

Print Your Plan



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Basic Information

Plan Entity Name: FY 2023 Winterfield Venture Academy

One Plan (0)

Plan Fiscal Year: FY 2023

Cohort #: 3

District IRN: 000546

Plan Status: Plan Approved For Execution

Revision #: 0

Primary Contact: undefined (OEDS_Principal)

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Plan Information

1. Goal #1 of 4

1.1. Root Cause Analysis

Classroom management continues to be an underlying cause of many of the behavior events. We need ongoing training and professional development to address building positive relationships with students, understanding cultural awareness and establishing responsive classrooms

1.2. SMART Goal Statement

By **06/09/2023** we will improve the performance of **All Students, All Grades** students at/in **Winterfield Venture Academy** to decrease **-10.00 %** in **out-of-school suspensions** using **Discipline Occurrences**.

1.3. Student Measures

1.3.1. Student Measure #1

Every **Month**, **out-of-school suspensions - behavior dashboard** of **All Students** will be measured, with a final improvement of **decrease 10.00 %** at the end of the plan.

07/31/2022	08/31/2022	09/30/2022	10/31/2022	11/30/2022	12/31/2022	01/31/2023
02/28/2023	03/31/2023	04/30/2023	05/31/2023	06/30/2023	07/31/2023	08/31/2023
09/30/2023	10/31/2023	11/30/2023	12/31/2023	01/31/2024	02/29/2024	03/31/2024

04/30/2024	05/31/2024	06/30/2024	07/31/2024	08/31/2024	09/30/2024	10/31/2024
11/30/2024	12/31/2024	01/31/2025	02/28/2025	03/31/2025	04/30/2025	05/31/2025
06/30/2025						

1.3.1. Student Measure #2

Every **Semester**, **classroom behavior referrals - out-of-school suspensions of All Students** will be measured, with a final improvement of **decrease 10.00 %** at the end of the plan.

01/01/2023	06/01/2023	01/01/2024	06/01/2024	01/01/2025	06/01/2025
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1.4. Strategies and Actions

1.4.1. Strategy #1: School Climate and Supports

1.4.1.1. Strategy Level: Level 3

1.4.1.2. Description:

The Responsive Classroom (RC) is an approach focused on building social-emotional skills in elementary students. It provides extensive professional development to teachers, including a week of training during each of two summers, followed by in-school coaching. RC seeks to embed modeling of prosocial behavior, collaboration, and self-control into daily teaching.

1.4.1.3. Strategy Rubric Requirement(s):

- This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114.
- This strategy addresses the district improvement requirement for addressing the specific needs of priority or focus in buildings in the LEA Plan ESEA Section 1111.

1.4.1.4. Action Steps

1.4.1.4.1. Plan Year: 2023, Action Completion: 06/09/2023

100% of staff, including admin, classroom teachers and support staff will participate in training in responsive classroom practices and strategies to build positive relationships with students and help to foster positive social and emotional skills.

Participants:

- Staff
- Building Leadership

1.4.1.4.2. Plan Year: 2023, Action Completion: 06/09/2023

100% of staff will participate in responsive classroom training at the beginning of the year and quarterly through to the end of the school year

Participants:

- Staff
- Building Leadership

1.4.1.4.3. Plan Year: 2023, Action Completion: 06/09/2023

Deans will conduct weekly classroom observations to give feedback and ratings on Classroom Culture as indicated on the Classroom Framework

Participants:

- Staff
- Building Leadership

1.5. Adult Measures

1.5.1. Adult Measure #1

- School Climate and Supports

Every **Month**, **Classroom Culture rating - Classroom Framework Rubric of All Staff** will be measured, with a final improvement of **increase 100.00 %** at the end of the plan.

07/31/2022	08/31/2022	09/30/2022	10/31/2022	11/30/2022	12/31/2022	01/31/2023
02/28/2023	03/31/2023	04/30/2023	05/31/2023	06/30/2023	07/31/2023	08/31/2023
09/30/2023	10/31/2023	11/30/2023	12/31/2023	01/31/2024	02/29/2024	03/31/2024
04/30/2024	05/31/2024	06/30/2024	07/31/2024	08/31/2024	09/30/2024	10/31/2024
11/30/2024	12/31/2024	01/31/2025	06/30/2025	05/31/2025	04/30/2025	03/31/2025
02/28/2025						

1.6. Funding Sources

1.6.1. FY 2023

100% of staff, including admin, classroom teachers and support staff will participate in training in responsive classroom practices and strategies to build positive relationships with students and help to foster positive social and emotional skills.

General Fund

Title I-A Improving Basic Programs

ARP ESSER

1.6.1. FY 2023

100% of staff will participate in responsive classroom training at the beginning of the year and quarterly through to the end of the school year

General Fund

Title I School Improvement Sub A

Title II-A Supporting Effective Instruction

1.6.1. FY 2023

Deans will conduct weekly classroom observations to give feedback and ratings on Classroom Culture as indicated on the Classroom Framework

General Fund

School Improvement 1003

2. Goal #2 of 4

2.1. Root Cause Analysis

Based on the analysis, we need to be able to consistently implement intervention services that will address deficiencies and fill in learning gaps in order for students to progress and become proficient. Likewise, we need additional support staff to address the aforementioned intervention services, especially in grades 4-8. Students lack knowledge of common grade level academic vocabulary and fluency skills to maximize comprehension on grade level reading passages. If Winterfield was able to increase common grade level skills by early intervention and more focused one on one or small group sessions, students would be able to progress more efficiently.

2.2. SMART Goal Statement

By **06/09/2023** we will improve the performance of **All Students, Elementary, Middle School** students at/in **Winterfield Venture Academy** to increase **8.00 %** in **English Language Arts** using **State Report Card**.

2.3. Student Measures

2.3.1. Student Measure #1

Every **Quarter, English Language Arts - Interim Assessments** of **All Students** will be measured, with a final improvement of **increase 8.00 %** at the end of the plan.

11/01/2022	01/01/2023	04/01/2023	06/01/2023	11/01/2023	01/01/2024	04/01/2024
06/01/2024	11/01/2024	01/01/2025	04/01/2025	06/01/2025		

2.4. Strategies and Actions

2.4.1. Strategy #1: Curriculum, Instruction and Assessment

2.4.1.1. Strategy Level: Level 4

2.4.1.2. Description:

Using a Balanced Literacy Approach to reading and writing, students will receive instruction in phonics, read-aloud, shared reading, guided reading, comprehension lessons and writing to impact reading achievement.

Small group instruction will be held during workshop lessons to address individualized student needs:

to fill-in deficits and/or accelerate learning.

As an intervention tool, Corrective Reading is a program for upper-elementary struggling readers that uses scripted, structured lessons focused on phonics, fluency, and comprehension. Explicit and systematic methods engage students in a rapid series of activities to build word-level skills.

Lexia is a digital platform that promotes reading as an adaptive blended learning program that accelerates the development of literacy skills for students of all abilities that will help them make the shift from learning to read to reading to learn. Core 5 will be used in grades K-5 and Power Up will be used in middle school grades.

2.4.1.3. Strategy Rubric Requirement(s):

- This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114.

- This strategy addresses the district improvement requirement for addressing the specific needs of priority or focus in buildings in the LEA Plan ESEA Section 1111.

2.4.1.4. Action Steps

2.4.1.4.1. Plan Year: 2023, Action Completion: 06/09/2023

100% of teaching staff will implement NHA reading curriculum, using the approved instructional tools, as prescribed by the scope and sequence

Participants:

2.4.1.4.2. Plan Year: 2023, Action Completion: 06/09/2023

By spring 2023, 100% of instructional staff will participate in three Regional trainings to learn best practices to impact reading achievement

Participants:

- Teachers
- Building Leadership
- Support Staff
- Curriculum and Instruction Specialists

2.4.1.4.3. Plan Year: 2023, Action Completion: 06/09/2023

Intervention Specialists and Paraprofessionals will receive training in Corrective Reading to deliver intervention services to support and improve at-risk students.

Participants:

- Teachers
- Building Leadership
- Support Staff
- Curriculum and Instruction Specialists

2.4.1.4.4. Plan Year: 2023, Action Completion: 06/09/2023

100% of classroom teachers will receive training and will use Lexia during independent practice to promote the development of students' literacy skills

Participants:

- District Administration
- Teachers
- Building Leadership
- Support Staff

2.5. Adult Measures

2.5.1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every Month, English Language Arts - Implementation Data of Elementary Staff, Middle School Staff and Intervention Teachers will be measured, with a final improvement of increase **8.00 %** at the end of the plan.

07/31/2022	08/31/2022	09/30/2022	10/31/2022	11/30/2022	12/31/2022	01/31/2023
02/28/2023	03/31/2023	04/30/2023	05/31/2023	06/30/2023	07/31/2023	08/31/2023
06/30/2025	05/31/2025	04/30/2025	03/31/2025	02/28/2025	01/31/2025	12/31/2024
11/30/2024	10/31/2024	09/30/2024	08/31/2024	07/31/2024	06/30/2024	05/31/2024
04/30/2024	03/31/2024	02/29/2024	01/31/2024	12/31/2023	11/30/2023	10/31/2023
09/30/2023						

2.6. Funding Sources

2.6.1. FY 2023

100% of teaching staff will implement NHA reading curriculum, using the approved instructional tools, as prescribed by the scope and sequence

Title I-A Improving Basic Programs

2.6.1. FY 2023

By spring 2023, 100% of instructional staff will participate in three Regional trainings to learn best practices to impact reading achievement

General Fund Title I-A Improving Basic Programs ARP ESSER

2.6.1. FY 2023

Intervention Specialists and Paraprofessionals will receive training in Corrective Reading to deliver intervention services to support and improve at-risk students.

General Fund Title I School Improvement Sub A Title II-A Supporting Effective Instruction

2.6.1. FY 2023

100% of classroom teachers will receive training and will use Lexia during independent practice to promote the development of students' literacy skills

General Fund Title I-A Improving Basic Programs Title II-A Supporting Effective Instruction ARP ESSER

3. Goal #3 of 4

3.1. Root Cause Analysis

Following the Math Bridges program and using the math curricular tools with fidelity would result in a more positive impact. Ensuring the use of the math intervention program and small group instruction to fill learning gaps and address deficiencies would benefit student progress.

3.2. SMART Goal Statement

By **06/09/2023** we will improve the performance of **All Students, Elementary, Middle School** students at/in **Winterfield Venture Academy** to increase **10.00 %** in **Math** using **State Report Card**.

3.3. Student Measures

3.3.1. Student Measure #1

Every **Quarter, Math - Interim Assessments of All Students** will be measured, with a final improvement of **increase 10.00 %** at the end of the plan.

11/01/2022	01/01/2023	04/01/2023	06/01/2023	11/01/2023	01/01/2024	04/01/2024
06/01/2024	11/01/2024	01/01/2025	04/01/2025	06/01/2025		

3.3.1. Student Measure #2

Every **Quarter, Math - NWEA math proficiency of All Students** will be measured, with a final improvement of **increase 10.00 %** at the end of the plan.

11/01/2022	01/01/2023	04/01/2023	06/01/2023	11/01/2023	01/01/2024	04/01/2024
06/01/2024	11/01/2024	01/01/2025	04/01/2025	06/01/2025		

3.4. Strategies and Actions

3.4.1. Strategy #1: Curriculum, Instruction and Assessment

3.4.1.1. Strategy Level: Level 4

3.4.1.2. Description:

Bridges in Mathematics is a comprehensive Pk-5 curriculum that equips teachers to fully address state standards in a rigorous, engaging and accessible manner. Students gain a deep understanding of concepts, proficiency with key skills and the ability to solve complex problems. The curriculum is composed of three distinct but integrated components: Problems and Investigations, Work Places and Number Corner.

Bridges Intervention provides targeted Instruction and assessment for mathematical skills and concepts for students in grades K-5. Ideally, it is used in small group instruction and is organized by content rather than grade level, in 30-minutes sessions.

Illustrative Math teaches students in grades 6-8 how to develop conceptual understanding and procedural fluency. Students are systematically introduced to representations, contexts, concepts, language and notations. Students have the opportunity to make connections to real-world contexts throughout the materials.

DreamBox Learning is an adaptive, online math program designed to complement classroom instruction. The program is available in grades K-8. Combining a motivating, game-like environment with a rigorous, standards-aligned curriculum, it responds to learners' actions and decisions by continuously adapting to support student competency with math concepts and promoting strategies for fluency and application.

3.4.1.3. Strategy Rubric Requirement(s):

- This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114.
- This strategy addresses the district improvement requirement for addressing the specific needs of priority or focus in buildings in the LEA Plan ESEA Section 1111.

3.4.1.4. Action Steps

- 3.4.1.4.1. Plan Year: 2023, Action Completion: 06/09/2023
100% of teaching staff will implement NHA math curriculum, Bridges and Illustrative, using the approved instructional tools, as prescribed by the scope and sequence
- Participants:
- Teachers
 - Building Leadership
 - Support Staff
 - Curriculum and Instruction Specialists
- 3.4.1.4.2. Plan Year: 2023, Action Completion: 06/09/2023
By spring 2023, 100% of instructional staff will participate in three Regional trainings to learn best practices to impact Math achievement
- Participants:
- Teachers
 - Staff
 - Building Leadership
 - Support Staff
 - Curriculum and Instruction Specialists
- 3.4.1.4.3. Plan Year: 2023, Action Completion: 06/09/2023
Intervention Specialists and Paraprofessionals will receive training in Bridges Intervention to deliver intervention services to support and improve math achievement for at-risk students.
- Participants:
- Teachers
 - Building Leadership
 - Support Staff
 - Curriculum and Instruction Specialists
- 3.4.1.4.4. Plan Year: 2023, Action Completion: 06/09/2023
100% of classroom teachers will receive training and will use DreamBox during independent practice to promote the development of students' mathematical skills
- Participants:
- District Administration
 - Teachers
 - Building Leadership
 - Support Staff

3.5. Adult Measures

3.5.1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every Month, Math - Implementation Data of Elementary Staff and Middle School Staff will be measured, with a final improvement of increase 10.00 % at the end of the plan.

06/30/2025	05/31/2025	04/30/2025	03/31/2025	02/28/2025	01/31/2025	12/31/2024
11/30/2024	10/31/2024	09/30/2024	08/31/2024	07/31/2024	06/30/2024	05/31/2024
04/30/2024	03/31/2024	02/29/2024	01/31/2024	12/31/2023	11/30/2023	10/31/2023
09/30/2023	08/31/2023	07/31/2023	06/30/2023	05/31/2023	04/30/2023	03/31/2023
02/28/2023	01/31/2023	12/31/2022	11/30/2022	10/31/2022	09/30/2022	08/31/2022
07/31/2022						

3.5.1. Adult Measure #2

- Curriculum, Instruction and Assessment

Every Month, Math - Implementation Data of Elementary Staff, Middle School Staff and Intervention Teachers will be measured, with a final improvement of increase 10.00 % at the end of the plan.

07/31/2022	08/31/2022	09/30/2022	10/31/2022	11/30/2022	12/31/2022	06/30/2025
05/31/2025	04/30/2025	03/31/2025	02/28/2025	01/31/2025	12/31/2024	11/30/2024
10/31/2024	09/30/2024	08/31/2024	07/31/2024	06/30/2024	05/31/2024	04/30/2024
03/31/2024	02/29/2024	01/31/2024	12/31/2023	11/30/2023	10/31/2023	09/30/2023
08/31/2023	07/31/2023	06/30/2023	05/31/2023	04/30/2023	03/31/2023	02/28/2023
01/31/2023						

3.6. Funding Sources

3.6.1. FY 2023

100% of teaching staff will implement NHA math curriculum, Bridges and Illustrative, using the approved instructional tools, as prescribed by the scope and sequence

General Fund	Title I School Improvement Sub A
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3.6.1. FY 2023

By spring 2023, 100% of instructional staff will participate in three Regional trainings to learn best practices to impact Math achievement

General Fund	ARP ESSER	Title I School Improvement Sub A
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3.6.1. FY 2023

Intervention Specialists and Paraprofessionals will receive training in Bridges Intervention to deliver intervention services to support and improve math achievement for at-risk students.

General Fund	ARP ESSER	Title I-A Improving Basic Programs
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3.6.1. FY 2023

100% of classroom teachers will receive training and will use DreamBox during independent practice to promote the development of students' mathematical skills

General Fund

ARP ESSER

4. Goal #4 of 4

4.1. Root Cause Analysis

Extensive training, workshops, professional development for staff to address student trauma, cultural responsiveness and community issues.

4.2. SMART Goal Statement

By **06/09/2023** we will improve the performance of **All Students, All Grades** students at/in **Winterfield Venture Academy** to decrease **-10.00 %** in **Behavior** using **Discipline Occurrences**.

4.3. Student Measures

4.3.1. Student Measure #1

Every **Quarter**, **Behavior - behavior dashboard** of **All Students** will be measured, with a final improvement of **decrease 10.00 %** at the end of the plan.

11/01/2022	01/01/2023	04/01/2023	06/01/2023	11/01/2023	01/01/2024	04/01/2024
06/01/2024	11/01/2024	01/01/2025	04/01/2025	06/01/2025		

4.4. Strategies and Actions

4.4.1. Strategy #1: School Climate and Supports

4.4.1.1. Strategy Level: Level 4

4.4.1.2. Description:

A universal, school-wide prevention strategy aimed at reducing behavior problems that lead to office discipline referrals and suspensions, and change perceptions of school safety. Students in the SWPBIS schools received significantly fewer school suspensions than students in schools that did not receive SWPBIS training. Perceptions of safety improved in the schools that implemented SWPBIS, but declined in the schools that did not implement SWPBIS.

4.4.1.3. Strategy Rubric Requirement(s):

- This strategy address the parent engagement requirement for LEA plans in ESEA Section 1112.
- This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114.
- This strategy addresses the district improvement requirement for addressing the specific needs of priority or focus in buildings in the LEA Plan ESEA Section 1111.

4.4.1.4. Action Steps

4.4.1.4.1. Plan Year: 2023, Action Completion: 06/09/2023

100% of school staff will be trained on the implementation of School-wide Behavior Intervention System

Participants:

- Staff
- Building Leadership
- Building Leadership Teams
- Positive Behavior Intervention Support Team

4.4.1.4.2. Plan Year: 2023, Action Completion: 06/09/2023

Create a Positive Behavior Intervention Support Team to regularly monitor the behavior dashboard and support positive behavior incentives to decrease behavior referrals and encourage positive student behavior

Participants:

- Staff
- Building Leadership
- Support Staff
- Building Leadership Teams
- Positive Behavior Intervention Support Team
- Success Coach/Academic Behavior Support Specialist

4.5. Adult Measures

4.5.1. Adult Measure #1

- School Climate and Supports

Every Month, Classroom Culture rating - Classroom Framework Rubric of All Staff will be measured, with a final improvement of increase 100.00 % at the end of the plan.

07/31/2022	08/31/2022	09/30/2022	10/31/2022	11/30/2022	12/31/2022	01/31/2023
02/28/2023	03/31/2023	06/30/2025	05/31/2025	04/30/2025	03/31/2025	02/28/2025
01/31/2025	12/31/2024	11/30/2024	10/31/2024	09/30/2024	08/31/2024	07/31/2024
06/30/2024	05/31/2024	04/30/2024	03/31/2024	02/29/2024	01/31/2024	12/31/2023
11/30/2023	10/31/2023	09/30/2023	08/31/2023	07/31/2023	06/30/2023	05/31/2023
04/30/2023						

4.6. Funding Sources

4.6.1. FY 2023

100% of school staff will be trained on the implementation of School-wide Behavior Intervention System

Title I School Improvement Sub A	ARP ESSER
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4.6.1. FY 2023

Create a Positive Behavior Intervention Support Team to regularly monitor the behavior dashboard and support positive behavior incentives to decrease behavior referrals and encourage positive student behavior

ARP ESSER

General Fund