy@osceolaschools.net)

By When: December 2023

Identify teachers' growth needs to implement coaching cycles with targeted feedback.

Person Responsible: Amy Dodd (amy.dodd@osceolaschools.net)

By When: October 2023, December 2023, January 2024, March 2024

Identify students who are not making adequate growth on unit assessments and devise a plan for remediation.

Person Responsible: Amy Dodd (amy.dodd@osceolaschools.net)

By When: At PLT (professional learning team) meetings after each unit starting September 2023 till April 2024.

Leadership will provide professional development opportunities based on school needs centered around high yield strategies. Examples include, Kagan structures, and AVID.

Person Responsible: Amy Dodd (amy.dodd@osceolaschools.net)

By When: Monthly starting September 2023 till March 2024.

#5. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Per our last Insight Survey, administered in Fall 2022, areas of growth included Observation & Feedback, Professional Development, Academic Opportunity, and Leadership. Our Focus Groups have collaborated and decided to focus on Leadership, specifically teacher recruitment and retention. In Fall 2022, 66% of our teachers expressed that our school leadership team "works hard to retain teachers" (-2% from SDOC average) 69% believe that leaders value their feedback (-1% below SDOC average), and 71% feel that leadership follows through with initiatives (at district average). Forty-one out of 58 teachers returned to Ventura, giving us a 70.6% retention rate.

Measurable Outcome:

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

By May 2024, we will increase our retention rate to at least 80% as measured by those who indicate that they are continuing their contract at Ventura for the following school year.

Monitoring:

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

The Insight Survey will be administered in October 2023, Admin Report Card surveys will be conducted at the end of each quarter, and 1:1 meetings with the principal will take place bimonthly.

Person responsible for monitoring outcome:

Joyce Graham (joyce.graham@osceolaschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Building collective efficacy through monthly professional learning community professional development. Additionally, positive behavior intervention support will be used with teachers and staff to promote a positive culture and improve teacher-student relationships.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Building collective efficacy has an effect size of 1.34. Promoting a positive school-wide and classroom culture improves teacher-student relationships and has an effect size of 0.52 (Hattie, 2023).

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Calendar out monthly PBIS events and professional development on how to effectively build collective efficacy.

Person Responsible: Joyce Graham (joyce.graham@osceolaschools.net)

By When: September 2024

Implement both collective efficacy professional development and PBIS events each month till May 2024.

Person Responsible: Joyce Graham (joyce.graham@osceolaschools.net)

By When: May 2024

Review progress monitoring data quarterly and modify professional development to address areas of improvement.

Person Responsible: Joyce Graham (joyce.graham@osceolaschools.net)

By When: October 2023, January 2024, March 2024

Conduct morale boosters that demonstrate appreciation and gratitude for teachers and staff.

Person Responsible: Joyce Graham (joyce.graham@osceolaschools.net)

By When: Monthly beginning August 2023 to May 2024.

Conduct one-on-one stay interviews bimonthly.

Person Responsible: Joyce Graham (joyce.graham@osceolaschools.net)

By When: Starting November 2023 and bi-monthly till May 2024

Monthly teambuilding activities to build comradery and staff morale.

Person Responsible: Joyce Graham (joyce.graham@osceolaschools.net)

By When: Monthly staff PLCs starting in August 2023 till May 2024.

Assign mentors to new teachers so they have the support they need to be successful.

Person Responsible: Joyce Graham (joyce.graham@osceolaschools.net)

By When: August 2023

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

N/A

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

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

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

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

In K-2, 35% of the students showed they were on track to show proficiency on the FAST test in 3rd grade as measured by STAR Early Literacy and STAR Reading. We will raise the percentage showing proficiency to 53%.

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

On the FAST Assessment, students in grades 3-5 showed 43% of the students were proficient in reading. We will increase the number of students showing proficiency to 51%, which is an 8-point gain.

Measurable Outcomes

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

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

Grades K-2 Measurable Outcomes

In KG 32% of the students showed they were on track based on STAR Early Literacy and STAR Reading

1st grade 33% of the students demonstrated they were proficient in STAR Reading

2nd grade 34% of the students demonstrated proficiency in STAR Reading

Our goal for this year is to raise our proficiency level to 53% as measured by STAR Reading and Early Literacy in Kindergarten by May 2024.

Grades 3-5 Measurable Outcomes

3rd grade proficiency went up last year from 36% of the students showing proficiency to 42% on FAST Reading

4th grade proficiency went up from 44% proficiency to 49% proficient on FAST Reading

5th grade went down from 55% proficiency to 38% proficiency. This is an area of concern with a 17-point drop.

Our goal for this year is to raise our proficiency level to 53% as measured by FAST Reading in grades 3-5 by May 2024.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

All grade levels, PreK- 5th, are being monitored as all grade levels showed less than 50% of the students were proficient. Data from ELA FAST, STAR Early Literacy and STAR Reading will be monitored through the monthly Stocktake process. Weekly common assessments will be monitored through School City. Classroom Walk Throughs will be conducted to provide targeted support to teachers who are showing lack of instructional focus.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Knoebel, Cheri, cheryl.knoebel@osceolaschools.net

Evidence-based Practices/Programs

Description:

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

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

* Students are provided instruction in Core Curriculum: Florida Benchmark Advance 2022, Florida Edition. This is paired with Open Court Foundational Skills with a strong ESSA Rating

* Small group teacher led differentiated instruction during the 90 minute reading block will provide students to practice reading skills to strengthen their overall reading ability with more individualized instruction and feedback. This strategy has a strong rating per the What Works Clearinghouse.

All listed above are part of the district's K-12 Reading Plan.

Rationale:

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

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

Yes, the programs identified above are evidenced based, have a proved record of effectiveness and referenced in the district's K-12 Reading Plan.

Action Steps to Implement

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Enhance Teacher Knowledge: This is critical to ensure the teachers are providing instruction to the full depth of knowledge of the BEST Standards.	Bundy, Jennifer, jennifer.bundy@osceolaschools.net
Literacy Coaching: The Literacy Coach will facilitate PD for the teachers, lead the lesson creation, and follow up with Classroom Walk Throughs/model lessons.	Bundy, Jennifer, bundyj@osceola.k12.fl.us
Assessment: Assessments will be created based on the data and Continuous Improvement Model.	Bundy, Jennifer, jennifer.bundy@osceolaschools.net
Professional Learning: Professional Development will be provided so teachers have knowledge of the BEST Standards and can design lessons to meet the full depth of the standard.	Bundy, Jennifer, jennifer.bundy@osceolaschools.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

During the September 2023 SAC Meeting, Ventura Elementary School will present and discuss the SIP and the UniSIG budget with all stakeholders to gather feedback. Schools will share flyers with students and post on school website and social media at least seven days prior to the meeting in English and Spanish to announce and invite stakeholders to participate and provide input. In addition, the school will provide translation services in Spanish, as well as the translation of other meeting documents like the

agenda. The SIP and meeting documents will be disseminated in the school's website, social media, and a hardcopy will be available in the school's front office. The SIP's progress will be monitored during the December 2023 SAC meeting by sharing data to evaluate the progress of the plan and the effectiveness of the activities and determine if an amendment is needed.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Ventura plans to create a positive culture with parents, families and stakeholders by providing several meetings throughout the school year for families to be involved in the development of the schools Parent and Family Engagement (PFEP) plan, PFEP summary/brochures, school-parent compact and use the PFEP funds for improved academic achievement. The PFEP documentation will be made available in both English and Spanish at the school as well as on the website. Notifications will be disbursed from the school through automated/reminder calls, flyers and invitations, School Advisory Committee (SAC) meetings, Parent-Teacher meetings, social media, and website. Building Capacity events will be held throughout the year inviting families to participate in learning activities specific to academic goals.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Ventura will implement Kagan Collaborative Learning Strategies to foster positive culture and environment by cultivating and stimulating positive relationships, equal participation, and active student interactions to increase student achievement by 19% for reading and 16% in math as indicated by the FAST. Teachers will attend Kagan training in which they will learn:

*To effectively use data to group students and form collaborative teams

*How to use the different collaborative structures to increase engagement to foster thinking, communication skills, social competence, and peer collaboration

*Integrate the collaboration structures into their lessons

Ventura will implement Zones of Regulation and Restorative Practices to foster a positive culture and environment by teaching students how to regulate their emotions and how to have positive peer-social interactions.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Ventura will coordinate the development of the School Improvement Plan alongside several federal, state, and local services, such as: Title I, Part A for the implementation of supplemental education for disadvantaged students; Title II, Part A for the implementation of various Professional Development opportunities to support teacher growth; Title III for the implementation of Multicultural services; Title IV, Part A for the implementation of student enrichment activities; Title IX for the implementation and support of students and families in transition; and Perkins Career and Technical Education for the implementation of post secondary opportunities and experiences.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Students are supported through a variety of areas to ensure students' mental health needs are met. Students have opportunities to meet with counselors during the day, our social worker, or independent providers. Students also take the Panorama assessment to determine any areas of need for the social well being. Data analysis is conducted based on this to determine if further support is needed.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

We host an AVID rotation during essentials for all students to participate in our AVMed course. In this course students learn about a variety of medical careers and how they can pursue a medical trade in the future. As a school, we also encourage College Shirt Wednesday where students are able to wear a shirt representing a college or branch of military to support college and career readiness.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The PBIS Model is utilized as a system of support for behavior. This system encourages positive behavior and students are rewarded for displaying positive actions. If students show they need more support, we move to tier 2 of behavior support which is based on the individual student's need, but could include small group social skills, and check-in/check-out time with the counselors. If further support is needed, students enter tier 3 which is the most supported level. The interventions at this level are specific and targeted to exactly what the student needs. At any point a student needs additional support, beyond tier 1, support given.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Professional development is offered weekly to all instructional staff in weekly planning and lesson study. On Wednesday's professional development is offered digitally, face to face and a hybrid of both options. Paraprofessionals and other support staff have professional development opportunities offered both at school and the district level.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

We have 3 PreK classrooms on site who are working to ensure the students are prepared and ready for kindergarten. The students participate in a comprehensive PreK reading curriculum so they are prepared to enter kindergarten with a thorough understanding of the letter sound correspondences and are ready to become readers. During this time the students also learn how school works and become independent learners. Parents are involved with the curriculum and how to support their children at home.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Math	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Collaborative Planning	\$0.00
3	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
4	III.B.	Area of Focus: Instructional Practice: Science	\$0.00
5	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No