

Sarasota County Schools

Venice Elementary School



2015-16 School Improvement Plan

Venice Elementary School

150 MIAMI AVE E, Venice, FL 34285

www.sarasotacountyschools.net/veniceelementary

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	39%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	17%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Sarasota County School Board on 12/8/2015.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

While performing individually and in cooperative groups, students will develop and refine life-long learning skills utilizing a variety of instructional and technological systems. This will be accomplished by an exceptionally well-qualified staff actively collaborating with motivated students, involved families, and the community in a safe, supportive environment. Every child... every day... whatever it takes.

Provide the school's vision statement

Venice Elementary cares to be a caring and compassionate school in which all staff are given professional respect, participatory management, and a wealth of teaching resources. In such an environment, Venice Elementary will produce students who possess knowledge and can utilize that knowledge interacting with others. We believe in the ability of all students, and envision no achievement gap between any disaggregated segments of our population, We desire to provide an environment for our students in which they may effectively communicate their thoughts and ideas to others and learn from one another. Venice Elementary desires to prepare our students to be healthy individuals academically, artistically, physically, and emotionally so that they may be successful participants in our society.

School Environment

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

Venice Elementary Students learn about the cultures of other students through lessons and activities during Spanish Class. Because the lessons on the Hispanic culture are so highly engaging, students build a strong bond with the Spanish teacher. Teachers in all classrooms teach about other cultures and allow students from differing heritages to share cultural information with classmates during appropriate literature and social studies lessons.

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

We are very targeted in the assignment of staff members to campus locations both before and after school to assist students with any situation that may arise. VES Is a Community of Caring school and the values of respect, responsibility, caring, trust, and family are taught weekly on the VES live news show broadcast to every classroom. Students are constantly rewarded for making respectful choice before, during, and after school hours while on campus.

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

VES is a Positive Behavior Program school and students are rewarded throughout the school day, in all campus locations for making choices that are respectful, responsible, peaceful, and show achievement. Students receive Indian bucks as payment for good choices throughout the day. Staff are trained on the effective implementation of the PBS program through Team meetings that include

the Guidance Counselor, Assistant Principal, and Principal. The VES Guidance Counselor also conducts weekly Restorative Strategy Circles in classrooms where difficulties arise between students.

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

The social-emotional needs of all students are met through scheduled classroom lessons with the Guidance Counselor. The Guidance Counselor also meets individually with students for targeted counseling lessons and for mediation with other students. In addition, the counselor meets with families in crisis and assist in obtaining the assistance of outside providers for counseling when necessary.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Provide the following data related to the school's early warning system

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

Indicator	Grade Level				Total
	2	3	4	5	
Attendance below 90 percent	5	5	2	9	21
One or more suspensions	0	0	0	1	1
Course failure in ELA or Math	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Conferences are held at CARE Team meetings with parents to discuss attendance and behavior and its impact on academics. The Guidance Counselor regularly meets with students and families to provide a safe and confidential avenue for the discussion of issues impacting attendance. Students identified as struggling academically are monitored and assisted through the MTSS/Rtl process. Teachers are supported in the design of effective interventions and given additional assistance from the Venice Support Team. Students are also provided the opportunity to participate in the I-Ready Program in both Reading and Math at home.

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?

No

PIP Link

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

Description

Venice Elementary sets a target of participation by 95% of our parents in a school year. This participation includes attendance at one of our two Open House events, attendance at PTO sponsored events throughout the year, and attendance at parent conferences. All parents have been provided detailed directions to access the Parent Portal and VES staff work with parents at school to register families on the Parent Portal. We anticipate all of our families will access the Parent Portal to gain access to their child's report card on-line.

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

Venice Elementary sends out letters to every family asking for family partnerships and sponsorships through community businesses. There is a staff member and PTO member trained as Business Partner Coordinators and they work closely with the businesses in our community in the support of our school and student academic and behavioral achievement. We also include Community Business members as a part of the SAC membership. A local church is also committed to providing school supplies, clothes, shoes, and family support as needed.

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:

Name	Title
Baus, Theresa	Principal
Christie, Lori	Guidance Counselor
Clem, Stephanie	Teacher, K-12
Giesel, Jen	Teacher, ESE
Hicks, Amanda	Teacher, K-12
DiPillo, Karen	Teacher, K-12
Reynolds, Sarah	Teacher, K-12
Nutten, Danielle	Teacher, ESE
Williams, Kim	Teacher, K-12
Foster, Stephanie	Teacher, K-12
Mirville, Pam	Teacher, K-12
Betts, Gretchen	Instructional Technology
Deeds, Melodie	Administrative Support

Duties

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

Team Leaders facilitate all PLC meetings. Team Leaders review and collect all completed forms, graphs, and data. Team Leaders review data contained in the SIP with their respective teams. Leadership team members who serve on the MTSS committee review graphs, assist in the development of interventions, and at the conclusion of Tier II, work with parents to make suggestion/ requests for evaluations.

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

Guidance Counselor acts as the Coordinator of VES 504s and the MTSS/RtI Process. GC meets with teachers to discuss students struggling academically or behaviorally. GC provides training for MTSS process to all Team Leaders and grade level team members. Team Leaders act as coordinators for the teachers on their team throughout the MTSS process. All necessary paperwork for teachers is on staff web site. Team Leader reviews and collects all completed forms, graphs, and data. GC schedules all school-based MTSS Team meetings. The MTSS Team meets once a week to discuss students, and interventions on all tiers.

The expenditure of all Title II funds will be determined by the Leadership Team at Venice Elementary School. The expenditure of all SAC funds will be determined by the VES School Advisory Committee.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Theresa A. Baus	Principal
Heatherly Faulkner	Business/Community
Jill Flores	Teacher
Anita Macauley	Teacher
Mollee McFarlane	Education Support Employee
Christine Pitts	Parent
Barb Sirpilla	Teacher
Mary Williams	Business/Community
Shirley Boone	Teacher
Bethany Burnett	Teacher
Lisa Collins	Teacher
Melodie Deeds	Principal
Jennifer Fisher	Parent
Mari Franklin	Parent
Denise Harris	Teacher
Caitlyn Joyner	Business/Community
Amy Lowery	Parent
Jennifer McLeod	Parent
Missy Mulvihill	Parent
Bobby Nowlan	Business/Community
Allisa O'Leary	Parent
Shellie Sayles	Parent
Jodi Schafer	Teacher
Wendy Smith	Teacher
Shannon Wright	Parent

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

During the school year at monthly SAC meetings, all test results and data from the previous year are shared. The growth attained or not attained is discussed in terms of targets set in the previous year's SIP. Reasons for gains above the targeted growth, and possible reasons for a lack of growth are discussed and analyzed asking for input from all share-holders.

Development of this school improvement plan

SAC will review, make suggesstions, and adjustments to this plan and will be essential in the approval of this plan.

Preparation of the school's annual budget and plan

Preparation of the school's annual budget and plan is completed with input from the VES Shared Decision Making Team and SAC. This is completed in April of each year.

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

All SAC funds will be used for instructional support materials. These projects and expenditures will be determined throughout the year at monthly SAC meetings. These are not pre-determined by the principal.

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)

Membership:

Name	Title
Baus, Theresa	Principal
Clem, Stephanie	Teacher, K-12
Foster, Stephanie	Teacher, K-12
Williams, Kim	Teacher, K-12
Hicks, Amanda	Teacher, K-12
DiPillo, Karen	Teacher, K-12
Reynolds, Sarah	Teacher, K-12
Mirville, Pam	Teacher, ESE
Betts, Gretchen	Other
Deeds, Melodie	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The major initiatives this year will be the continued implementation of the Florida Standards in both Reading and Math as well as a deeper understanding of the expectations of the new Florida Standards Assessments. The LLT will also work with their respective PLCs to understand and fully implement all of the functions of the i-Ready program.

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

Positive Relationships between teachers is highly valued at Venice Elementary School. Grade Level Teams have common planning time to allow for team meeting discussions as a Professional Learning Community. Lunch times are organized by grade levels so that teachers can develop a sense of comraderie with one another. Meetings between grade levels above and below are scheduled during Staff meetings to allow for positive working relationships between grade levels.

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

Principal meets with grade level teams monthly. The school has an established Shared Decision Making Team and the principal fully participates to make improvements to the school in order to retain staff. Principal works closely with staff to address behavioral issues that arise in the classroom. This school has almost no turnover of staff. As a general rule, the only time a staff person leaves Venice Elementary is to retire.

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

All new teaching staff is assigned a school mentor to assist with learning and understanding the culture of our school as well as the routines and expectations. Mentors are placed with mentees based on certification and experience where possible. All VES mentors have been trained by the county and are designated as staff appropriate for this responsibility.

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

This has been verified by the Sarasota County School Board curriculum staff working with the Florida Department of Education to ensure all core materials are aligned 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

All data is shared with teachers, and teachers continue to collect this information in a data notebook provided by the principal. Data discussions are held with teams and the assistant principal quarterly. Instruction is modified or supplemented through the use of guided small group instruction utilizing specialized approaching, on, and extension reading materials and work activities. Small group instruction is also crucial to student success in math and occurs weekly in all classrooms.

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:

NA

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

NA

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

Students are invited to an open house in the spring prior to their kindergarten year to tour the school and to meet school staff. All pre-schools in the community collect data on the progress of all students as they transition into Kindergarten. These data sheets are shared with all Kindergarten staff so that our students have a smooth transition into school. In addition, the VES PTO offers many activities during the school year that prospective kindergarten students are invited to attend. Students leaving VES for their districted school are invited to a field trip to visit Venice Middle School and understand its program. Staff from our district middle school, Venice Middle, are invited to conduct meetings with all 5th grade students as well as participate in school activities such as Pow Wow and the Little Indian Run.,

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

NA

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

NA

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

NA

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

NA

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.** MATH PROFICIENCY GOALS-FSA By the year 2016, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3 & 4). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3 & 4)
- G2.** SCIENCE GOAL FCAT 2.0 By the year 2016, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3,4,5)
- G3.** READING PROFICIENCY GOALS - FSA By the year 2016, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3 & 4). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency.

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. MATH PROFICIENCY GOALS-FSA By the year 2016, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3 & 4). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3 & 4) **1a**

G072465

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	76.0

Resources Available to Support the Goal **2**

- Increase math teaching block at grades 3, 4, and 5 to 90 minutes; IFG and FSA curriculum objectives training focused on Math instruction and improving students' mental math and math fluency skills.

Targeted Barriers to Achieving the Goal **3**

- Teachers are not well versed in teaching their students to complete mental math activities nor are they accustomed to making a 90 minute math block a meaningful learning time and not a time to just add more practice. Teachers are also needing to learn a new curriculum again this year with the change from Common Core to FS. Teachers also need to incorporate the new core math materials, Go Math!, into lessons and class work. In addition, teachers are learning to work with a new integrated learning system, I-Ready and to interpret data in math derived from student diagnostic assessments and weekly work activities,

Plan to Monitor Progress Toward G1. **8**

Review weekly/quarterly classroom assessments in Go Math! series grades 3, 4, and 5; walk-through classrooms to assess for implementation of new FS in Math, and review progress monitoring of I-Ready with teams.

Person Responsible

Theresa Baus

Schedule

Quarterly, from 8/19/2015 to 5/18/2016

Evidence of Completion

Spring 2015 FSA Math scores

G2. SCIENCE GOAL FCAT 2.0 By the year 2016, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3,4,5) **1a**

 G072466

Targets Supported **1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	58.0

Resources Available to Support the Goal **2**

- Science Lab Teacher; Lead Teacher Science Fair Coordinator; Vocabulary notebook with one section completely focused on Science vocabulary at every grade level.

Targeted Barriers to Achieving the Goal **3**

- Students do not have an opportunity to complete a full year's in-depth study of the Science content and scientific vocabulary at 5th grade before the FCAT Science 5.0 is given. All students do not attend the Science Lab.

Plan to Monitor Progress Toward G2. **8**

Classroom assessments, classroom rubrics for Power Point presentations, completed Science Fair projects

Person Responsible

Schedule

Every 2 Months, from 11/18/2015 to 5/6/2016

Evidence of Completion

Spring 2016 FCAT 2.0 Science scores

G3. READING PROFICIENCY GOALS - FSA By the year 2016, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3 &4). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency. 1a

 G072467

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	87.0

Resources Available to Support the Goal 2

- Reading Wonders materials, I-Ready technology diagnostic and practice resources, reading support teacher, I-Ready diagnostic and PM reports, RW assessments, trained staff in the use of RtI/MTSS strategies, academic vocabulary notebooks

Targeted Barriers to Achieving the Goal 3

- Improving the percentage of students from 73% of students scoring at Level 3,4 and 5 will be difficult because 1/3 of the student scores will be based on a different population, the difficulty and question format of the FSA is advanced beyond FCAT, and the depth of questions on rigorous materials make the assessment challenging for students without environmental supports.. Using technology to respond to FSA questions may also be a barrier for many students.

Plan to Monitor Progress Toward G3. 8

Review of iReady diagnostic reports data and PM and MTSS data

Person Responsible

Theresa Baus

Schedule

Weekly, from 9/2/2015 to 5/18/2016

Evidence of Completion

data form iReady, data from MTSS meetings, and FSA grades 3 -5 ELA Scores Spring 2016

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

 = Problem Solving Step  S123456 = Quick Key

G1. MATH PROFICIENCY GOALS-FSA By the year 2016, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3 & 4). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3 & 4) **1**

 G072465

G1.B1 Teachers are not well versed in teaching their students to complete mental math activities nor are they accustomed to making a 90 minute math block a meaningful learning time and not a time to just add more practice. Teachers are also needing to learn a new curriculum again this year with the change from Common Core to FS. Teachers also need to incorporate the new core math materials, Go Math!, into lessons and class work. In addition, teachers are learning to work with a new integrated learning system, I-Ready and to interpret data in math derived from student diagnostic assessments and weekly work activities, **2**

 B188852

G1.B1.S1 Revise the specials schedule to provide a 90 minute math block at grades 3, 4, and 5; provide school-wide trainings on the new Go Math! series and I-Ready program. **4**

 S200302

Strategy Rationale

This is necessary to provide each class with a 90 minute Math block. Sarasota County has purchased a new core series for math to better support the teaching of the FS,; teachers must learn the ins and outs of this core series. Teachers must also learn to understand the data from I-Ready Math and to assign custom courses for struggling learners.

Action Step 1 **5**

Set up Professional Development on I-Ready at VES during pre-planning week; arrange for substitute teachers so staff may attend county workshops focusing on I-Ready and Go Math! during the school day; work with staff to approve a waiver plan to provide training at PLCs throughout the year.

Person Responsible

Theresa Baus

Schedule

Quarterly, from 8/19/2015 to 5/18/2016

Evidence of Completion

I-Ready Training on August 19, 2015 and dates throughout fall of 2015; on-going Go Math! training in September and October 2015,; PLC meetings until May 2016

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Classroom walk-throughs; PLC meetings with teams, IPDP meetings; Input from Team Leaders

Person Responsible

Theresa Baus

Schedule

On 5/18/2016

Evidence of Completion

Spring FSA Math scores

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Meetings with team leaders to discuss the effectiveness of the altered schedule, Go Math! materials and instruction, and I-Ready progress monitoring.

Person Responsible

Theresa Baus

Schedule

On 5/18/2016

Evidence of Completion

Spring FSA Math Scores

G2. SCIENCE GOAL FCAT 2.0 By the year 2016, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3,4,5) **1**


 G072466

G2.B1 Students do not have an opportunity to complete a full year's in-depth study of the Science content and scientific vocabulary at 5th grade before the FCAT Science 5.0 is given. All students do not attend the Science Lab. **2**

 B188853

G2.B1.S1 Grade 4 and 5 Students will attend the Science Lab as a function of the specials schedule and will complete hands-on experiments each time students are in the lab. Students in grades 3 will develop Power Points focused on specific areas of the science curriculum. Students will also focus practice in the Tech Lab on science vocabulary. Students will utilize their individual Academic vocabulary notebooks to help master grade level science precise vocabulary. All classrooms will complete Science Fair projects.

4

 S200303

Strategy Rationale

Action Step 1 **5**

Meetings with 5th Grade PLC and Technology/Science Lab teacher to focus Science Lab curriculum. Meetings with all Team Leaders to discuss Science Fair and Science vocabulary.

Person Responsible

Theresa Baus

Schedule

Quarterly, from 8/19/2015 to 5/18/2016

Evidence of Completion

Lab reports completed by students and Scientific process products produced in the Science Lab; classroom Vocabulary notebooks

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

Classroom walk-throughs and formal observations; PLC meeting discussions

Person Responsible

Theresa Baus

Schedule

Biweekly, from 8/19/2015 to 5/18/2016

Evidence of Completion

Spring 2016 FCAT 2.0 Science scores

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

Classroom walk-throughs, formal observations, completed Science Projects, and Team Leader meetings

Person Responsible

Theresa Baus

Schedule

Biweekly, from 8/19/2015 to 5/18/2016

Evidence of Completion

Spring 2016 FCAT 2.0 Science scores

G3. READING PROFICIENCY GOALS - FSA By the year 2016, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3 &4). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency. 1

G072467

G3.B1 Improving the percentage of students from 73% of students scoring at Level 3,4 and 5 will be difficult because 1/3 of the student scores will be based on a different population, the difficulty and question format of the FSA is advanced beyond FCAT, and the depth of questions on rigorous materials make the assessment challenging for students without environmental supports.. Using technology to respond to FSA questions may also be a barrier for many students. 2

B188854

G3.B1.S1 PLC meetings at third, fourth, and fifth grade are focused on FS as well as understanding the test specifications of the FSA in ELA. Teachers meet in PLCs once a week to share strategies and materials. Below level students on placed into MTSS to develop effective interventions to bring students up to level. Teachers are participating in workshops on the new I-Ready Diagnostic Assessments, teaching tool, and PM/MTSS reports. Teachers have also been trained at school0-wide workshops on Marzano's Vocabulary 6 Step process and Accountable Talk strategies, 4

S200304

Strategy Rationale

PLC meetings to share strategies to teach reading is of great benefit to all team members. By helping each other in the teaching of the FS, and helping each other to provide interventions for struggling readers ensures student learning is supported. Teacher are also attending PD on I-Ready, Reading Wonders, Marzano's 6 Step Vocabulary Program and Accountable Talk.

Action Step 1 5

Plan effective PD sessions during Staff Meetings focused on Marzano's 6 Step Vocabulary Program, and Accountable Talk; develop presentatiuons for PLCs focused on vocabulary, accountable talk, I-Ready Diagnostics, and I-Ready PM data points.

Person Responsible

Theresa Baus

Schedule

Monthly, from 8/19/2015 to 5/18/2016

Evidence of Completion

FSA 2016 ELA scores

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Attend grade level team PLCs, I-Ready Trainings, and VES PD

Person Responsible

Theresa Baus

Schedule

Quarterly, from 8/19/2015 to 5/18/2016

Evidence of Completion

Grades 3 -5 student FSA ELA scores Spring 2016

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Review iReady diagnostic reports 3 times/yr and monthly growth monitor reports. iReady reports will be compared in AP2 and AP2 scores; attend MTSS weekly meetings to discuss struggling students; review weekly and quarterly Reading Wonders assessment data.

Person Responsible

Theresa Baus

Schedule

Weekly, from 8/19/2015 to 5/18/2016

Evidence of Completion

AP iReady reports, monthly progress monitor reports and year end FSA ELA results grades 3-5.

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
G1.B1.S1.A1	Set up Professional Development on I-Ready at VES during pre-planning week; arrange for substitute teachers so staff may attend county workshops focusing on I-Ready and Go Math! during the school day; work with staff to approve a waiver plan to provide training at PLCs throughout the year.	Baus, Theresa	8/19/2015	I-Ready Training on August 19, 2015 and dates throughout fall of 2015; ongoing Go Math! training in September and October 2015.; PLC meetings until May 2016	5/18/2016 quarterly
G2.B1.S1.A1	Meetings with 5th Grade PLC and Technology/Science Lab teacher to focus Science Lab curriculum. Meetings with all Team Leaders to discuss Science Fair and Science vocabulary.	Baus, Theresa	8/19/2015	Lab reports completed by students and Scientific process products produced in the Science Lab; classroom Vocabulary notebooks	5/18/2016 quarterly

Sarasota - 0211 - Venice Elementary School - 2015-16 SIP
Venice Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.A1	Plan effective PD sessions during Staff Meetings focused on Marzano's 6 Step Vocabulary Program, and Accountable Talk; develop presentatiuons for PLCs focused on vocabulary, accountable talk, I-Ready Diagnostics, and I-Ready PM data points.	Baus, Theresa	8/19/2015	FSA 2016 ELA scores	5/18/2016 monthly
G1.MA1	Review weekly/quarterly classroom assessments in Go Math! series grades 3, 4, and 5; walk-through classrooms to assess for implementation of new FS in Math, and review progress monitoring of I-Ready with teams.	Baus, Theresa	8/19/2015	Spring 2015 FSA Math scores	5/18/2016 quarterly
G1.B1.S1.MA1	Meetings with team leaders to discuss the effectiveness of the altered schedule, Go Math! materials and instruction, and I-Ready progress monitoring.	Baus, Theresa	8/19/2015	Spring FSA Math Scores	5/18/2016 one-time
G1.B1.S1.MA1	Classroom walk-throughs; PLC meetings with teams, IPDP meetings; Input from Team Leaders	Baus, Theresa	8/19/2015	Spring FSA Math scores	5/18/2016 one-time
G2.MA1	Classroom assessments, classroom rubrics for Power Point presentations, completed Science Fair projects		11/18/2015	Spring 2016 FCAT 2.0 Science scores	5/6/2016 every-2-months
G2.B1.S1.MA1	Classroom walk-throughs, formal observations, completed Science Projects, and Team Leader meetings	Baus, Theresa	8/19/2015	Spring 2016 FCAT 2.0 Science scores	5/18/2016 biweekly
G2.B1.S1.MA1	Classroom walk-throughs and formal observations; PLC meeting discussions	Baus, Theresa	8/19/2015	Spring 2016 FCAT 2.0 Science scores	5/18/2016 biweekly
G3.MA1	Review of iReady diagnostic reports data and PM and MTSS data	Baus, Theresa	9/2/2015	data form iReady, data from MTSS meetings, and FSA grades 3 -5 ELA Scores Spring 2016	5/18/2016 weekly
G3.B1.S1.MA1	Review iReady diagnostic reports 3 times/yr and monthly growth monitor reports. iReady reports will be compared in AP2 and AP2 scores; attend MTSS weekly meetings to discuss struggling students; review weekly and quarterly Reading Wonders assessment data.	Baus, Theresa	8/19/2015	AP iReady reports, monthly progress monitor reports and year end FSA ELA results grades 3-5.	5/18/2016 weekly
G3.B1.S1.MA1	Attend grade level team PLCs, I-Ready Trainings, and VES PD	Baus, Theresa	8/19/2015	Grades 3 -5 student FSA ELA scores Spring 2016	5/18/2016 quarterly

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. MATH PROFICIENCY GOALS-FSA By the year 2016, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3 & 4). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3 & 4)

G1.B1 Teachers are not well versed in teaching their students to complete mental math activities nor are they accustomed to making a 90 minute math block a meaningful learning time and not a time to just add more practice. Teachers are also needing to learn a new curriculum again this year with the change from Common Core to FS. Teachers also need to incorporate the new core math materials, Go Math!, into lessons and class work. In addition, teachers are learning to work with a new integrated learning system, I-Ready and to interpret data in math derived from student diagnostic assessments and weekly work activities,

G1.B1.S1 Revise the specials schedule to provide a 90 minute math block at grades 3, 4, and 5; provide school-wide trainings on the new Go Math! series and I-Ready program.

PD Opportunity 1

Set up Professional Development on I-Ready at VES during pre-planning week; arrange for substitute teachers so staff may attend county workshops focusing on I-Ready and Go Math! during the school day; work with staff to approve a waiver plan to provide training at PLCs throughout the year.

Facilitator

Theresa Baus, Melodie Deeds, Sue D'Angelo, Amy Beechy, Michelle Kloese, Odalis Tavares

Participants

All Instructional staff

Schedule

Quarterly, from 8/19/2015 to 5/18/2016

G3. READING PROFICIENCY GOALS - FSA By the year 2016, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3 &4). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency.

G3.B1 Improving the percentage of students from 73% of students scoring at Level 3,4 and 5 will be difficult because 1/3 of the student scores will be based on a different population, the difficulty and question format of the FSA is advanced beyond FCAT, and the depth of questions on rigorous materials make the assessment challenging for students without environmental supports.. Using technology to respond to FSA questions may also be a barrier for many students.

G3.B1.S1 PLC meetings at third, fourth, and fifth grade are focused on FS as well as understanding the test specifications of the FSA in ELA. Teachers meet in PLCs once a week to share strategies and materials. Below level students on placed into MTSS to develop effective interventions to bring students up to level. Teachers are participating in workshops on the new I-Ready Diagnostic Assessments, teaching tool, and PM/MTSS reports. Teachers have also been trained at school0-wide workshops on Marzano's Vocabulary 6 Step process and Accountable Talk strategies,

PD Opportunity 1

Plan effective PD sessions during Staff Meetings focused on Marzano's 6 Step Vocabulary Program, and Accountable Talk; develop presentatiuons for PLCs focused on vocabulary, accountable talk, I-Ready Diagnostics, and I-Ready PM data points.

Facilitator

Theresa Baus, Mel Deeds, Amy Beechy, Michelle Kloese, and Odalis Tavares

Participants

All instructional staff

Schedule

Monthly, from 8/19/2015 to 5/18/2016

Technical Assistance Items

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

Budget

Budget Data						
1	G1.B1.S1.A1	Set up Professional Development on I-Ready at VES during pre-planning week; arrange for substitute teachers so staff may attend county workshops focusing on I-Ready and Go Math! during the school day; work with staff to approve a waiver plan to provide training at PLCs throughout the year.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title II		\$0.00
			<i>Notes: Notes Pay contracted services hours to school staff presenting at workshops on Professional Days and at after-school workshops</i>			
2	G2.B1.S1.A1	Meetings with 5th Grade PLC and Technology/Science Lab teacher to focus Science Lab curriculum. Meetings with all Team Leaders to discuss Science Fair and Science vocabulary.				\$0.00
3	G3.B1.S1.A1	Plan effective PD sessions during Staff Meetings focused on Marzano's 6 Step Vocabulary Program, and Accountable Talk; develop presentatiuons for PLCs focused on vocabulary, accountable talk, I-Ready Diagnostics, and I-Ready PM data points.				\$0.00
					Total:	\$0.00