



---

## **Table of Contents**

---

|                                       |           |
|---------------------------------------|-----------|
| <b>School Demographics</b>            | <b>3</b>  |
| <b>Purpose and Outline of the SIP</b> | <b>4</b>  |
| <b>School Information</b>             | <b>5</b>  |
| <b>Needs Assessment</b>               | <b>8</b>  |
| <b>Planning for Improvement</b>       | <b>13</b> |
| <b>Title I Requirements</b>           | <b>17</b> |
| <b>Budget to Support Goals</b>        | <b>19</b> |

# Ventura Elementary

4400 WOODGATE BLVD, Orlando, FL 32822

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

## Demographics

**Principal: Ana Gonzalez**

Start Date for this Principal: 7/15/2019

|  |  |
|--|--|
| <b>2019-20 Status</b><br>(per MSID File)   | Active   |
| <b>School Type and Grades Served</b><br>(per MSID File)  | Elementary School<br>PK-5  |
| <b>Primary Service Type</b><br>(per MSID File)   | K-12 General Education   |
| <b>2018-19 Title I School</b>  | Yes  |
| <b>2018-19 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3)  | 100%   |
| <b>2018-19 ESSA Subgroups Represented</b><br>(subgroups with 10 or more students)<br>(subgroups in orange are below the federal threshold) | Black/African American Students<br>Economically Disadvantaged Students<br><b>English Language Learners</b><br>Hispanic Students<br><b>Students With Disabilities</b><br>White Students |
| <b>School Grade</b>  | 2018-19: D   |
| <b>School Grades History</b>   | 2017-18: C<br>2016-17: B<br>2015-16: B<br>2014-15: B<br>2013-14: B   |
| <b>2019-20 School Improvement (SI) Information*</b>  |  |
| <b>SI Region</b>   | Southeast  |
| <b>Regional Executive Director</b>   | <a href="#">Diane Leinenbach</a>   |
| <b>Turnaround Option/Cycle</b>   |  |
| <b>Year</b>  | N/A  |
| <b>Support Tier</b>  | TIER 1   |

| ESSA Status  | CS&I |
|--|------|
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> . |      |

### School Board Approval

This plan was approved by the Orange County School Board on 8/31/2019.

### SIP Authority

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

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

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

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

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

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

To lead our students to success with the support and involvement of families and the community.

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

To be the top producer of successful students in the nation.

### School Leadership Team

#### **Membership**

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

| Name              | Title               | Job Duties and Responsibilities   |
|-------------------|---------------------|---|
| Gonzalez, Ana     | Principal           | As the principal, Dr. Gonzalez, is the instructional leader. In this role, she provides direction and support as she oversees the effective planning, implementation, facilitation of school-wide instruction, and decision-making. Additionally, she is responsible for all school plans, actions, and initiative regarding stakeholder engagement and collaboration. Through delegation, the day to day operation of the school is shared with the AP and the school's leadership team.   |
| Cardoso, Michelle | Assistant Principal | Mrs. Cardoso is the assistant principal. In her role, she supports the principal in the planning, monitoring, and execution of operational efficiency and effective instruction. Additionally, Michelle provides direction and support to the teachers and staff as she oversees the effective planning, implementation, facilitation of school-wide instruction, and decision-making. She also engages with the principal in the collaboration with all stakeholders through weekly communications and meetings.   |
| Pokorny, Cristina | Instructional Coach | Ms. Pokorny is the Mathematics/Science Instructional Coach. She is responsible for supporting the teachers as they plan and deliver effective and differentiated instruction as well as engaging lessons. In this role, she designates time weekly to meet with grade levels and/or individual teachers to ensure their understanding of the standards, item specifications, district resources, and best practices. Additionally, as a result of classroom visits, observation, and feedback, she provides professional development and models instruction. She also is assigned a co-teaching role for a Tier 3 teacher, Ms. Kim, to support math instruction within the teacher's afternoon block. |
| Noll, Robert      | Guidance Counselor  | Guidance Counselor works with the MTSS team to establish clear and effective behavior plans that include additional measures for individual student support. He works with incentives programs and individual student recognition, supervises all 25 5th grade patrols and shares direct insights in managing positive behavior systems on campus. He supports teachers in regard to all socio-emotional needs of students throughout the day.  |
| O'Connors, Alicia | Teacher, ESE        | Staffing Specialist will work with CRT and MTSS team on all pertinent aspects and necessary yearlong updates to individual plans for student success.   |
| Seepersaud, Stacy | Instructional Coach | Ms. Seepersaud is the ELA Instructional Coach. She is responsible for supporting the teachers as they plan and  |

| Name | Title | Job Duties and Responsibilities  |
|------|-------|--|
|      |       | deliver effective and differentiated instruction as well as engaging lessons. In this role, she designates time weekly to meet with grade levels and/or individual teachers to ensure their understanding of the standards, item specifications, district resources, and best practices. Additionally, as a result of classroom visits, observation, and feedback, she provides professional development and models instruction. She also is assigned a co-teaching role for a Tier 3 teacher, Ms. Clarke, to support math instruction within the teacher's afternoon block. |

Gonzalez Rosado, Veronica Administrative Support Ms. Veronica Gonzalez is the Testing Coordinator/MTSS contact. She ensures that teachers are apprised of sub-group data, focused and updated data within each classroom, i-ready projections, data managements, i-ready incentives and works to mentor target ELL students in 2nd grade.

**Early Warning Systems**

**Current Year**

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

| Indicator                       | Grade Level |    |     |     |    |     |   |   |   |   |    |    | Total |     |
|---------------------------------|-------------|----|-----|-----|----|-----|---|---|---|---|----|----|-------|-----|
|                                 | K           | 1  | 2   | 3   | 4  | 5   | 6 | 7 | 8 | 9 | 10 | 11 |       | 12  |
| Number of students enrolled     | 47          | 91 | 111 | 121 | 87 | 109 | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 566 |
| Attendance below 90 percent     | 23          | 19 | 21  | 14  | 24 | 17  | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 118 |
| One or more suspensions         | 1           | 1  | 0   | 1   | 5  | 1   | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 9   |
| Course failure in ELA or Math   | 6           | 2  | 1   | 3   | 1  | 0   | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 13  |
| Level 1 on statewide assessment | 0           | 0  | 0   | 82  | 69 | 54  | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 205 |

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

| Indicator                            | Grade Level |   |   |    |    |    |   |   |   |   |    |    | Total |    |
|--------------------------------------|-------------|---|---|----|----|----|---|---|---|---|----|----|-------|----|
|                                      | K           | 1 | 2 | 3  | 4  | 5  | 6 | 7 | 8 | 9 | 10 | 11 |       | 12 |
| Students with two or more indicators | 3           | 1 | 0 | 17 | 19 | 13 | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 53 |

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

| Indicator                           | Grade Level |   |   |    |   |   |   |   |   |   |    |    | Total |    |
|-------------------------------------|-------------|---|---|----|---|---|---|---|---|---|----|----|-------|----|
|                                     | K           | 1 | 2 | 3  | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |       | 12 |
| Retained Students: Current Year     | 1           | 0 | 2 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 13 |
| Students retained two or more times | 0           | 0 | 0 | 0  | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 0  |

**FTE units allocated to school (total number of teacher units)**

43

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

Monday 7/15/2019

**Prior Year - As Reported**

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

| Indicator                       | Grade Level |    |    |    |    |    |   |   |   |   |    |    | Total |     |
|---------------------------------|-------------|----|----|----|----|----|---|---|---|---|----|----|-------|-----|
|                                 | K           | 1  | 2  | 3  | 4  | 5  | 6 | 7 | 8 | 9 | 10 | 11 |       | 12  |
| Attendance below 90 percent     | 28          | 20 | 17 | 24 | 22 | 20 | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 131 |
| One or more suspensions         | 0           | 1  | 1  | 0  | 5  | 0  | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 7   |
| Course failure in ELA or Math   | 0           | 0  | 0  | 0  | 0  | 0  | 0 | 0 | 0 | 0 | 0  | 0  | 0     |     |
| Level 1 on statewide assessment | 0           | 0  | 0  | 73 | 56 | 43 | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 172 |

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

| Indicator                            | Grade Level |   |   |    |    |    |   |   |   |   |    |    | Total |    |
|--------------------------------------|-------------|---|---|----|----|----|---|---|---|---|----|----|-------|----|
|                                      | K           | 1 | 2 | 3  | 4  | 5  | 6 | 7 | 8 | 9 | 10 | 11 |       | 12 |
| Students with two or more indicators | 0           | 1 | 1 | 10 | 17 | 12 | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 41 |

**Prior Year - Updated**

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

| Indicator                       | Grade Level |    |    |    |    |    |   |   |   |   |    |    | Total |     |
|---------------------------------|-------------|----|----|----|----|----|---|---|---|---|----|----|-------|-----|
|                                 | K           | 1  | 2  | 3  | 4  | 5  | 6 | 7 | 8 | 9 | 10 | 11 |       | 12  |
| Attendance below 90 percent     | 28          | 20 | 17 | 24 | 22 | 20 | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 131 |
| One or more suspensions         | 0           | 1  | 1  | 0  | 5  | 0  | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 7   |
| Course failure in ELA or Math   | 0           | 0  | 0  | 0  | 0  | 0  | 0 | 0 | 0 | 0 | 0  | 0  | 0     |     |
| Level 1 on statewide assessment | 0           | 0  | 0  | 73 | 56 | 43 | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 172 |

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

| Indicator                            | Grade Level |   |   |    |    |    |   |   |   |   |    |    | Total |    |
|--------------------------------------|-------------|---|---|----|----|----|---|---|---|---|----|----|-------|----|
|                                      | K           | 1 | 2 | 3  | 4  | 5  | 6 | 7 | 8 | 9 | 10 | 11 |       | 12 |
| Students with two or more indicators | 0           | 1 | 1 | 10 | 17 | 12 | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 41 |

**Part II: Needs Assessment/Analysis**

**School Data**

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



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

**EWS Indicators as Input Earlier in the Survey**

| Indicator                       | Grade Level (prior year reported) |         |         |         |         |         | Total     |
|---------------------------------|-----------------------------------|---------|---------|---------|---------|---------|-----------|
|                                 | K                                 | 1       | 2       | 3       | 4       | 5       |           |
| Number of students enrolled     | 47 (0)                            | 91 (0)  | 111 (0) | 121 (0) | 87 (0)  | 109 (0) | 566 (0)   |
| Attendance below 90 percent     | 23 (28)                           | 19 (20) | 21 (17) | 14 (24) | 24 (22) | 17 (20) | 118 (131) |
| One or more suspensions         | 1 (0)                             | 1 (1)   | 0 (1)   | 1 (0)   | 5 (5)   | 1 (0)   | 9 (7)     |
| Course failure in ELA or Math   | 6 (0)                             | 2 (0)   | 1 (0)   | 3 (0)   | 1 (0)   | 0 (0)   | 13 (0)    |
| Level 1 on statewide assessment | 0 (0)                             | 0 (0)   | 0 (0)   | 82 (73) | 69 (56) | 54 (43) | 205 (172) |

**Grade Level Data**

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

NOTE: 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 |
| 03                    | 2019 | 28%    | 55%      | -27%                       | 58%   | -30%                    |
|                       | 2018 | 35%    | 55%      | -20%                       | 57%   | -22%                    |
| Same Grade Comparison |      | -7%    |          |                            |       |                         |
| Cohort Comparison     |      |        |          |                            |       |                         |
| 04                    | 2019 | 31%    | 57%      | -26%                       | 58%   | -27%                    |
|                       | 2018 | 27%    | 54%      | -27%                       | 56%   | -29%                    |
| Same Grade Comparison |      | 4%     |          |                            |       |                         |
| Cohort Comparison     |      | -4%    |          |                            |       |                         |
| 05                    | 2019 | 31%    | 54%      | -23%                       | 56%   | -25%                    |
|                       | 2018 | 35%    | 55%      | -20%                       | 55%   | -20%                    |
| Same Grade Comparison |      | -4%    |          |                            |       |                         |
| Cohort Comparison     |      | 4%     |          |                            |       |                         |

| MATH  |      |        |          |                            |       |                         |
|-------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03    | 2019 | 27%    | 62%      | -35%                       | 62%   | -35%                    |

| MATH                  |      |        |          |                            |       |                         |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade                 | Year | School | District | School-District Comparison | State | School-State Comparison |
|                       | 2018 | 32%    | 61%      | -29%                       | 62%   | -30%                    |
| Same Grade Comparison |      | -5%    |          |                            |       |                         |
| Cohort Comparison     |      |        |          |                            |       |                         |
| 04                    | 2019 | 35%    | 63%      | -28%                       | 64%   | -29%                    |
|                       | 2018 | 44%    | 62%      | -18%                       | 62%   | -18%                    |
| Same Grade Comparison |      | -9%    |          |                            |       |                         |
| Cohort Comparison     |      | 3%     |          |                            |       |                         |
| 05                    | 2019 | 34%    | 57%      | -23%                       | 60%   | -26%                    |
|                       | 2018 | 59%    | 59%      | 0%                         | 61%   | -2%                     |
| Same Grade Comparison |      | -25%   |          |                            |       |                         |
| Cohort Comparison     |      | -10%   |          |                            |       |                         |

| SCIENCE               |      |        |          |                            |       |                         |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade                 | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05                    | 2019 | 36%    | 54%      | -18%                       | 53%   | -17%                    |
|                       | 2018 | 34%    | 53%      | -19%                       | 55%   | -21%                    |
| Same Grade Comparison |      | 2%     |          |                            |       |                         |
| Cohort Comparison     |      |        |          |                            |       |                         |

**Subgroup Data**

| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS |          |        |             |           |         |              |          |         |           |                   |                     |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups                                 | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD                                       | 6        | 33     | 36          | 16        | 38      | 27           | 30       |         |           |                   |                     |
| ELL                                       | 24       | 43     | 34          | 30        | 49      | 38           | 32       |         |           |                   |                     |
| BLK                                       | 40       | 61     |             | 30        | 39      |              | 50       |         |           |                   |                     |
| HSP                                       | 29       | 43     | 35          | 34        | 49      | 40           | 37       |         |           |                   |                     |
| WHT                                       | 52       | 56     |             | 48        | 39      |              |          |         |           |                   |                     |
| FRL                                       | 33       | 46     | 28          | 34        | 49      | 39           | 43       |         |           |                   |                     |

| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS |          |        |             |           |         |              |          |         |           |                   |                     |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups                                 | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |
| SWD                                       | 17       | 41     | 46          | 33        | 41      |              |          |         |           |                   |                     |
| ELL                                       | 37       | 49     | 47          | 38        | 58      | 52           | 25       |         |           |                   |                     |
| BLK                                       | 38       | 30     |             | 41        | 45      |              |          |         |           |                   |                     |
| HSP                                       | 41       | 48     | 47          | 49        | 61      | 50           | 41       |         |           |                   |                     |
| WHT                                       | 42       | 57     |             | 59        | 75      |              |          |         |           |                   |                     |
| FRL                                       | 41       | 47     | 45          | 49        | 64      | 56           | 40       |         |           |                   |                     |

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

| <b>ESSA Federal Index</b>   |      |
|---|------|
| ESSA Category (TS&I or CS&I)  | CS&I |
| OVERALL Federal Index - All Students  | 42   |
| OVERALL Federal Index Below 41% All Students                                    | NO   |
| Total Number of Subgroups Missing the Target                                    | 2    |
| Progress of English Language Learners in Achieving English Language Proficiency | 63   |
| Total Points Earned for the Federal Index                                       | 339  |
| Total Components for the Federal Index  | 8    |
| Percent Tested  | 100% |
| <b>Subgroup Data</b>  |      |
| <b>Students With Disabilities</b>   |      |
| Federal Index - Students With Disabilities                                      | 31   |
| Students With Disabilities Subgroup Below 41% in the Current Year?              | YES  |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32%       | 1    |
| <b>English Language Learners</b>  |      |
| Federal Index - English Language Learners                                       | 39   |
| English Language Learners Subgroup Below 41% in the Current Year?               | YES  |
| Number of Consecutive Years English Language Learners Subgroup Below 32%        | 0    |
| <b>Asian Students</b>   |      |
| Federal Index - Asian Students  |      |
| Asian Students Subgroup Below 41% in the Current Year?                          | N/A  |
| Number of Consecutive Years Asian Students Subgroup Below 32%                   | 0    |
| <b>Black/African American Students</b>  |      |
| Federal Index - Black/African American Students                                 | 44   |
| Black/African American Students Subgroup Below 41% in the Current Year?         | NO   |
| Number of Consecutive Years Black/African American Students Subgroup Below 32%  | 0    |
| <b>Hispanic Students</b>  |      |
| Federal Index - Hispanic Students   | 41   |
| Hispanic Students Subgroup Below 41% in the Current Year?                       | NO   |
| Number of Consecutive Years Hispanic Students Subgroup Below 32%                | 0    |

| Multiracial Students   |     |
|--|-----|
| Federal Index - Multiracial Students   |     |
| Multiracial Students Subgroup Below 41% in the Current Year?                       | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32%                | 0   |
| Native American Students   |     |
| Federal Index - Native American Students   |     |
| Native American Students Subgroup Below 41% in the Current Year?                   | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32%            | 0   |
| Pacific Islander Students  |     |
| Federal Index - Pacific Islander Students  |     |
| Pacific Islander Students Subgroup Below 41% in the Current Year?                  | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32%           | 0   |
| White Students   |     |
| Federal Index - White Students   | 49  |
| White Students Subgroup Below 41% in the Current Year?                             | NO  |
| Number of Consecutive Years White Students Subgroup Below 32%                      | 0   |
| Economically Disadvantaged Students  |     |
| Federal Index - Economically Disadvantaged Students                                | 41  |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year?        | NO  |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0   |

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

ELA overall was at 34% proficiency followed by ELA Lowest 25th percentile at 35%. Contributing factors were lack of consistent planning days focused on ELA-lesson delivery to master specific standards, classroom core instruction as well as interventions that had not frequently adjusted to individual student needs--with an over-emphasis on writing instruction.

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

Math Lowest 25% (dropped 16 percentage points) from of 52% to 36% earning learning gains. Other double digit drops occurred for Math in the areas of Math Learning Gains (-15 percentage points) and Math Achievement (-14 percentage points).

Contributing factors were lack of consistent planning days focused on Math-lesson delivery to master specific standards, classroom core instruction as well as interventions that had not frequently adjusted to individual student needs.

**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**

Overall Math achievement had the greatest gap with the state at 63% as opposed to our school at 36% which is a gap of 27 percentage points. Lack of consistent planning days focused on Math-lesson delivery to master specific standards, classroom core instruction as well as interventions that had not frequently adjusted to individual student needs.

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

5th grade Science went up by one point. STEM and AVID are both infused into ELA reading as well as note-taking strategies are particularly strong in 5th grade classrooms.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

ELL proficiency is the largest concern (with a predominance of students in testing grades performing below grade level expectation at Level 1), along with mobility factors.

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

1. Teachers' Delivery and Planning for Instruction that matches and monitors each standard per each core.
2. Focused classroom instruction that utilizes on the spot intervention in the core as well as data driven adjustments for re-teaching and intervention groupings.
3. Systematic modeling/planning/co-teaching of instructional coaches and program assistants active in designated classrooms by means of push-in model.
4. Data centered MTSS that incorporates student and parent into the plan for success.

## Part III: Planning for Improvement

### Areas of Focus:

|                  |  |
|------------------|--|
| <b>#1</b>        |  |
| <b>Title</b>     | Increase delivery focus and monitoring of ELA instruction  |
| <b>Rationale</b> | High frequency instructional modeling, co-teaching and planning between coaches and teachers will propel content knowledge and improve the delivery of instruction. Involving extended administrative team members, program assistants and push-in tutors to work alongside each classroom teacher will increase individual student proficiency levels. (Division Priority - Accelerate Student Performance) |

|  |   |
|--|---|
| <b>State the measureable outcome the school plans to achieve</b> | Improved overall student achievement in reading on formative assessments will increase on the 2020 FSA from 34% overall to 44% or higher.   |
| <b>Person responsible for monitoring outcome</b>                 | Ana Gonzalez (ana.gonzalez2@ocps.net)   |
| <b>Evidence-based Strategy</b>                                   | I-ready diagnostics, bi-weekly reports and mini-benchmark tests will help clarify which students will need further support to attain proficiency on each ELA standard.  |
| <b>Rationale for Evidence-based Strategy</b>                     | With an 85%, and growing, ELL population at the school, specific bi-literacy strategies will need to become part of everyday instruction in ELA classes. Cognates, frequency of methodical vocabulary practice and reading stamina utilizing longer passages will be implemented. |

**Action Step**

|                    |   |
|--------------------|---|
| <b>Description</b> | <ol style="list-style-type: none"> <li>1. The ELA coach will meet bi-weekly with teachers to: construct delivery plan for each standard/target, will model and update any changes to delivery models based on student data-talks and student samples, and participate directly in co-teaching in each of the ELA classrooms yearlong. (August 20, 2019 then biweekly afterwards - Coaches, Teachers and Administration)</li> <li>2. The Instructional/Literacy coach and MTSS contact will meet bi-weekly with teachers to review student progress. (August 27, 2019 then biweekly - Literacy and MTSS Coaches as well as Teachers and Administration)</li> <li>3. The ELA/Program Assistants will be assigned one per grade level (2nd-5th) to assist with lesson progress and intervention within classrooms each day. (September 3, 2019 then daily - Program Assistants, Teachers, Administration)</li> <li>4. Specific co-taught lessons by Extended Admin Team, Literacy coach, ELA coach, and Math coach will ensure focused vocabulary infusion and curricular relevancy is applicable for all students. (August 27, 2019 then biweekly - Administration and Coaches)</li> <li>5. Cognates will be shared during PLCs to support ELL students. (October 15, 2019 - Coaches)</li> <li>6. The Coaches' Data Room will provide a fluid visual for reference of the site wide monitoring process, yearlong. (September 15, 2019 initiated - Coaches, Teachers and Administration)</li> <li>7. BPIE Indicators as well as strategies to serve SWD will be shared during</li> </ol> |
|--------------------|---|

the planning process for the months of August and September. (Staffing Specialist, Administration)

8. ESE support facilitation through push in services will occur for both ELA and math. (ESE Support Facilitation Teacher)

9. The ELA coach, MTSS contact and Staffing Specialist will meet bi-weekly to review the progress and monitoring for ESE students.

**Person  
Responsible**

Ana Gonzalez (ana.gonzalez2@ocps.net)

---

|  |   |
|--|---|
| <b>#2</b>  |   |
| <b>Title</b>   | Increase delivery focus and monitoring of Math instruction  |
| <b>Rationale</b>   | High frequency instructional modeling, co-teaching and planning shared by coaches, extended administrative team members and program assistants working alongside each classroom teacher will increase individual student proficiency levels. (Division Priority - Narrow Achievement Gaps)  |
| <b>State the measureable outcome the school plans to achieve</b> | Improved overall student achievement in math on formative assessments will increase proficiency on the 2020 FSA from 36% overall to 46% or higher.  |
| <b>Person responsible for monitoring outcome</b>                 | Ana Gonzalez (ana.gonzalez2@ocps.net)   |
| <b>Evidence-based Strategy</b>                                   | I-ready diagnostics, bi-weekly reports and mini-benchmark tests will help clarify which students will need further support to attain proficiency on each math standard.   |
| <b>Rationale for Evidence-based Strategy</b>                     | Close attention to each standard and the individual success rates of students in reaching proficiency will help guide small group interventions and any necessary adjustments to rigor or elaboration.  |
| <b>Action Step</b>   |   |
| <b>Description</b>   | <ol style="list-style-type: none"> <li>1. The Math Coach will meet bi-weekly with teachers to: construct delivery plan for each standard/target, model and update any changes to delivery models based on student data-talks and student samples, and participate directly in co-teaching in each of the Math classrooms yearlong. (August 20, 2019 then biweekly afterwards - Coaches, Teachers and Administration)</li> <li>2. The Literacy Coach and MTSS contact will meet bi-weekly with teachers to review student progress.(August 29, 2019 then biweekly - Literacy and MTSS Coaches as well as Teachers and Administration)</li> <li>3. The Math Program Assistants will be assigned one per grade level (3rd-5th) to assist with lesson progress and intervention within classroom each day in the area of Math. (September 3, 2019 then daily - Program Assistants, Teachers, Administration)</li> <li>4. Specific co-taught lessons by Extended Admin Team and curriculum coaches (Literacy and Math) will ensure focused infusion of content vocabulary and curricular relevancy are applicable for all students. (August 27, 2019 then biweekly - Administration and Coaches)</li> <li>5. Cognates will be shared during PLCs to support ELL students. (October 15, 2019 - Coaches)</li> <li>6. The Coaches' Data Room will provide a fluid visual for reference of the site wide monitoring process, yearlong. (August 20, 2019 initiated - Coaches, Teachers and Administration)</li> <li>7. The Staffing Specialist and MTSS contact will provide initial PD on learning strategies as well as participate in the lesson planning process to guide differentiation during the months of August and September. (Staffing Specialist, Administration)</li> </ol> |



8. ESE support facilitation through push in services will occur for both ELA and math. (ESE Support Facilitation Teacher)
9. The Math coach, MTSS contact and Staffing Specialist will meet bi-weekly to review the progress and monitoring for ESE students.

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

### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)**

Additional goals include: Positive Behavior System monitored by our Guidance Counselor and the administrative team in direct collaboration at weekly Extended Administration meetings. PEL contact (Parent Engagement Liaison) offers parents ongoing/monthly academic information sessions, and assists with the practice of site wide celebrations to maintain goal achievement thinking throughout campus. We have dance club, STEM club, Chess club, running club, Battle of the Books club, and Art club to add further options for students to be self expressive and build individual confidence.

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students**

Title 1 Parent Involvement Plan has been approved and resides at OCPS Title 1 office as well as at the school site.

#### PFEP Link

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

**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**

Ventura has six Pre-Kindergarten units: 2 Head Start classes, 2 half day Pre-K VE units, and 2 V-Pre-K classes. All parents of Pre-K Tigers are invited to all school-wide activities. The Headstart staff is invited to all school activities and students to all school programs. All Pre-k Tigers have an assigned table and slot during the school lunch block. Throughout the year our PK classes visit and join kindergarten classrooms in activities to become familiar with the expectations. Our PK classes follow the Orange County PK adopted curriculum to ensure kindergarten readiness and to mitigate any deficient areas students might have entering kindergarten.

Within the first months of school, kindergartners are assessed using the Kindergarten checklist, FLKRS, school created assessments and the iReady diagnostic assessment. The Home Language Survey is also used to ensure correct placement in ESOL programs for second language learners.

Kindergarten Round-up will be conducted each year in coordination with the district schedule. Newly enrolled kindergartners will be invited to the school during the summer for a tour and orientation. A first day of school meeting "BOOHOO/WOOHOO" Breakfast is hosted by the school's leadership team to provide families with a gentle exit with a school/ staff orientation from 9-10 after student drop off.

Students bound for middle school will be scheduled for classes and provided information on course scheduling through a visit from a representative from their zoned middle school. Students will also visit their zoned middle school to tour facilities and hear about curricular opportunities and expectations. Staff from feeder schools will talk to students about and provide assessments for those interested in AVID and other academic enrichment programs. Flyers for upcoming events, such as AVID Nights, Saturday Orientations and additional tour days will be handed out to students at the request of the schools.

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

Ventura utilizes benchmark assessments, iReady, iStation, Journey's, Go Math, Read 180, STAR assessment and Imagine Learning to monitor student progress and to assist with the formation of tier and instructional groups. Groups are fluid depending upon student growth and performance in an area of identified weakness/strength. Based upon the number of students needing tier 3 intervention, the leadership team, and hourly certified tutors may support grade levels during intervention times so classroom teachers can focus their efforts with smaller student groups.

Ventura is a Title I school, with a designated staff member who coordinates all of the proper procedures and events, as well as keeping the proper documentation that is involved in Title I compliance. Consistent communication with the staff, parents, and community regarding Title I matters is addressed via weekly phone messaging, parent newsletters, annual meetings, email, flyers, and displays. All Title I schools work collaboratively with the district's Alternative Education and Safe and Drug-Free departments to support student attendance and a safe learning and working environment.

Ventura is a Pre-K to 1st-grade Dual Language Center, a 2nd-grade Bilingual Center and has ELL support throughout the school at every grade level, by the school (CCT) and district resource support staff. There are bilingual classes in 2nd grade. Support to all second language learners is provided by two bilingual paraprofessionals. Assessment for language acquisition is provided for all learners through the use of Aprenda.

Homeless surveys are sent home to identify those students/ families requiring additional support. If a student is categorized as homeless or displaced, our Behavior Support Team alerts the social worker, and the needed services are provided. Support is also provided at the school level by way of clothing, food from the community support food pantry and school supplies.

**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**

4th and 5th-grade teachers are provided training and coaching through planning and implementation of AVID programming and strategies. Organizational skills, note-taking, and strategies for studying and problem-solving are a few of the skills students will be taught and expected to demonstrate. The principal has also received AVID training. The AVID liaison is the School's Instructional Coach who assumes responsibility for leading teacher and district staff in support of all aspects relating to AVID, such as College Days, UCF college tour, student binder checks, and monthly teacher meetings.

To advance college and career awareness, Ventura provides multiple exposures to college and career options for students that provides a college bound atmosphere campus-wide. There are monthly college spirit/gear days, and a common-area bulletin board featuring teachers and their alumni wear, or other paraphernalia. Teach-In is a time to showcase to our student possible careers.

Each teacher also posts, outside of their classroom door a sign to include their college or university and areas of study. AVID teachers create an area of the classroom with items, posters, and memorabilia reflective of their college experience. The fifth-grade students participate in a research study to learn more about a college of their choice and integrate reading, writing, and speaking skills to present the demographics, academics available, admission criteria, highlights, and specialties to their peers and school staff.

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

Our PEL (Parent Engagement Liaison) will work with parents to celebrate and encourage literacy. Multicultural events, parent language classes, academic information sessions and trainings on how best to prepare your child for college and/or career advancement will be shared with supporting neighborhood agencies various times throughout the school year. Guidance Counselor (personnel TBA) will work with PEL to ensure parents are fully informed on district support mechanisms and local organizations/outreach.

### Part V: Budget

| 1 | III.A    | Areas of Focus: Increase delivery focus and monitoring of ELA instruction |   |                |      | \$267,387.29 |
|---|----------|---|---|----------------|------|--------------|
|   | Function | Object  | Budget Focus  | Funding Source | FTE  | 2019-20      |
|   | 5100     | 130-Other Certified Instructional Personnel                               | 0971 - Ventura Elementary   | UniSIG         | 0.88 | \$43,500.00  |
|   |          |   | <i>Notes: Other Certified Instruction to provide a Resource Teacher for intervention in the classroom</i>                         |                |      |              |
|   | 5100     | 210-Retirement  | 0971 - Ventura Elementary   | UniSIG         | 0.0  | \$3,593.00   |
|   |          |   | <i>Notes: Retirement benefits for Other Certified Instruction to provide a Resource Teacher for intervention in the classroom</i> |                |      |              |

Orange - 0971 - Ventura Elementary - 2019-20 SIP

|      |   |  |        |      |             |
|------|---|--|--------|------|-------------|
| 5100 | 220-Social Security                         | 0971 - Ventura Elementary  | UniSIG | 0.0  | \$3,328.00  |
|      |   | <i>Notes: Social Security benefits for Other Certified Instruction to provide a Resource Teacher for intervention in the classroom</i>   |        |      |             |
| 5100 | 231-Health and Hospitalization              | 0971 - Ventura Elementary  | UniSIG | 0.0  | \$9,161.00  |
|      |   | <i>Notes: Health insurance benefits for Other Certified Instruction to provide a Resource Teacher for intervention in the classroom</i>  |        |      |             |
| 5100 | 232-Life Insurance                          | 0971 - Ventura Elementary  | UniSIG | 0.0  | \$31.00     |
|      |   | <i>Notes: Life insurance benefits for Other Certified Instruction to provide a Resource Teacher for intervention in the classroom</i>    |        |      |             |
| 5100 | 240-Workers Compensation                    | 0971 - Ventura Elementary  | UniSIG | 0.0  | \$143.00    |
|      |   | <i>Notes: Workers Comp benefits for Other Certified Instruction to provide a Resource Teacher for intervention in the classroom</i>      |        |      |             |
| 5100 | 250-Unemployment Compensation               | 0971 - Ventura Elementary  | UniSIG | 0.0  | \$12.00     |
|      |   | <i>Notes: Unemployment Comp benefits for Other Certified Instruction to provide a Resource Teacher for intervention in the classroom</i> |        |      |             |
| 5100 | 290-Other Employee Benefits                 | 0971 - Ventura Elementary  | UniSIG | 0.0  | \$930.00    |
|      |   | <i>Notes: Other Employee benefits for Other Certified Instruction to provide a Resource Teacher for intervention in the classroom</i>    |        |      |             |
| 5100 | 510-Supplies                                | 0971 - Ventura Elementary  | UniSIG | 0.0  | \$19,956.25 |
|      |   | <i>Notes: Allowable 5% for supplies such as paper, ink, post-its, folders, pens, pencils and markers. Minimum is \$20,769.38</i>         |        |      |             |
| 6300 | 130-Other Certified Instructional Personnel | 0971 - Ventura Elementary  | UniSIG | 0.88 | \$43,500.00 |
|      |   | <i>Notes: Resource Teacher to support math and science</i>   |        |      |             |
| 6300 | 210-Retirement                              | 0971 - Ventura Elementary  | UniSIG | 0.0  | \$3,593.00  |
|      |   | <i>Notes: Retirement benefits for Other Certified Instruction to provide a Resource Teacher</i>  |        |      |             |
| 6300 | 220-Social Security                         | 0971 - Ventura Elementary  | UniSIG | 0.0  | \$3,328.00  |
|      |   | <i>Notes: Social Security benefits for Other Certified Instruction to provide a Resource Teacher</i>                                     |        |      |             |
| 6300 | 231-Health and Hospitalization              | 0971 - Ventura Elementary  | UniSIG | 0.0  | \$9,161.00  |
|      |   | <i>Notes: Health insurance benefits for Other Certified Instruction to provide a Resource Teacher</i>                                    |        |      |             |
| 6300 | 232-Life Insurance                          | 0971 - Ventura Elementary  | UniSIG | 0.0  | \$31.00     |
|      |   | <i>Notes: Life insurance benefits for Other Certified Instruction to provide a Resource Teacher</i>                                      |        |      |             |
| 6300 | 240-Workers Compensation                    | 0971 - Ventura Elementary  | UniSIG | 0.0  | \$143.00    |

Orange - 0971 - Ventura Elementary - 2019-20 SIP

|      |                                |                           |   |      |             |  |
|------|--------------------------------|---------------------------|---|------|-------------|--|
|      |                                |                           | <i>Notes: Workers Comp benefits for Other Certified Instruction to provide a Resource Teacher</i>   |      |             |  |
| 6300 | 250-Unemployment Compensation  | 0971 - Ventura Elementary | UniSIG  | 0.0  | \$12.00     |  |
|      |                                |                           | <i>Notes: Unemployment Comp benefits for Other Certified Instruction to provide a Resource Teacher</i>  |      |             |  |
| 6300 | 290-Other Employee Benefits    | 0971 - Ventura Elementary | UniSIG  | 0.0  | \$930.00    |  |
|      |                                |                           | <i>Notes: Other Employee benefits for Other Certified Instruction to provide a Resource Teacher</i>   |      |             |  |
| 6400 | 120-Classroom Teachers         | 0971 - Ventura Elementary | UniSIG  | 0.34 | \$23,760.00 |  |
|      |                                |                           | <i>Notes: MTSS days per each grade level for data review, planning and PD—per each 9 week period (36 teachers, 4 days - 7.5 hours per day @\$22 per hour.</i> |      |             |  |
| 6400 | 210-Retirement                 | 0971 - Ventura Elementary | UniSIG  | 0.0  | \$1,817.64  |  |
|      |                                |                           | <i>Notes: Retirement benefits for planning and PD</i>   |      |             |  |
| 6400 | 220-Social Security            | 0971 - Ventura Elementary | UniSIG  | 0.0  | \$1,962.58  |  |
|      |                                |                           | <i>Notes: Retirement benefits for planning and PD</i>   |      |             |  |
| 6400 | 240-Workers Compensation       | 0971 - Ventura Elementary | UniSIG  | 0.0  | \$78.41     |  |
|      |                                |                           | <i>Notes: Workers Comp benefits for planning and PD</i>   |      |             |  |
| 6400 | 390-Other Purchased Services   | 0971 - Ventura Elementary | UniSIG  | 0.0  | \$10,000.00 |  |
|      |                                |                           | <i>Notes: Substitute teachers for 4 days of planning per each nine week period for 25 classrooms (\$100 per day).</i>   |      |             |  |
| 5100 | 160-Other Support Personnel    | 0971 - Ventura Elementary | UniSIG  | 4.0  | \$43,269.65 |  |
|      |                                |                           | <i>Notes: 4 Program Assistants to provide one on one and small group supplemental tutoring in the classroom. ELA</i>  |      |             |  |
| 5100 | 210-Retirement                 | 0971 - Ventura Elementary | UniSIG  | 0.0  | \$3,574.07  |  |
|      |                                |                           | <i>Notes: Retirement benefits for program assistants.</i>   |      |             |  |
| 5100 | 220-Social Security            | 0971 - Ventura Elementary | UniSIG  | 0.0  | \$3,310.13  |  |
|      |                                |                           | <i>Notes: Social Security benefits for program assistants.</i>  |      |             |  |
| 5100 | 231-Health and Hospitalization | 0971 - Ventura Elementary | UniSIG  |      | \$37,152.00 |  |
|      |                                |                           | <i>Notes: Health insurance benefits for program assistants.</i>   |      |             |  |
| 5100 | 232-Life Insurance             | 0971 - Ventura Elementary | UniSIG  | 0.0  | \$30.55     |  |
|      |                                |                           | <i>Notes: Life insurance benefits for program assistants.</i>   |      |             |  |
| 5100 | 240-Workers Compensation       | 0971 - Ventura Elementary | UniSIG  | 0.0  | \$142.79    |  |
|      |                                |                           | <i>Notes: Workers Comp benefits for program assistants.</i>   |      |             |  |

|          |              |   |   |                |               |                     |
|----------|--------------|---|---|----------------|---------------|---------------------|
|          | 5100         | 250-Unemployment Compensation   | 0971 - Ventura Elementary   | UniSIG         | 0.0           | \$11.68             |
|          |              |   | <i>Notes: Unemployment Compensation benefits for program assistants.</i>  |                |               |                     |
|          | 5100         | 290-Other Employee Benefits   | 0971 - Ventura Elementary   | UniSIG         | 0.0           | \$925.54            |
|          |              |   | <i>Notes: Other Employee benefits for program assistants.</i>   |                |               |                     |
| <b>2</b> | <b>III.A</b> | <b>Areas of Focus: Increase delivery focus and monitoring of Math instruction</b> |   |                |               | <b>\$66,312.30</b>  |
|          | Function     | Object  | Budget Focus  | Funding Source | FTE           | 2019-20             |
|          | 5100         | 160-Other Support Personnel   | 0971 - Ventura Elementary   | UniSIG         | 3.0           | \$32,452.24         |
|          |              |   | <i>Notes: 3 Program Assistants to provide one on one and small group supplemental tutoring in the classroom. Math</i> |                |               |                     |
|          | 5100         | 210-Retirement  | 0971 - Ventura Elementary   | UniSIG         |               | \$2,680.56          |
|          |              |   | <i>Notes: Retirement benefits for program assistants.</i>   |                |               |                     |
|          | 5100         | 220-Social Security   | 0971 - Ventura Elementary   | UniSIG         |               | \$2,482.59          |
|          |              |   | <i>Notes: Social Security benefits for program assistants.</i>  |                |               |                     |
|          | 5100         | 231-Health and Hospitalization  | 0971 - Ventura Elementary   | UniSIG         |               | \$27,864.00         |
|          |              |   | <i>Notes: Health Insurance benefits for program assistants.</i>   |                |               |                     |
|          | 5100         | 232-Life Insurance  | 0971 - Ventura Elementary   | UniSIG         |               | \$22.91             |
|          |              |   | <i>Notes: Life Insurance benefitis for program assistants.</i>  |                |               |                     |
|          | 5100         | 240-Workers Compensation  | 0971 - Ventura Elementary   | UniSIG         |               | \$107.09            |
|          |              |   | <i>Notes: Workers Comp benefits for program assistants.</i>   |                |               |                     |
|          | 5100         | 250-Unemployment Compensation   | 0971 - Ventura Elementary   | UniSIG         |               | \$8.76              |
|          |              |   | <i>Notes: Unemployment Compensation benefits for program assistants.</i>  |                |               |                     |
|          | 5100         | 290-Other Employee Benefits   | 0971 - Ventura Elementary   | UniSIG         |               | \$694.15            |
|          |              |   | <i>Notes: Other Employee benefits for program assistants.</i>   |                |               |                     |
|          |              |   |   |                | <b>Total:</b> | <b>\$349,944.38</b> |