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Basic Information

Plan Entity Name: FY 2024 Winterfield Venture Academy One Plan (0)

Plan Fiscal Year: FY 2024

Cohort #: 3

District IRN: 000546

Plan Status: Plan Submitted for Agency Review

Revision #: 0

Primary Contact:

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Plan Information

1. Goal #1 of 3

1. Root Cause Analysis

Students who are not in attendance on a regular basis are missing academics structures needed to be successful

2. SMART Goal Statement

By **06/12/2026** we will improve the performance of **All Students, Elementary, Middle School** students at/in **Winterfield Venture Academy** to **increase 6.00 %** in **Attendance** using **Attendance**.

3. Student Measures

1. Student Measure #1

Every **Month, Attendance - Attendance** of **All Students** will be monitored by **Attendance Liaison**, with an annual improvement of **increase 2.00 %** resulting in an overall improvement of **increase 6.00 %** by the end of the plan.

07/30/202308/30/202309/29/202310/30/202311/29/202312/30/202301/30/202402/28/202403/30/202404/29/202405/30/202406/29/202407/30/202408/30/202409/29/202410/30/202411/29/202412/30/202401/30/202502/27/202503/30/202504/29/202505/30/202506/29/202507/30/202508/30/202509/29/202510/30/202511/29/202512/30/202501/30/202602/27/202603/30/202604/29/202605/30/202606/29/2026
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4. Strategies and Actions

1. Strategy #1: School Climate and Supports

1. Strategy Level: Level 4

2. Description:

3. Embedded Plan Requirement(s):

- This strategy addresses the gap closure requirement for Equitable Access to Effective Educators ESEA Section 1112.

4. Action Steps

1. Start Action Step: 2024, End Action Step: 06/07/2024

Development of an Attendance Liaison position to assist with attendance accountability.

Participant(s):

- Principals
- Building Leadership

- Attendance Liaison
2. Start Action Step: 2025, End Action Step: 06/13/2025

Continued implementation of Attendance Liaison parent accountability.

Participant(s):

- Principals
 - Building Leadership
 - Attendance Liaison
3. Start Action Step: 2026, End Action Step: 06/12/2026

Review 2 year implementation of Attendance Liaison implement needed adjustments.

Participant(s):

- Principals
- Building Leadership
- Attendance Liaison

5. Adult Measures

1. Adult Measure #1

- School Climate and Supports

Every **Month, Attendance - Completion of Task** of **All Staff** will be monitored by **Classroom Teacher/s**, with an annual improvement of **increase 3.00 %** resulting in an overall improvement of **increase 9.00 %** by the end of the plan.

06/29/202605/30/202604/29/202603/30/202602/27/202601/30/202612/30/202511/29/202510/30/202509/29/202508/30/202507/30/202506/29/202505/30/202504/29/202503/30/202502/27/202501/30/202512/30/202411/29/202410/30/202409/29/202408/30/202407/30/202406/29/202405/30/202404/29/202403/30/202402/28/202401/30/202412/30/202311/29/202310/30/202309/29/202308/30/202307/30/2023
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6. Funding Sources

1. FY 2024

Development of an Attendance Liaison position to assist with attendance accountability.

General Fund ARP ESSER Title I-A Improving Basic Programs

2. FY 2025

Continued implementation of Attendance Liaison parent accountability.

General Fund ARP ESSER Title I-A Improving Basic Programs

3. FY 2026

Review 2 year implementation of Attendance Liaison implement needed adjustments.

Title I-A Improving Basic Programs General Fund ARP ESSER

2. Goal #2 of 3

1. Root Cause Analysis

Students lack exposure to information test and 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 be meant where they are at. Staff would be able to focus on students' problem areas giving more specific assistance and learning plan.

2. SMART Goal Statement

All Students students in **Third Grade, Fourth Grade, Fifth Grade, Sixth Grade, Seventh Grade, Eighth Grade** will increase **26.00 %** in **English Language Arts** at/in **Winterfield Venture Academy** by **06/05/2026** as measured with **District Short Cycle Assessments**.

3. Student Measures

1. Student Measure #1

Every **Quarter, English Language Arts - District Short Cycle Assessments** of **All Students** will be monitored by **Principal, Classroom Teacher/s, Deans**, with an annual improvement of **increase 8.00 %** resulting in an overall improvement of **increase 26.00 %** by the end of the plan.

10/31/202312/31/202303/31/202405/31/202410/31/202412/31/202403/31/202505/31/202510/31/202512/31/202503/31/2

02605/31/2026

4. Strategies and Actions

1. Strategy #1: Curriculum, Instruction and Assessment

1. Strategy Level: Level 4

2. Description:

Incorporate small group instruction during reading group, using two teachers in the classroom. The benefits of small-group instruction, which include more efficient use of teacher and student time, increased instructional time, increased peer interaction, and opportunities for students to improve generalization of skills.

3. Embedded Plan Requirement(s):

- This strategy addresses the gap closure requirement for Equitable Access to Effective Educators ESEA Section 1112.

4. Action Steps

1. Start Action Step: , End Action Step:

Participant(s):

2. Start Action Step: 2024, End Action Step: 06/12/2024

Staff will attend weekly meeting to review and evaluate test results and student progress.

Participant(s):

- District Administration
- Teachers
- Principals

3. Start Action Step: 2025, End Action Step: 06/12/2025

Assign all teaching staff, including teachers of elective, foreign languages, specials, students with complex needs, etc. to TBTs to support and share effective inclusive instructional practices.

Participant(s):

- Teachers
4. Start Action Step: 2026, End Action Step: 06/12/2026

Review 2 year implementation to determine needed adjustments

Participant(s):

- Teachers

5. Adult Measures

1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every **Month, English Language Arts - Implementation Data** of **All Staff** will be monitored by **Principal, Classroom Teacher/s, Dean**, with an annual improvement of **increase 8.00 %** resulting in an overall improvement of **increase 26.00 %** by the end of the plan.

06/29/202605/30/202604/29/202603/30/202602/27/202601/30/202612/30/202511/29/202510/30/202509/29/202508/30/202507/30/202506/29/202505/30/202504/29/202503/30/202502/27/202501/30/202512/30/202411/29/202410/30/202409/29/202408/30/202407/30/202406/29/202405/30/202404/29/202403/30/202402/28/202401/30/202412/30/202311/29/202310/30/202309/29/202308/30/202307/30/2023
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6. Funding Sources

1. FY 2024

Staff will attend weekly meeting to review and evaluate test results and student progress.

ARP ESSER Title I-A Improving Basic Programs General Fund

2. FY 2025

Assign all teaching staff, including teachers of elective, foreign languages, specials, students with complex needs, etc. to TBTs to support and share effective inclusive instructional practices.

General Fund ARP ESSER Title I-A Improving Basic Programs

3. FY 2026

Review 2 year implementation to determine needed adjustments

Title I-A Improving Basic Programs General Fund ARP ESSER

3. Goal #3 of 3

1. Root Cause Analysis

Lack of intentional intervention on math skills on lower grades. Increase opportunities for exploration and real-life opportunities for using math skills.

2. SMART Goal Statement

By **06/30/2026** we will improve the performance of **All Students, All Grades** students at/in **Winterfield Venture Academy** to **increase 35.00 %** in **Math** using **District Short Cycle Assessments**.

3. Student Measures

1. Student Measure #1

Every **Quarter, Math - District Short Cycle Assessments** of **All Students** will be monitored by **Classroom Teacher/s, Principal, Deans**, with an annual improvement of **increase 11.00 %** resulting in an overall improvement of **increase 35.00 %** by the end of the plan.

10/31/202312/31/202303/31/202405/31/202410/31/202412/31/202403/31/202505/31/202510/31/202512/31/202503/31/2

02605/31/2026

4. Strategies and Actions

1. Strategy #1: Curriculum, Instruction and Assessment

1. Strategy Level: Level 4

2. Description:

Incorporate small group instruction during reading group, using two teachers in the classroom. The benefits of small-group instruction, which include more efficient use of teacher and student time, increased instructional time, increased peer interaction, and opportunities for students to improve generalization of skills.

3. Embedded Plan Requirement(s):

- This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114, Section 2102(b)(2)(D), 3115(c)2.
- This strategy addresses the gap closure requirement for Equitable Access to Effective Educators ESEA Section 1112.

4. Action Steps

1. Start Action Step: 2024, End Action Step: 06/12/2025

Facilitate the Implementation of the 5-step process, as it is intended, in PLCs and the SIP collaborative teams.

Participant(s):

- District Administration
- Teachers
- Principals

2. Start Action Step: 2025, End Action Step: 06/12/2025

Staff will attend weekly meeting to review and evaluate test results and student progress.

Participant(s):

- District Administration
- Teachers
- Principals

3. Start Action Step: 2026, End Action Step: 06/30/2026

2 year review of implementation to determine needed adjustments

Participant(s):

- District Administration
- Teachers
- Principals

5. Adult Measures

1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every **Quarter, Math - Implementation Data** of **All Staff** will be monitored by **Principal, Deans, Classroom Teacher/s**, with an annual improvement of **increase 11.00 %** resulting in an overall improvement of **increase 35.00 %** by the end of the plan.

10/31/202312/31/202303/31/202405/31/202410/31/202412/31/202403/31/202505/31/202510/31/202512/31/202503/31/202605/31/2026

6. Funding Sources

1. FY 2024,2025

Facilitate the Implementation of the 5-step process, as it is intended, in PLCs and the SIP collaborative teams.

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

2. FY 2025

Staff will attend weekly meeting to review and evaluate test results and student progress.

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

3. FY 2026

2 year review of implementation to determine needed adjustments

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