

Ventura Elementary School



2014-15 School Improvement Plan

Ventura Elementary School

275 WATERS EDGE DR, Kissimmee, FL 34743

www.osceola.k12.fl.us

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
82%

Alternative/ESE Center
No

Charter School
No

Minority
93%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	D	C

School Board Approval

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

SIP Authority and Template

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

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Prevent	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Education which inspires all to their highest potential.

Provide the school's vision statement

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

School Environment

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

Here at Ventura Elementary, our teachers take every effort to get to know their students. Our Dual Language Academy is a strong part of our school. They have multiple events during the school year in which we celebrate our students' cultures either through ceremonies, concerts, or general meetings.

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

During this school year, we are implementing interactive notebooks for multiple subjects. This is an opportunity for students and teachers to share information with each other which could also assist with building relationships.

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

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

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

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

Positive Behavioral Support is the key to our schoolwide behavioral system. This consists of teaching students the behavioral expectations and rewarding the positive choices that students make.

When implementing discipline with the students for improper choices, we practice progressive discipline.

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

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

counseling as well as providing basic needs such as food, clothing and even gifts for the family. We also have a group of volunteers to be part of our Bookmark Buddies team (volunteer tutors that help with academic as well as personal needs of third grade students).

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

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

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

A Heart of Florida United Way VISTA (Volunteers in Service to America) volunteer who was placed at Ventura Elementary in December 2012 to help with building the capacity of parent involvement at the school. VISTAs are part of United Way's Together for Tomorrow education program, which supports 14 schools across Orange, Seminole and Osceola counties. AmeriCorps VISTA members work in partnership with schools to recruit, train and support volunteers to help improve student attendance, behavior, course performance and access to college. Overall, this program has increased the number of business partners and increased the assistance for a large percentage of our students and families.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Clark, Scott	Principal
Pesantez, Joyce	Assistant Principal
Prather, Polly	Instructional Coach
Hennessy, William	Instructional Coach
Nelson, Andrea	Other
Muthusami, Michael	Other
Rivera, Jacqueline	Other

Duties

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

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

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

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

Title I, Part A

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

Title I, Part C-Migrant

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

Title I Part D

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

Title II

Professional Development is provided for PDA+, Math Solutions, and Marzano Research Laboratory. It is also used to focus on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation

Title X

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Scott Clark	Principal
Karen Nash	Teacher
Tanuja Cruz	Education Support Employee
Deborah Casey	Parent
Celia Camacho	Teacher

Duties

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

Evaluation of last year's school improvement plan

The School Advisory Council consistently reviewed items on the SIP for the 2013-2014 school year. The administration continued to share student performance data as the year continued. At the beginning of the 2014-2015 school year, the members were presented with data results from the previous school year.

As we enter the 2014-2015 school year, the school has decided to continue to be sure to improve the implementation of the Florida Standards for ELA/Math and Next Generation Sunshine State Standards for Science.

Development of this school improvement plan

The SAC members helped to develop the school improvement plan, were invited to attend meetings in which the SIP was created and discussed. Then the SIP was presented to SAC for them to approve.

Preparation of the school's annual budget and plan

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

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

We have \$10,008.48 available in current SAC funds. At this time, we have not decided how to use these funds.

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

Yes

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

Literacy Leadership Team (LLT)

Meets the requirements of Rule 6A-6.053(3), F.A.C.

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Clark, Scott	Principal
Prather, Polly	Instructional Coach
Bundy, Jennifer	Teacher, K-12
Kahoun, Sue	Other
Ballard, Stacey	Teacher, K-12
Dawson, Kari	Teacher, K-12
Crider, Jennifer	Teacher, K-12
Agosto, Meraris	Teacher, K-12
Miller, Sarah	Teacher, K-12
Pesantez, Joyce	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

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

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

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

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

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

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

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

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

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

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

Instructional Strategies

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

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

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

Strategy: Extended School Day

Minutes added to school year: 1,600

Session 1 is October 21-December 16. Session 2 is February 7-April 14th.

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Nelson, Andrea, nelsonan@osceola.k12.fl.us

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

STAR Reading and Math will be used for progress monitoring.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

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

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

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

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** Successful implementation of Professional Learning Communities in order to address EWS, student performance, and instructional practices.

- G2.** All teachers will implement effective instruction aligned to the Florida state standards(Grades K-5) and the next generation sunshine state standards in (Grades 5 Science) with the purpose of increasing school wide proficiency and learning gains.

Strategic Goals Detail

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

G1. Successful implementation of Professional Learning Communities in order to address EWS, student performance, and instructional practices. 1a

G039860

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- PLC Conference in Orlando, FL
- Variety of PLC Support Books
- Organizational folder on the school file server shared drive

Targeted Barriers to Achieving the Goal 3

- Lack of preparation and follow up to the PLC process

Plan to Monitor Progress Toward G1. 8

Each team will have SMART Goals that are set to address EWS, student performance and instructional practices throughout the school year. Initially, the teams will focus on ELL and ESE data.

Person Responsible

Scott Clark

Schedule

Monthly, from 8/27/2014 to 6/3/2015

Evidence of Completion

PLC folders will be reviewed in relation to the grade level SMART Goals

G2. All teachers will implement effective instruction aligned to the Florida state standards(Grades K-5) and the next generation sunshine state standards in (Grades 5 Science) with the purpose of increasing school wide proficiency and learning gains. 1a

G039861

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Instructional Coaches..... Literacy coach, Learning Resource Specialist, & ESOL Compliance Specialist
- Supporting Programs: Achieve 3000 (Non-fiction leveled computer based program), Reading Renaissance, Journeys Reading series
- Reading Buddies
- Guided Reading Library..... with the addition of the Appendix B books supporting the Common Core State Standards

Targeted Barriers to Achieving the Goal 3

- Data Analysis skills of staff
- Content knowledge of the teachers in relation to Florida State Standards and the Next Generation Sunshine State Standards

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Schedule

Evidence of Completion

Data Tracker reflecting student data

Action Plan for Improvement


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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key


G1. Successful implementation of Professional Learning Communities in order to address EWS, student performance, and instructional practices. **1**

 G039860

G1.B4 Lack of preparation and follow up to the PLC process **2**

 B128357

G1.B4.S1 Provide Professional Development for PLC Leads for each grade level **4**

 S140440

Strategy Rationale

This is important to give the leads a background knowledge for how to be successful and prepared.

Action Step 1 **5**

Attend the National PLC at Work Conference in Orlando, FL

Person Responsible

Meraris Agosto

Schedule

On 6/19/2014

Evidence of Completion

Professional Development evidence through each attendees PD record.

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

The principal will be sure all PLC leads attend the conference and organize the implementation of things presented at the conference. Set up a summer planning day to share information with the school staff.

Person Responsible

Scott Clark

Schedule

On 7/30/2014

Evidence of Completion

Agenda from the planning day as well as the powerpoint that is shared with the school teaching staff.

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

The PLC leads will document their meetings with minutes from each of their meetings as well as document progress toward their team's SMART Goals.

Person Responsible

Scott Clark

Schedule

Biweekly, from 8/20/2014 to 6/3/2015

Evidence of Completion

Each grade level will have a folder on the school file server inside the PLC folder for administration and leadership to review.

G2. All teachers will implement effective instruction aligned to the Florida state standards(Grades K-5) and the next generation sunshine state standards in (Grades 5 Science) with the purpose of increasing school wide proficiency and learning gains. 1

G039861

G2.B1 Data Analysis skills of staff 2

B096292

G2.B1.S1 Develop a user friendly data tracker 4

S107485

Strategy Rationale

Action Step 1 5

Develop a data tracker that is accessible to all teachers and staff in order to monitor student progress as well as the successes or failures of differentiation.

Person Responsible

Schedule

Evidence of Completion

Actual file of the data tracker with student data provided by the teachers and staff. Multiple data points from the year will be inputted.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

The data tracker will be reviewed weekly

Person Responsible

Schedule

Evidence of Completion

Located on the Leadership Agenda

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Is the data scores improving


Person Responsible

Schedule

Evidence of Completion

Actual data tracker sheets and PLC minutes

G2.B1.S2 Provide professional development on data analysis 4

 S107486

Strategy Rationale

Action Step 1 5

Provide professional development looking at content area data.

Person Responsible

Schedule

Evidence of Completion

Professional development calendar

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Tracking of professional development in regards to data analysis

Person Responsible

Schedule

Evidence of Completion

Professional development calendar and PLC notes

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Differentiation of instruction in relation to the data collected


Person Responsible

Schedule

Evidence of Completion

Data Tracker information and CWT

G2.B2 Content knowledge of the teachers in relation to Florida State Standards and the Next Generation Sunshine State Standards 2

 B096293

G2.B2.S1 Provide professional development in relation to basic content knowledge of Next Generation Sunshine State Standards and the Common Core State Standards. 4

 S107488

Strategy Rationale

Action Step 1 5

Professional Development in which the teachers were presented the Next Generation Sunshine State Standards and the Florida State Standards.

Person Responsible

Schedule

Evidence of Completion

Sign-in Sheets, Teachers provided copies of the standards.

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

Classroom Observations & Walk-throughs

Person Responsible

Schedule

Evidence of Completion

Classroom Observation & Walk-through data

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

STAR Renaissance Data , Common Assessment Data

Person Responsible

Schedule

Evidence of Completion

Renaissance Reports, Data Tracker, Classroom Grades

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Develop a data tracker that is accessible to all teachers and staff in order to monitor student progress as well as the successes or failures of differentiation.		Actual file of the data tracker with student data provided by the teachers and staff. Multiple data points from the year will be inputted.	once	
G2.B1.S2.A1	Provide professional development looking at content area data.		Professional development calendar	once	
G2.B2.S1.A1	Professional Development in which the teachers were presented the Next Generation Sunshine State Standards and the Florida State Standards.		Sign-in Sheets, Teachers provided copies of the standards.	one-time	

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.A1	Attend the National PLC at Work Conference in Orlando, FL	Agosto, Meraris	6/17/2014	Professional Development evidence through each attendees PD record.	6/19/2014 one-time
G1.MA1	Each team will have SMART Goals that are set to address EWS, student performance and instructional practices throughout the school year. Initially, the teams will focus on ELL and ESE data.	Clark, Scott	8/27/2014	PLC folders will be reviewed in relation to the grade level SMART Goals	6/3/2015 monthly
G1.B4.S1.MA1	The PLC leads will document their meetings with minutes from each of their meetings as well as document progress toward their team's SMART Goals.	Clark, Scott	8/20/2014	Each grade level will have a folder on the school file server inside the PLC folder for administration and leadership to review.	6/3/2015 biweekly
G1.B4.S1.MA1	The principal will be sure all PLC leads attend the conference and organize the implementation of things presented at the conference. Set up a summer planning day to share information with the school staff.	Clark, Scott	7/30/2014	Agenda from the planning day as well as the powerpoint that is shared with the school teaching staff.	7/30/2014 one-time
G2.MA1	Data Chats with Teachers (Assessment Data, CWT, Grades, STAR)		Data Tracker reflecting student data	one-time	
G2.B1.S1.MA1	Is the data scores improving		Actual data tracker sheets and PLC minutes	once	
G2.B1.S1.MA1	The data tracker will be reviewed weekly		Located on the Leadership Agenda	once	
G2.B2.S1.MA1	STAR Renaissance Data , Common Assessment Data		Renaissance Reports, Data Tracker, Classroom Grades	one-time	
G2.B2.S1.MA1	Classroom Observations & Walk-throughs		Classroom Observation & Walk-through data	one-time	
G2.B1.S2.MA1	Differentiation of instruction in relation to the data collected		Data Tracker information and CWT	once	
G2.B1.S2.MA1	Tracking of professional development in regards to data analysis		Professional development calendar and PLC notes	once	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Successful implementation of Professional Learning Communities in order to address EWS, student performance, and instructional practices.

G1.B4 Lack of preparation and follow up to the PLC process

G1.B4.S1 Provide Professional Development for PLC Leads for each grade level

PD Opportunity 1

Attend the National PLC at Work Conference in Orlando, FL

Facilitator

Richard and Rebecca Dufour from Solution Tree

Participants

Each PLC Lead and the School Leadership Team

Schedule

On 6/19/2014

G2. All teachers will implement effective instruction aligned to the Florida state standards(Grades K-5) and the next generation sunshine state standards in (Grades 5 Science) with the purpose of increasing school wide proficiency and learning gains.

G2.B1 Data Analysis skills of staff

G2.B1.S1 Develop a user friendly data tracker

PD Opportunity 1

Develop a data tracker that is accessible to all teachers and staff in order to monitor student progress as well as the successes or failures of differentiation.

Facilitator

Dr. Akes and our school coaches

Participants

Teachers and staff

Schedule

G2.B1.S2 Provide professional development on data analysis

PD Opportunity 1

Provide professional development looking at content area data.

Facilitator

Coaches

Participants

Teachers and Staff

Schedule

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Grand Total	0