Venice Middle School

2017-18 Schoolwide Improvement Plan

Venice Middle School

1900 CENTER RD, Venice, FL 34292

www.sarasotacountyschools.net/venicemiddle

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	50%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	20%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	B*	A

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 is pending approval by the Sarasota County School Board.

SIP Authority and Template

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Venice Middle School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of the Venice Middle School is to develop self-directed, life-long learners.

b. Provide the school's vision statement.

We envision a school that promotes a positive learning environment focusing on the personnel and technological resources of the entire school community. This will allow students to take responsibility for their own achievement, and will encourage a sense of pride and respect in themselves and their community.

2. School Environment

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

Venice Middle School (VMS) is a Community of Caring school. We believe in the Five Core Values: Caring, Respect, Responsibility, Trust and Family. Our character education curriculum is incorporated into our core curriculum so as to meet the academic, social, and emotional needs of our students.

Venice Middle has established a unique outreach to incoming sixth grade students to aid in the successful transition and assimilation into the middle school environment. Trained VMS Student Ambassadors visit elementary schools two times during the school year to build relationships then hosts fifth grade feeder schools (one time at our own campus) to allow them to experience life in middle school. This event, called "Hands-On Learning Day", allows fifth grade students to visit classrooms by participating in four core classes for a shortened period of time, ask questions, and get acquainted with the campus. It also promotes community and builds relationships between teachers, administrators, and new students. A student and parent orientation is then held, before the sixth grade year begins, to give students and families a sense of comfort and belonging by providing a path for success (socially and academically). We believe this outreach is the foundation to a successful middle school experience.

Venice Middle works diligently to cultivate a positive and accepting environment that values diversity. Throughout the school year, many cultural celebrations and awareness building activities are held such as Hispanic Heritage Week, Black History Month, and Disabilities Awareness Month. Teachers and students alike share in these valuable experiences. VMS has established organizations and groups like the Young Marines, National Junior Honor Society, and the Student Ambassadors, who build relationships with each other, and the community, through service learning and community involvement.

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

At Venice Middle School we believe that:
* Students and adults have the right to do their best work.
* Students and adults have the right to be successful.
* Students and adults have the right to feel safe at all times.
* Students and adults have the right to cooperate and help one another in order to make a school community.

* Students and adults have the right to make choices and decisions, but they must be responsible for what they choose to do.
* Students and adults have the right to be treated with dignity and respect.

These beliefs are incorporated into our Positive Behavior Support Plan (PBS), which sets the following classroom and school-wide expectations: "Be Respectful", "Be Responsible" and "Be Safe". Expectations and procedures are shared with staff, students, and families both verbally and in writing. Safety is ensured before, during and after-school through careful teacher and staff supervision. Students are taught how to be respectful VMS citizens and how to report any concerns through classroom mini-lessons conducted by counselors, administration, and our behavioral specialist. All reports are investigated and documented, in accordance with district and state regulations.

c. 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.

At Venice Middle School we believe in a working relationship between students, parents and the teachers. Our teachers are expected to communicate positively with parents and students, work to increase time on task, and implement academic and behavioral interventions in a consistent and fair manner. After being trained on the components of PBS, teachers work within the guidelines to teach and reteach behaviors and school expectations to their students through mini-lessons and role-play. The master schedule is purposefully designed with one advisory period for the first week of school in order to accomplish this.

Reinforcements and rewards are used to encourage students on a daily basis. Besides Honor Roll and Community of Caring awards, we the following rewards are given:
*Positive Note Home Friday: Teachers acknowledge students who demonstrate one or more of the school's three expectations.
*Positive Acknowledgement Tickets (PATS): Notes, given to the student, that recognize when they have performed positive behavior expectations at school. PATS are placed in a designated box in the cafeteria, tickets are drawn and rewards are given weekly for drawing winners.

Restorative Practices are used to resolve conflict between members of our school community to teach empathy, accountability, problem solving. We follow an established Tiered approach to discipline, starting with our district discipline protocols and then moving toward class, teams, and school expectations and consequences.

d. 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.

Venice Middle School operates on a "need-driven" decision-making process to ensure that resources reach the appropriate students to accelerate the performance of all students. The School Wide Support Team (comprised of school counselors, exceptional student liaison, administration, behavior specialist, school social worker, school nurse, school psychologist, and attendance counselor) meets weekly to discuss students and take appropriate actions on any needs they may have. The MTSS process may be initiated through SWST if needed.
This provides teachers with instructional strategies and interventions that teachers deliver to students in
varying intensities (multiple tiers) based on student need.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Student attendance is addressed bi-weekly through our school-wide support team, which includes meeting with the Truance Officer to review, discuss and put a plan into action for any student that is absent beyond the established district attendance criteria (5 days unexcused or 9 days absent total within a semester)

Students with discipline concerns including suspensions are addressed weekly at our school-wide support team. A behavior intervention plan is put in place with our behavior specialist and teachers in order to reduce suspendable behaviors. Part of our process is that we have adopted the teach-reteach model prior to disciplinary consequences in an on-going effort to reduce students that are suspended or placed into in-school suspension. Students that have repeated office visits are given additional support with a mentor from the Support Team Staff. Mentor pairings meet weekly, document weekly, and have regular parent contact as a part of the support to students.

Students who are failing in ELA or math are placed into a district approved course recovery program. Prior to course recovery, students in danger of failing are often scheduled into an academic assistance program where academic intervention is provided. Students are also offered after school homework help in all academic areas, but specifically for math and language arts.

Students scoring a Level 1, and some Level 2, in Reading are placed into an Intensive Reading Course and are progress monitored throughout the year. Students in grades six and seven in Intensive Reading take part in a fusion model where the reading teacher co-teaches the language arts class to provide consistency and a team model approach to remediation. Students scoring a Level 1 in Math receive math intervention by their math teacher, most with an aid or co-teacher, and are progressed monitored throughout the year including iReady data. Student who need additional support are assigned to a Critical Thinking Course. After school support is also provided in both math and language arts, and is suggested to the parents.

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

1. 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	0	0	0	0	0	0	27	38	43	0	0	0	0	108
One or more suspensions	0	0	0	0	0	0	10	32	23	0	0	0	0	65
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	0	0	0	36	35	55	0	0	0	0	126
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	13	18	30	0	0	0	0	61

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

Venice Middle School operates on a "need-driven" decision-making process to ensure that resources reach the appropriate students to accelerate the performance of all students. The MTSS team provides teachers with instructional strategies and interventions that teachers deliver to students in varying intensities (multiple tiers) based on student need.

* Additional information found in PART A of this segment - Early Warning Systems.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

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

2. Description

By 2018, there will be a 5% increase in parent/adult involvement at school functions and activities as measured by the numerous opportunities throughout the school year, such as:
Booster Parent Organization
School Advisory Council (SAC)
School Website
Informational Mailers and Connect Ed outreach messages
Family Nights (Showcase and Open Houses)
PALS Volunteer opportunities

2. 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 Middle School has a Business Partner liaison that networks with our local businesses whereby we support them and they in turn support our programs: Honor Roll, Reading awards, Student recognition, i-Ready achievement awards.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Schmidt, Karin	Principal
Evans, Paula	Teacher, ESE
Singer, Amber	School Counselor
Barlow, Sheree	Teacher, K-12
Nell, Susan	Teacher, K-12
Rice, Erin	Assistant Principal
Bailey, Kim	School Counselor
Schafer, Scott	Teacher, K-12
Ignotis, Tatiana	Other
Idoyaga, Eric	Assistant Principal
Miller, Michelle	Administrative Support
Wilson, Bonnie	Administrative Support
Mergos, Jennifer	Teacher, K-12

b. Duties

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

1.Karin Schmidt, Principal - Develops, leads, evaluates, and facilitates data-based decision-making, ensures that the MTSS Team implements, documents, and communicates with staff and parents regarding school-based plans and activities.
2. Erin Rice-Smith, Assistant Principal - Assists with the following: screening and early intervention programs for at-risk students, progress monitoring, data collection, data analysis, intervention approaches, student discipline, SWST, PBS, scheduling and test coordination.
3. Eric Idoyaga, Assistant Principal- Assists with the following: Professional development, iReady Learning Systems, critical incidents and drills, College and Career Readiness Programs - Naviance, data collection and analysis, and School Improvement Plan.
4. Bonnie Wilson, Behavior Intervention Teacher Grades 6-8 - Works with student support services personnel and provides services and expertise on issues ranging from intervention with groups of students to individual students.
5. Amber Singer and Kim Bailey, Guidance Counselors Grades 6-8 - Educate the team regarding interventions, works with the school social worker and school psychologist to link children and families to community resources and outside agencies, support family and home/school communication, address academic, social, emotional needs of all students and provide overall student support.
6. Paula Evans , ESE Liaison Grades 6-8 - Participate in data collection; are key in providing assistance with Tier 2 and 3 Interventions, assist and collaborate with all teachers, and work to align activities and materials based upon student and teacher needs.
7. Susan Nell, Math Teacher, Math Department Chair, Curriculum Leader - Provides information about core content, identifies and analyzes key student data points, delivers Tier 1 interventions, collaborates with other colleagues regarding Tier 2 interventions and strategies, and integrates Tier 1 interventions with Tier 2 & 3 activities and strategies.
8. Sheree Barlow, Science Teacher, Science Department Chair - Provides information about core content, identifies and analyzes key student data points, delivers Tier 1 interventions, collaborates with other colleagues regarding Tier 2 interventions and strategies, and integrates Tier 1 interventions with Tier 2 & 3 activities and strategies.
9. Jennifer Mergos, Language Arts Teacher, Language Arts Department Chair - Provides information

about core content, identifies and analyzes key student data points, delivers Tier 1 interventions, collaborates with other colleagues regarding Tier 2 interventions and strategies, and integrates Tier 1 interventions with Tier 2 & 3 activities and strategies.

10. Scott Schafer, Social Studies Teacher, Social Studies Department Chair - Provides information about core content, identifies and analyzes key student data points, delivers Tier 1 interventions, collaborates with other colleagues regarding Tier 2 interventions and strategies, and integrates Tier 1 interventions with Tier 2 & 3 activities and strategies.

11. Michelle Miller, Teacher on Special Assignment - Provides support with data recording and analysis, master scheduling, and testing. Partners with teachers on acceleration and remediation plans and tracks growth and needs of students.

12. Tatiana Ignotis, ESOL Liaison Grades 6-8 - Participate in data collection; are key in providing assistance with Tier 2 and 3 Interventions, assist and collaborate with all teachers, and work to align activities and materials based upon student and teacher needs.

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

The instructional model used by Venice Middle School, and Sarasota County as a whole, is driven by data and uses differentiated instruction to meet the individual needs of each student. Learning deficits, as well as the need for acceleration, is identified and tracked through various data points and teacher input. Teachers are trained in this instructional model and the use of our Multi-Tiered Support System (MTSS).

Once a student need is identified, teachers refer the student of concern to SWST with supporting data and information. The School Wide Support Team (SWST), which meets weekly, conducts a needs analysis and provides the teacher with recommendations and strategies. These recommendations can include progress monitoring, interventions, possible disability identification, and/or additional services. The level of support (Tier 1 or Tier 2) varies and teachers work with the SWST team to facilitate and monitor the students progress throughout the year.

Additional support is provided through Language Arts Fusion classes, co-teach classrooms, Intensive Reading classes, after school tutoring, small group instruction, Critical Thinking Classes, and Course Recovery when needed.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Kim Cooke	Business/Community
Dr. Karin Schmidt	Principal
Mr. Ed Coyne	Teacher
Julie Latchford	Education Support Employee
Collin Wilson	Business/Community
Lisa Signheisen	Parent
Mia Singheisen	Student
(William) Scott Shafer	Teacher

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

SAC reviews the previous year's school improvement plan, as well as end-of-year results, to help identify goals for the current school year's improvement plan.

b. Development of this school improvement plan

The purpose of SAC is to enhance school site decision making, to serve in an advisory capacity to the Principal regarding school improvement. SAC assists in the preparation, implementation and evaluation of the 2017-2018 school improvement plan.

c. Preparation of the school's annual budget and plan

N/A

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

SAC determines how SAC dollars are distributed when needed.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Schmidt, Karin	Principal
Barlow, Sheree	Teacher, K-12
Johnson, Laura	Teacher, K-12
Nell, Susan	Teacher, K-12
Lee, Dixie	Teacher, K-12
Mikarts, Kristin	Teacher, K-12
Miller, Michelle	Teacher, K-12
Rice, Erin	Assistant Principal
Brainard, Aimee	Teacher, ESE
Schafer, Scott	Teacher, K-12
Idoyaga, Eric	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

School-Wide literacy initiatives involving student choice books; reading across the curriculum (wide-reading), WOW Word Program (Greek and Latin roots), iReady instruction, and professional development in digital literacy. Literacy team includes Administration: Karin Schmidt, Erin Rice-Smith, Eric Idoyaga
School Department Chairs: Jennifer Mergos (ELA), Susan Nell (Math), Scott Schafer (SS), Sheree Barlow (SCI)
Reading Teachers: Aimee Brainard, Dixie Lee
LA Teachers: Laura Johnson (6/7/8), Kristin MIkarts (7)

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Teachers at Venice Middle School meet once a week during collaborative planning time (PLC) with their content area colleagues. The teachers in these professional learning communities work together, as professionals, to review data, participate in vertical and horizontal planning, and create common assessments and lessons which include high impact instructional strategies. Positive working relationships are also fostered through monthly staff meetings, monthly teacher-leader meetings, and informal discussions and planning that include research based best practices. VMS also offers frequent professional development opportunities for teachers to continue to grow professionally.

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

The Human Resources Department provides online applications for administrative, instructional and non-instructional applicants. Venice Middle School's administration works to employ a faculty with the instructional proficiency needed for the school population served by maintaining samples of hiring documents, interview questions and clearly identify indicators for highly desirable candidates. School administration provides support through weekly scheduled PLC meetings, monthly staff meetings, and ongoing professional development opportunities. On-site mentoring is provided for teachers new to the profession, which is facilitated through the district in Sarasota County Induction Program (SCIP). If

additional support is needed, teachers are provided with structured support as outlined by district guidelines.

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

First year teachers are partnered with a veteran teacher, as a mentor, as a part of our school district induction program. Mentors meet with new teachers both informally and formally at least weekly to provide coaching, planning, feedback, progress monitoring, and home-school communication. New teachers are part of Sarasota County's SCIP program. Administration at VMS also provides support and assistance to newly hired teachers. SCIP includes a digital portfolio, completed by the newly hired teacher and evaluated by their mentor, which requires the Principal's approval of completion.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

All content area teachers follow the state standards and district curriculum focus guides to align their instructional activities and strategies with district adopted texts and resources. iReady is also aligned to Florida Standards.

Sarasota County Instructional Model, used at VMS, requires increased rigor and alignment of State Standards. Students are actively engaged, through the use of technology rich classroom, in critical thinking and problem solving within each content area daily. A combination of the gradual release of responsibility instructional model and the principals and strategies related to John Hattie's Visible Learning research are used to help students achieve the rigorous standards set forth by the state.

b. Instructional Strategies

1. 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.

Venice Middle School uses data throughout the year as a progress monitoring tool to determine the proficiency of students.
Baseline Data: Prior year's FSA scores, iReady Reading and Math Diagnostic 1, common assessments and formative classroom assessments, Baseline Writing Prompt data
Continuous Data: iReady Standards Mastery Assessments, common assessments, formative and summative assessments, writing practice prompt data
Mid-year: iReady Diagnostic 2 Reading and Math, District Benchmark Assessments in Science, Writing, Algebra and Geometry
End of year: FSA and EOC exams, iReady Diagnostic 3 Reading and Math
Behavior: Monthly discipline reports
Attendance: Bi-weekly Attendance reports

School Leaders provide information about core content and identify and analyze key student data points. All teachers deliver Tier 1 interventions, collaborate with other colleagues regarding Tier 2 interventions and strategies, and integrate Tier 1 interventions with Tier 2 & 3 activities and strategies, to meet the needs of students.

Teachers differentiate learning, based on data, to meet the needs of both proficient and advanced students and provide opportunities for remediation and enrichment both within the classroom and after school.

2. 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: After School Program

Minutes added to school year: 0

Students have an opportunity to receive additional support and enrichment during after school programs such as book clubs, math games, advanced math clubs, Math Boot-camp, and writing clubs. Additional enrichment opportunities are provided through various clubs such as Student Ambassadors, NJHS, Technology clubs, sports, and music and choir clubs.

Strategy Rationale

Enrichment activities contribute to a well-rounded education. Additional support and remediation help to increase the amount of quality learning time for individual students and help to build their self-efficacy as a learner.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Nell, Susan, susan.nell@sarasotacountyschools.net

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

Numbers of students partipating
Quality of student work produced
Formative and summative data of individual students
Overall teacher and parent satisfaction
Level of student accomplishments and pride

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

School Support Team members (counselors and ESE Liaisons) hold articulation meetings for all incoming, transitioning 5th to 6th grade students as well as outgoing 8th to 9th grade transitioning students.

VMS has a Student Ambassador (SA) program to support incoming 6th grade students. The SA build

relationships with the current 5th grade students through elementary school visits, assisting at elementary school carnivals and jog-a-thons, and by hosting a day on the VMS campus. They also attend Operation Venice Middle during the summer, which provides them with a tour, team building activities with other incoming students, schedule walk-through, and meeting teachers and administrators.

All students are participating, yearlong, in the College and Career Naviance program provided by the district to explore college and careers. This includes interest inventories and research of careers and colleges. The information gained from Naviance helps them to choose classes that will contribute to goals set throughout the program. It introduces them to long-term dreams and goals and inspires them to grow, beyond the classroom setting, towards high school, college and career aspirations.

b. College and Career Readiness

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

Venice Middle School prides itself on being a College and Career Ready School. Students at Venice Middle School have the opportunity to participate in advanced courses in math beginning in sixth grade with opportunities for high school credit in Honors Algebra, Honors Geometry, Physical Science, and Spanish 1. Students in eighth grade also participate in a Junior Achievement day where students have the opportunity to work with business volunteers in regards to college and career planning activities. New for the 2017-18 school is the addition of our College and Career Advisor. This position incorporates a dedicated staff member focused on ensuring our students are exposed to and participate in activities that promote college and career awareness. All students are scheduled into a college and career class that meets once a week for 25 minutes. In this class student navigate through the Naviance College and Career Program where they can further explore college and career goals. Students will also create a College and Career Plan to provide each student the opportunity to develop a path and strategies to reach the goal of being college and career ready.

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

Venice Middle School employs the grades 6-8 Florida State Standards, which define what students should understand and be able to do by the end of each grade. The Florida State Standards correspond to the College and Career Readiness anchor standards that together define the skills and understanding that students must demonstrate in order to be prepared to enter college or the work force.

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

1. Provide targeted academic support to students who are not on track for being ready for post secondary education (College and Career Readiness activities, critical thinking, intensive reading, fusion classes, co-teaching model and after school remediation)
2. Increase S.T.E.M. activities in all course offerings.
3. 8th grade students in Intensive Language Arts receive additional support and mentoring to foster College and Career Ready Goals.
4. Technology rich classrooms to enrich the learning experience of all students
5. Naviance - College and Career Program
6. SPark

4. 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.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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. By 2018, students in Civics will demonstrate at least a two-percentage point increase in the percent proficient.

G2. By 2018, there will be a 2% increase for all students when greater than 70% are demonstrating proficiency in Math.

G3. By the year 2018, there will be a proficiency of 100% proficiency in Geometry.

G4. By the year 2018, there will be a proficiency of 100% in Algebra 1.

G5. By the year 2018, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating an annual learning gain in math.

G6. By the year 2018, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating an annual learning gain in ELA.

G7. By the year 2018, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile in math.

G8. By the year 2018, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile in ELA.

G9. By the year 2018, there will be a minimum of a 4% increase for all students when less than 70% are currently demonstrating proficiency in Science.

G10. By 2018, there will be a reduction of suspensions from the previous year by 5%.

G11. By 2018, there will be a 4% increase for all students when less than 70% are demonstrating proficiency in ELA.

G12. By 2018, there will be a decrease in students absent 10 or more days. When 40% or more of students have 10 or more absences annually, there will be a minimum of a 4% decrease. Less than 40% of the students have 10 or more absences then a 2% point decrease.

Strategic Goals Detail

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

G1. By 2018, students in Civics will demonstrate at least a two-percentage point increase in the percent proficient. `1a`

🔑 G097373

Targets Supported `1b`

Indicator	Annual Target
	76.0

Targeted Barriers to Achieving the Goal `3`

- Receiving timely access to formative (benchmark) assessment given by the district; Timely analysis of the assessment data; Ability to use the data to drive instruction; Integrate iReady reading data to better target instructional goals.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Social Studies District Curriculum Program Specialist, PLCs, Civics Boot Camp PD, 360 Civics

Plan to Monitor Progress Toward G1. `8`

Using high impact instructional strategies and assessment data aligned to Civis and Reading standards was there an increase in a our Civics EOC scores.

Person Responsible

Eric Idoyaga

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Formative and Summative assessment data; Civics District Benchmark assessment data; PLC, Teacher, and Department Chair feedback, and FSA results.

G2. By 2018, there will be a 2% increase for all students when greater than 70% are demonstrating proficiency in Math. `1a`

🔍 G097374

Targets Supported `1b`

Indicator	Annual Target
Math Gains	72.0

Targeted Barriers to Achieving the Goal `3`

- Implementing the iReady - Standards Mastery Assessment calendar aligned to state standards as the instructional focus guide in math with fidelity. Implementation of the 25 minute iReady student progress monitoring and remediation program for Math with fidelity. Integration of Hattie's Visible Learning research, philosophy, and strategies into our collaborative instructional model.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- iEngage lesson design, iReady Standards Mastery calendar guide, Maximizing Math Mentality PD, Hattie's Visible Learning PD, C-Palms, common planning to create lesson plans aligned to standards, comprehension skills assessments, common assessments, iReady Diagnostic, Remediation & Progress Monitoring program.

Plan to Monitor Progress Toward G2. `8`

Teacher Formative and Summative Assessment Data, iReady Diagnostic & Standards Mastery reports, instructional observations / evaluations, PLC meetings,

Person Responsible

Eric Idoyaga

Schedule

Quarterly, from 8/14/2017 to 8/14/2017

Evidence of Completion

Student Progress Monitoring & Assessment Data related to standards mastery.

G3. By the year 2018, there will be a proficiency of 100% proficiency in Geometry. `1a`

🔑 G097375

Targets Supported `1b`

Indicator	Annual Target
Geometry EOC Pass Rate	100.0

Targeted Barriers to Achieving the Goal `3`

- Progress monitoring of students in Geometry 1 math curriculum and advanced skills while providing enrichment based strategies targeted for classroom and assessment support.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Instructional Indicators for Success, iEngage lesson plan, advanced math placement tests, technology, and will receive additional instructional support during the iReady daily 25 minute period with an instructional staff member.

Plan to Monitor Progress Toward G3. `8`

Formative Assessments, Summative Assessments, Benchmark Assessments, and the Geometry End of Course Exam

Person Responsible

Karin Schmidt

Schedule

On 5/24/2018

Evidence of Completion

Percent Proficient on Geometry EOC Exam

G4. By the year 2018, there will be a proficiency of 100% in Algebra 1. `1a`

🔑 G097376

Targets Supported `1b`

Indicator	Annual Target
Algebra I EOC Pass Rate	100.0

Targeted Barriers to Achieving the Goal `3`

- Progress monitoring of students in Algebra 1 math curriculum and advanced skills while providing enrichment based strategies targeted for classroom and assessment support.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Instructional Indicators for Success, iEngage lesson plan, advanced math placement tests, technology, and additional instructional support during the iReady daily 25 minute period to include an instructional staff member.

Plan to Monitor Progress Toward G4. `8`

Algebra End of Course Exam

Person Responsible
Karin Schmidt

Schedule
Annually, from 8/14/2017 to 5/24/2018

Evidence of Completion
Algebra EOC proficiency levels

G5. By the year 2018, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating an annual learning gain in math. 1a

🔍 G097377

Targets Supported 1b

Indicator	Annual Target
Math Gains	64.0

Targeted Barriers to Achieving the Goal 3

- Implementing the iReady - Standards Mastery Assessment calendar aligned to state standards as the instructional focus guide in math with fidelity. Implementation of the 25 minute iReady student progress monitoring and remediation program for Math with fidelity. Integration of Hattie's Visible Learning research, philosophy, and strategies into our collaborative instructional model.

Resources Available to Help Reduce or Eliminate the Barriers 2

- iEngage lesson design, iReady Standards Mastery calendar guide, Maximizing Math Mentality PD, Hattie's Visible Learning PD, C-Palms, common planning to create lesson plans aligned to standards, comprehension skills assessments, common assessments, iReady Diagnostic, Remediation & Progress Monitoring program.

Plan to Monitor Progress Toward G5. 8

Diagnostic 2 math reports

Person Responsible
Eric Idoyaga

Schedule
Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion
Looking for growth to be on target for years growth on Diagnostic 3

G6. By the year 2018, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating an annual learning gain in ELA. 1a

🔍 G097378

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	56.0

Targeted Barriers to Achieving the Goal 3

- Implementing the iReady - Standards Mastery Assessment calendar aligned to state standards as the instructional focus guide in Reading with fidelity. Implementation of the 25 minute iReady student progress monitoring and remediation program for Reading with fidelity. Integration of Hattie's Visible Learning research, philosophy, and strategies into our collaborative instructional model.

Resources Available to Help Reduce or Eliminate the Barriers 2

- iEngage lesson design, iReady Standards Mastery calendar guide, Focused PD for ILA teachers, Fusion Model with reading teacher and LA teacher, Hattie's Visible Learning PD, C-Palms, common planning to create lesson plans aligned to standards, comprehension skills assessments, common assessments, iReady Diagnostic, Remediation & Progress Monitoring program.

Plan to Monitor Progress Toward G6. 8

Diagnostic 2 growth in iReady reading

Person Responsible
Erin Rice

Schedule
Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion
Growth report for 1st half of year in iReady Reading

G7. By the year 2018, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile in math. 1a

🔍 G097379

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	45.0

Targeted Barriers to Achieving the Goal 3

- Implementing differentiated instructional strategies and targeted interventions based on classroom and assessment data. Implementing the iReady - Standards Mastery Assessment calendar aligned to state standards as the instructional focus guide in math with fidelity. Implementation of the 25 minute iReady student progress monitoring and remediation program for Math with fidelity. Integration of Hattie's Visible Learning research, philosophy, and strategies into our collaborative instructional model.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Indicators for Success, FSA Tool Kit, iEngage lesson design, iReady Standards Mastery calendar guide, Maximizing Math Mentality PD, Hattie's Visible Learning PD, C-Palms, common planning to create lesson plans aligned to standards, comprehension skills assessments, common assessments, iReady Teacher Tool Kit & resources, Remediation & Progress Monitoring program.

Plan to Monitor Progress Toward G7. 8

Classroom walkthrough forms; School and District Assessments

Person Responsible

Eric Idoyaga

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Teachers on-going evaluation form using the Instructional Information System, curriculum leader meeting notes, iReady Assessment Data.

G8. By the year 2018, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile in ELA. `1a`

🔍 G097380

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	43.0

Targeted Barriers to Achieving the Goal `3`

- Implementing the iReady - Standards Mastery Assessment calendar aligned to state standards as the instructional focus guide in Reading with fidelity. Implementation of the 25 minute iReady student progress monitoring and remediation program for Reading with fidelity. Integration of Hattie's Visible Learning research, philosophy, and strategies into our collaborative instructional model.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Instructional Indicators for Success, iEngage reflective lesson plan, iEngage lesson design, iReady Standards Mastery calendar guide, Focused PD for ILA teachers, Fusion Model with reading teacher and LA teacher, Hattie's Visible Learning PD, C-Palms, common planning to create lesson plans aligned to standards, comprehension skills assessments, common assessments, iReady Diagnostic, Remediation & Progress Monitoring program including iReady teacher toolkit & resources.

Plan to Monitor Progress Toward G8. `8`

Classroom walk through forms/School and District Assessments, FSA results

Person Responsible
Karin Schmidt

Schedule
Annually, from 8/22/2016 to 6/2/2017

Evidence of Completion
Teacher ongoing evaluation form using the Instructional Information System, curriculum leader meeting notes, Data from progressmonitoring assessments, and iReady diagnostic and mastery assessment data.

G9. By the year 2018, there will be a minimum of a 4% increase for all students when less than 70% are currently demonstrating proficiency in Science. `1a`

🔍 G097381

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	70.0

Targeted Barriers to Achieving the Goal `3`

- Progress monitoring students in science curriculum and content vocabulary and providing targeted interventions based on classroom and assessment data.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Instructional Indicators for Success, iEngage reflective lesson plan, Common School assessments and District Benchmark Assessments, Adaptive Curriculum for hands-on learning.

Plan to Monitor Progress Toward G9. `8`

Classroom walkthrough forms/School and District Assessments, FCAT Scores

Person Responsible

Erin Rice

Schedule

Semiannually, from 8/14/2017 to 5/24/2018

Evidence of Completion

Teacher ongoing evaluation form using the Instructional Information System,curriculumleader meeting notes, Data from progress monitoring assessments

G10. By 2018, there will be a reduction of suspensions from the previous year by 5%. `1a`

🔑 G097382

Targets Supported `1b`

Indicator	Annual Target
One or More Suspensions	6.0

Targeted Barriers to Achieving the Goal `3`

- Tracking discipline and implementing behavioral strategies for replacement behaviors to ensure student success.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- District discipline reports, school-wide Positive Behavior Support plan

Plan to Monitor Progress Toward G10. `8`

Progress toward goal will be based on number of student referrals

Person Responsible
Erin Rice

Schedule
Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion
Discipline reports, SWST agendas

G11. By 2018, there will be a 4% increase for all students when less than 70% are demonstrating proficiency in ELA. 1a

🔍 G097383

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	66.0

Targeted Barriers to Achieving the Goal 3

- Progress monitoring students in ELA curriculum and basic vocabulary skills. Implementing the iReady - Standards Mastery Assessment calendar aligned to state standards as the instructional focus guide in Reading with fidelity. Implementation of the 25 minute iReady student progress monitoring and remediation program for Reading with fidelity. Integration of Hattie's Visible Learning research, philosophy, and strategies into our collaborative instructional model.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Indicators for Success, iEngage reflective lesson plan, iEngage lesson design, iReady Standards Mastery calendar guide, Focused PD for ILA teachers, Fusion Model with reading teacher and LA teacher, Hattie's Visible Learning PD, C-Palms, common planning to create lesson plans aligned to standards, comprehension skills assessments, common assessments, iReady Diagnostic, Remediation & Progress Monitoring program including iReady teacher toolkit & resources.

Plan to Monitor Progress Toward G11. 8

Classroom walkthroughs, lesson plans, student performance

Person Responsible
Erin Rice

Schedule
Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion
Instructional Indicators for Success and On-going Evaluation Review forms, PLC Meeting Logs, Student assessment data, iReady diagnostic and mastery assessment data, and class grades.

G12. By 2018, there will be a decrease in students absent 10 or more days. When 40% or more of students have 10 or more absences annually, there will be a minimum of a 4% decrease. Less than 40% of the students have 10 or more absences then a 2% point decrease. 1a

🔑 G097384

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	48.0

Targeted Barriers to Achieving the Goal 3

- Tracking attendance and monitoring student absences from school.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Attendance reports, School Wide Support Team (SWST) and Truancy worker

Plan to Monitor Progress Toward G12. 8

Monitoring daily attendance reports

Person Responsible
Erin Rice

Schedule
Biweekly, from 8/29/2016 to 5/26/2017

Evidence of Completion
Attendance reports, Phone Logs

Action Plan for Improvement

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 `S123456` = Quick Key

G1. By 2018, students in Civics will demonstrate at least a two-percentage point increase in the percent proficient. `1`

🔑 G097373

G1.B1 Receiving timely access to formative (benchmark) assessment given by the district; Timely analysis of the assessment data; Ability to use the data to drive instruction; Integrate iReady reading data to better target instructional goals. `2`

🔑 B261778

G1.B1.S1 Use iReady and district assessment data along with the alignment to the reading standards to develop high impact instructional strategies and lessons. `4`

🔑 S277233

Strategy Rationale

Use PLCs and District support to align subject area standards to our Reading standards also analyzing iReady diagnostic data to facilitate an increase in Civics EOC scores.

Action Step 1 `5`

Use iReady and district assessment data along with the alignment to the reading standards to develop high impact instructional strategies and lessons to positively effect Civics EOC scores.

Person Responsible

Scott Schafer

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Formative and Summative assessment data; District Benchmark Assessment Data; FSA EOC data; PLCs

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

Review student assessment data to monitor if instructional goals are being achieved, and to guide/support teacher instruction.

Person Responsible

Eric Idoyaga

Schedule

Every 6 Weeks, from 8/14/2017 to 5/24/2018

Evidence of Completion

Formative and Summative assessment data; Civics District Benchmark assessment data; PLC, Teacher, and Department Chair feedback.

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

Using high impact instructional strategies and assessment data aligned to Civis and Reading standards progress monitoring indicators will indicate effectiveness of the plan leading up to the FSA EOC.

Person Responsible

Eric Idoyaga

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Formative and Summative assessment data; Civics District Benchmark assessment data; PLC, Teacher, and Department Chair feedback.

G2. By 2018, there will be a 2% increase for all students when greater than 70% are demonstrating proficiency in Math. 1

🔍 G097374

G2.B1 Implementing the iReady - Standards Mastery Assessment calendar aligned to state standards as the instructional focus guide in math with fidelity. Implementation of the 25 minute iReady student progress monitoring and remediation program for Math with fidelity. Integration of Hattie's Visible Learning research, philosophy, and strategies into our collaborative instructional model. 2

🔍 B261779

G2.B1.S1 Teachers will use the iEngage lesson design, collaborate on enrichment and intervention activities, create lesson plans aligned to standards, collaborate on common assessments, untilize iReady diagnostic and standards mastery assessments, and incorporate Hattie's Visible Learning research, strategies, and philosophies. 4

🔍 S277234

Strategy Rationale

Improved and targeted teaching that will increase assessment scores.

Action Step 1 5

Lesson purposes and outcomes will be reviewed during classroom walk throughs with targeted teacher conversations related to the alignment and pacing of State Standards along with student progress.

Person Responsible

Eric Idoyaga

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Instructional Indicators of success and ongoing evaluation forms

Action Step 2 `5`

Collaborative planning and discussions of iReady Standard Mastery Assessment data, instructional focus, and student progress to analyze, review, and ensure the use of high impact instructional strategies are being implemented.

Person Responsible

Susan Nell

Schedule

Biweekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Professional Learning Community meeting logs

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

Classroom walk throughs, iReady Diagnostics and Standards Mastery Data

Person Responsible

Eric Idoyaga

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Teacher on-going evaluation forms, PLC meeting logs, iReady diagnostic & SM reports

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

Classroom walk throughs, iReady Diagnostics and Standards Mastery Data

Person Responsible

Eric Idoyaga

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Teacher on-going evaluation forms, PLC meeting logs, iReady diagnostic & SM reports

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

Classroom walk trough forms, school assesments, iReady diagnostics & SM data

Person Responsible

Eric Idoyaga

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Evaluation reports through Instructional Improvement system, iReady reports

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

Classroom walk trough forms, school assesments, iReady diagnostics & SM data

Person Responsible

Eric Idoyaga

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Evaluation reports through Instructional Improvement system, iReady reports

G3. By the year 2018, there will be a proficiency of 100% proficiency in Geometry. [1]

🔑 G097375

G3.B1 Progress monitoring of students in Geometry 1 math curriculum and advanced skills while providing enrichment based strategies targeted for classroom and assessment support. [2]

🔑 B261780

G3.B1.S1 Teacher will pull the Geometry students during iReady-period 4 to provide additional instructional support. [4]

🔑 S277235

Strategy Rationale

To provide students additional instructional support beyond that provided during regular class time. Students will receive 25 additional minutes daily to consolidate their thinking related to current lessons and activities to ensure mastery learning is achieved.

Action Step 1 [5]

Teacher will pull Geometry students during iReady-period 4 to provide additional instructional support.

Person Responsible

Karin Schmidt

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Diagnostic Reports

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

Monitor of iReady data

Person Responsible

Karin Schmidt

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Diagnostic Reports and Growth Monitoring Reports

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

Classroom walkthroughs

Person Responsible

Karin Schmidt

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Indicators for Success report

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

Discuss reports during Professional Learning Community meetings

Person Responsible

Susan Nell

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Growth level of students

G4. By the year 2018, there will be a proficiency of 100% in Algebra 1. 1

🔑 G097376

G4.B1 Progress monitoring of students in Algebra 1 math curriculum and advanced skills while providing enrichment based strategies targeted for classroom and assessment support. 2

🔑 B261781

G4.B1.S1 Teacher will pull the all Algebra 1 students during iReady-period 4 to provide additional instructional support. 4

🔑 S277236

Strategy Rationale

To provide students additional instructional support beyond that provided during regular class time. Students will receive 25 additional minutes daily to consolidate their thinking related to current lessons and activities to ensure mastery learning is achieved.

Action Step 1 5

Teacher will pull the all Algebra 1 students during iReady-period 4 to provide additional instructional support.

Person Responsible

Karin Schmidt

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Progress monitoring data using Formative - Summative Assessments and Bench Mark Assessments

Action Step 2 5

The creation of an additional Algebra 1 support class for accelerated students needing additional support.

Person Responsible

Karin Schmidt

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Progress monitoring data using Formative - Summative Assessments and Bench Mark Assessments

Plan to Monitor Fidelity of Implementation of G4.B1.S1 `6`

Progress Mointoring

Person Responsible

Karin Schmidt

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Growth reports

Plan to Monitor Fidelity of Implementation of G4.B1.S1 `6`

Classroom Walkthroughs

Person Responsible

Karin Schmidt

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Indicators for Success

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

Discuss reports during Professional Learning Community meetings

Person Responsible

Susan Nell

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

How to use data to improve students math skills

G4.B1.S2 The creation of an additional Algebra 1 support class for accelerated students needing additional support. 4

S277237

Strategy Rationale

To support and remediate any accelerated student identified as needing additional foundational instruction related to Algebra 1 math concepts to ensure academic success.

Action Step 1 5

The creation of an additional Algebra 1 support class for accelerated students needing additional support.

Person Responsible

Karin Schmidt

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Instructional Indicators for Success and on-going evaluation review forms, students assessment data and class grades

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Targeted teacher conversations, collection of lesson plans

Person Responsible

Karin Schmidt

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Instructional Indicators for Success and on-going evaluation review forms, student assessment data and class grades

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 `7`

Targeted Teacher conversations, collection of lesson plans

Person Responsible

Karin Schmidt

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Instructional Indicators for Success and on-going evaluation review forms, student assessment data and class grades

G5. By the year 2018, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating an annual learning gain in math. 1

🔍 G097377

G5.B1 Implementing the iReady - Standards Mastery Assessment calendar aligned to state standards as the instructional focus guide in math with fidelity. Implementation of the 25 minute iReady student progress monitoring and remediation program for Math with fidelity. Integration of Hattie's Visible Learning research, philosophy, and strategies into our collaborative instructional model. 2

🔍 B261782

G5.B1.S1 Teachers will use the iEngage lesson design, collaborate on enrichment and intervention activities, create lesson plans aligned to standards, collaborate on common assessments, untilize iReady diagnostic and standards mastery assessments, and incorporate Hattie's Visible Learning research, strategies, and philosophies. 4

🔍 S277238

Strategy Rationale

Improved and targeted teaching that will increase assessment scores.

Action Step 1 5

Lesson purposes and outcomes will be reviewed during classroom walk throughs with targeted teacher conversations related to the alignment and pacing of State Standards along with student progress.

Person Responsible

Eric Idoyaga

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Classroom walk throughs, iReady Diagnostics and Standards Mastery Data

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Classroom walk throughs, iReady Diagnostics and Standards Mastery Data

Person Responsible

Eric Idoyaga

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Teacher on-going evaluation forms, PLC meeting logs, iReady diagnostic & SM reports

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 `7`

Classroom walk trough forms, school assesments, iReady diagnostics & SM data

Person Responsible

Eric Idoyaga

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Evaluation reports through Instructional Improvement system, iReady reports

G6. By the year 2018, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating an annual learning gain in ELA. `1`

🔍 G097378

G6.B1 Implementing the iReady - Standards Mastery Assessment calendar aligned to state standards as the instructional focus guide in Reading with fidelity. Implementation of the 25 minute iReady student progress monitoring and remediation program for Reading with fidelity. Integration of Hattie's Visible Learning research, philosophy, and strategies into our collaborative instructional model. `2`

🔍 B261783

G6.B1.S1 Classroom walk-through with targeted teacher observations; collaborative planning and discussion on common assessments `4`

🔍 S277239

Strategy Rationale

Strengthen skills and lessons through conversation

Action Step 1 `5`

Classroom walk thoroughs and lesson plan discussions

Person Responsible

Erin Rice

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Instructional indicators for Success and ongoing evaluations forms, iReady diagnostic and mastery assessment day.

Plan to Monitor Fidelity of Implementation of G6.B1.S1 `6`

Classroom walk through forms, lesson plans, student performance data

Person Responsible

Erin Rice

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Teacher on-going evaluation using Instructional Information System, lesson plan collection, iReady diagnostic and mastery assessment day.

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 `7`

Classroom walk through forms, iReady data

Person Responsible

Erin Rice

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Teacher ongoing observation and evaluation using Instructional Information System, iReady reports

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 `7`

Classroom walk through forms, iReady data

Person Responsible

Erin Rice

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Teacher ongoing observation and evaluation using Instructional Information System, iReady reports

G7. By the year 2018, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile in math. [1]

🔑 G097379

G7.B1 Implementing differentiated instructional strategies and targeted interventions based on classroom and assessment data. Implementing the iReady - Standards Mastery Assessment calendar aligned to state standards as the instructional focus guide in math with fidelity. Implementation of the 25 minute iReady student progress monitoring and remediation program for Math with fidelity. Integration of Hattie's Visible Learning research, philosophy, and strategies into our collaborative instructional model. [2]

🔑 B261784

G7.B1.S1 Determine core class needs by reviewing assessment data; plan differentiated instruction using evidence-based instruction and intervention strategies based on progress monitoring assessments. Student achievement chats will be conducted with all students following assessments. [4]

🔑 S277241

Strategy Rationale

Differentiated instruction to improve skills

Action Step 1 [5]

1. Classroom walk-through with targeted teacher conversations; collaborative planning and discussion on common assessments (school and iReady)
2. Student data chats regarding assessment data and quarterly grades.
3. Student progress monitoring determined by comparing student data with school targets.

Person Responsible

Eric Idoyaga

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Instructional Indicators for Success and On-going Evaluation Review forms, PLC Meeting Logs, Student assessment data and class grades.

Plan to Monitor Fidelity of Implementation of G7.B1.S1 `6`

Classroom Walkthrough Forms

Person Responsible

Eric Idoyaga

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Teacher on-going evaluation using the Instructional Information System, iReady Diagnostic and Mastery Assessment data.

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 `7`

Classroom walk through forms/School and District Assessments

Person Responsible

Eric Idoyaga

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Teacher ongoing evaluation using the Instructional Information System, PLC Meeting Logs, iReady Assessment Data.

G8. By the year 2018, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile in ELA. `1`

🔍 G097380

G8.B1 Implementing the iReady - Standards Mastery Assessment calendar aligned to state standards as the instructional focus guide in Reading with fidelity. Implementation of the 25 minute iReady student progress monitoring and remediation program for Reading with fidelity. Integration of Hattie's Visible Learning research, philosophy, and strategies into our collaborative instructional model. `2`

🔍 B261785

G8.B1.S1 Utilize assessments to monitor students in the ELA core curriculum needing intervention and enrichment via iReady. `4`

🔍 S277242

Strategy Rationale

Monitoring students' assessments allows for targeted instruction

Action Step 1 `5`

1. Provide opportunities to experience multiple texts
2. Utilize grade level common assessments and skills checks to remediate and reinforce concepts taught

Person Responsible

Erin Rice

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Instructional Indicators for Success and On-going Evaluation Review forms, PLC Meeting Logs, Student assessment data, iReady diagnostic and mastery assessment data, and class grades.

Plan to Monitor Fidelity of Implementation of G8.B1.S1 `6`

Classroom Walk through forms, lesson plans, student performance data

Person Responsible

Erin Rice

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Teacher on-going evaluation using the Instructional Information System, PLC Meeting logs, Assessment data, and iReady diagnostic and mastery assessment data.

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 `7`

Classroom Walkthrough forms, School and District Assessments

Person Responsible

Erin Rice

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Teacher ongoing evaluation using the Instructional Information System, PLC Meeting Logs, Data from assessments, & iReady diagnostic and mastery assessment data.

G9. By the year 2018, there will be a minimum of a 4% increase for all students when less than 70% are currently demonstrating proficiency in Science. 1

🔍 G097381

G9.B1 Progress monitoring students in science curriculum and content vocabulary and providing targeted interventions based on classroom and assessment data. 2

🔍 B261786

G9.B1.S1 Determine Science class needs by reviewing assessment data; plan inquiry based instruction using the iEngage lesson design. Increased use of content vocabulary and scientific language. 4

🔍 S277243

Strategy Rationale

Progress monitoring drives improved instruction

Action Step 1 5

1. Classroom walk-through with targeted teacher conversations; collaborative planning and discussion on common assessments (school and district)
2. Student data chats regarding assessment data, quarterly grades, science content area vocabulary
3. Student progress monitoring determined by comparing student data with school targets.
4. Adaptive Curriculum incorporating Hands-on labs.

Person Responsible

Erin Rice

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Instructional Indicators for Success and On-going Evaluation Review forms, PLC Meeting Logs, Student assessment data and class grades.

Plan to Monitor Fidelity of Implementation of G9.B1.S1 6

Classroom Walk through forms, lesson plans, student performance data

Person Responsible

Erin Rice

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Teacher on-going evaluation using the Instructional Information System, PLCMeeting logs, Assessment data

Plan to Monitor Effectiveness of Implementation of G9.B1.S1 7

Classroom Walkthrough forms, School and District Assessments

Person Responsible

Erin Rice

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Teacher ongoing evaluation using the Instructional Information System, PLC Meeting Logs, Data from assessments

G10. By 2018, there will be a reduction of suspensions from the previous year by 5%. 1

🔑 G097382

G10.B1 Tracking discipline and implementing behavioral strategies for replacement behaviors to ensure student success. 2

🔑 B261787

G10.B1.S1 Discipline data collection with focus on targeted strategies and interventions to ensure student success. 4

🔑 S277244

Strategy Rationale

Being proactive and reviewing expectations will decrease students inappropriate behavior.

Action Step 1 5

1. Chart and track discipline data
2. PLC and School Wide Support teams (SWST) will identify priority social and behavioral strategies.
3. Individual, small group and assembly behavior programs
4. Parent conferences/communication

Person Responsible

Erin Rice

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Discipline reports, SWST agendas

Plan to Monitor Fidelity of Implementation of G10.B1.S1 6

Strategies will be monitored during monthly Postive Behavior Support or Staff meetings

Person Responsible

Erin Rice

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Discipline reports, SWST agendas

Plan to Monitor Effectiveness of Implementation of G10.B1.S1 `7`

Student Intervention Report (SIR) forms, referrals, Classroom walk throughs

Person Responsible

Erin Rice

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Discipline reports, SWST agendas

G11. By 2018, there will be a 4% increase for all students when less than 70% are demonstrating proficiency in ELA. [1]

🔑 G097383

G11.B1 Progress monitoring students in ELA curriculum and basic vocabulary skills. Implementing the iReady - Standards Mastery Assessment calendar aligned to state standards as the instructional focus guide in Reading with fidelity. Implementation of the 25 minute iReady student progress monitoring and remediation program for Reading with fidelity. Integration of Hattie's Visible Learning research, philosophy, and strategies into our collaborative instructional model. [2]

🔑 B261788

G11.B1.S1 Determine needs of students by reviewing assessment data, differentiating instruction, implementing high impact instructional strategies [4]

🔑 S277245

Strategy Rationale

Improve instruction resulting in improved ELA scores

Action Step 1 [5]

1.Incorporate Reading and writing strategies into all core areas
2. Classroom walk throughs
3. Monitor progress towards school target on class and district assessments iReady

Person Responsible

Erin Rice

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Instructional Indicators for Success and On-going Evaluation Review forms, PLC Meeting Logs, Student assessment data, iReady diagnostic and mastery assessment data, and class grades.

Plan to Monitor Fidelity of Implementation of G11.B1.S1 `6`

Classroom walkthroughs, lesson plans, student performance

Person Responsible

Karin Schmidt

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Instructional Indicators for Success and On-going Evaluation Review forms, PLC Meeting Logs, Student assessment data, iReady diagnostic and mastery assessment data, and class grades.

Plan to Monitor Effectiveness of Implementation of G11.B1.S1 `7`

Classroom walkthroughs, lesson plans, student performance

Person Responsible

Erin Rice

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Instructional Indicators for Success and On-going Evaluation Review forms, PLC Meeting Logs, Student assessment data, iReady diagnostic and mastery assessment data, and class grades.

G12. By 2018, there will be a decrease in students absent 10 or more days. When 40% or more of students have 10 or more absences annually, there will be a minimum of a 4% decrease. Less than 40% of the students have 10 or more absences then a 2% point decrease. `1`

🔑 G097384

G12.B1 Tracking attendance and monitoring student absences from school. `2`

🔑 B261789

G12.B1.S1 1. Daily notification via Connect Ed messages to families when students are absent. 2. Personal call to families by attendance secretary when a student misses more than 3 days. 3. Attendance counseling groups for students with excessive absences. `4`

🔑 S277246

Strategy Rationale

To ensure student attendance stays within acceptable levels to avoid negative impacts on student achievement.

Action Step 1 `5`

1. Daily notification via Connect Ed messages to families when students are absent. 2. Personal call to families by attendance secretary when a student misses more than 3 days. 3. Attendance counseling groups for students with excessive absences.

Person Responsible

Amber Singer

Schedule

Biweekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Attendance reports, Phone Logs

Plan to Monitor Fidelity of Implementation of G12.B1.S1 `6`

Monitoring daily attendance reports

Person Responsible

Erin Rice

Schedule

Biweekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Attendance reports, Phone Logs

Plan to Monitor Effectiveness of Implementation of G12.B1.S1 `7`

Monitoring daily attendance reports

Person Responsible

Erin Rice

Schedule

Biweekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Attendance reports, Phone Logs

IV. Implementation Timeline

| Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G12.MA1 🔑 M402455	Monitoring daily attendance reports	Rice, Erin	8/29/2016	Attendance reports, Phone Logs	5/26/2017 biweekly
G8.MA1 🔑 M402443	Classroom walk through forms/School and District Assessments, FSA results	Schmidt, Karin	8/22/2016	Teacher ongoing evaluation form using the Instructional Information System, curriculum leader meeting notes, Data from progressmonitoring assessments, and iReady diagnostic and mastery assessment data.	6/2/2017 annually
G12.B1.S1.MA1 🔑 M402453	Monitoring daily attendance reports	Rice, Erin	8/29/2016	Attendance reports, Phone Logs	6/2/2017 biweekly
G12.B1.S1.MA1 🔑 M402454	Monitoring daily attendance reports	Rice, Erin	8/29/2016	Attendance reports, Phone Logs	6/2/2017 biweekly
G2.MA1 🔑 M402420	Teacher Formative and Summative Assessment Data, iReady Diagnostic & Standards Mastery reports,...	Idoyaga, Eric	8/14/2017	Student Progress Monitoring & Assessment Data related to standards mastery.	8/14/2017 quarterly
G1.MA1 🔑 M402415	Using high impact instructional strategies and assessment data aligned to Civis and Reading...	Idoyaga, Eric	8/14/2017	Formative and Summative assessment data; Civics District Benchmark assessment data; PLC, Teacher, and Department Chair feedback, and FSA results.	5/24/2018 quarterly
G3.MA1 🔑 M402424	Formative Assessments, Summative Assessments, Benchmark Assessments, and the Geometry End of Course...	Schmidt, Karin	8/14/2017	Percent Proficient on Geometry EOC Exam	5/24/2018 one-time
G4.MA1 🔑 M402430	Algebra End of Course Exam	Schmidt, Karin	8/14/2017	Algebra EOC proficiency levels	5/24/2018 annually
G5.MA1 🔑 M402433	Diagnostic 2 math reports	Idoyaga, Eric	8/14/2017	Looking for growth to be on target for years growth on Diagnostic 3	5/24/2018 quarterly
G6.MA1 🔑 M402437	Diagnostic 2 growth in iReady reading	Rice, Erin	8/14/2017	Growth report for 1st half of year in iReady Reading	5/24/2018 quarterly
G7.MA1 🔑 M402440	Classroom walkthrough forms; School and District Assessments	Idoyaga, Eric	8/14/2017	Teachers on-going evaluation form using the Instructional Information System, curriculum leader meeting notes, iReady Assessment Data.	5/24/2018 monthly
G9.MA1 🔑 M402446	Classroom walkthrough forms/School and District Assessments, FCAT Scores	Rice, Erin	8/14/2017	Teacher ongoing evaluation form using the Instructional Information System,curriculumleader meeting notes, Data from progress monitoring assessments	5/24/2018 semiannually
G10.MA1 🔑 M402449	Progress toward goal will be based on number of student referrals	Rice, Erin	8/14/2017	Discipline reports, SWST agendas	5/24/2018 monthly
G11.MA1 🔑 M402452	Classroom walkthroughs, lesson plans, student performance	Rice, Erin	8/14/2017	Instructional Indicators for Success and On-going Evaluation Review forms, PLC Meeting Logs, Student assessment data, iReady diagnostic and mastery assessment data, and class grades.	5/24/2018 quarterly
G1.B1.S1.MA1 🔑 M402413	Using high impact instructional strategies and assessment data aligned to Civis and Reading...	Idoyaga, Eric	8/14/2017	Formative and Summative assessment data; Civics District Benchmark assessment data; PLC, Teacher, and Department Chair feedback.	5/24/2018 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1 M402414	Review student assessment data to monitor if instructional goals are being achieved, and to...	Idoyaga, Eric	8/14/2017	Formative and Summative assessment data; Civics District Benchmark assessment data; PLC, Teacher, and Department Chair feedback.	5/24/2018 every-6-weeks
G1.B1.S1.A1 A373602	Use iReady and district assessment data along with the alignment to the reading standards to...	Schafer, Scott	8/14/2017	Formative and Summative assessment data; District Benchmark Assessment Data; FSA EOC data; PLCs	5/24/2018 monthly
G2.B1.S1.MA1 M402416	Classroom walk trough forms, school assesments, iReady diagnostics & SM data	Idoyaga, Eric	8/14/2017	Evaluation reports through Instructional Improvement system, iReady reports	5/24/2018 quarterly
G2.B1.S1.MA1 M402417	Classroom walk trough forms, school assesments, iReady diagnostics & SM data	Idoyaga, Eric	8/14/2017	Evaluation reports through Instructional Improvement system, iReady reports	5/24/2018 quarterly
G2.B1.S1.MA1 M402418	Classroom walk throughs, iReady Diagnostics and Standards Mastery Data	Idoyaga, Eric	8/14/2017	Teacher on-going evaluation forms, PLC meeting logs, iReady diagnostic & SM reports	5/24/2018 quarterly
G2.B1.S1.MA1 M402419	Classroom walk throughs, iReady Diagnostics and Standards Mastery Data	Idoyaga, Eric	8/14/2017	Teacher on-going evaluation forms, PLC meeting logs, iReady diagnostic & SM reports	5/24/2018 quarterly
G2.B1.S1.A1 A373603	Lesson purposes and outcomes will be reviewed during classroom walk throughs with targeted teacher...	Idoyaga, Eric	8/14/2017	Instructional Indicators of success and ongoing evaluation forms	5/24/2018 quarterly
G2.B1.S1.A2 A373604	Collaborative planning and discussions of iReady Standard Mastery Assessment data, instructional...	Nell, Susan	8/14/2017	Professional Learning Community meeting logs	5/24/2018 biweekly
G3.B1.S1.MA1 M402421	Discuss reports during Professional Learning Community meetings	Nell, Susan	8/14/2017	Growth level of students	5/24/2018 quarterly
G3.B1.S1.MA1 M402422	Monitor of iReady data	Schmidt, Karin	8/14/2017	Diagnostic Reports and Growth Monitoring Reports	5/24/2018 monthly
G3.B1.S1.MA2 M402423	Classroom walkthroughs	Schmidt, Karin	8/14/2017	Indicators for Success report	5/24/2018 quarterly
G3.B1.S1.A1 A373605	Teacher will pull Geometry students during iReady-period 4 to provide additional instructional...	Schmidt, Karin	8/14/2017	Diagnostic Reports	5/24/2018 quarterly
G4.B1.S1.MA1 M402425	Discuss reports during Professional Learning Community meetings	Nell, Susan	8/14/2017	How to use data to improve students math skills	5/24/2018 monthly
G4.B1.S1.MA1 M402426	Progress Mointoring	Schmidt, Karin	8/14/2017	Growth reports	5/24/2018 monthly
G4.B1.S1.MA1 M402427	Classroom Walkthroughs	Schmidt, Karin	8/14/2017	Indicators for Success	5/24/2018 quarterly
G4.B1.S1.A1 A373606	Teacher will pull the all Algebra 1 students during iReady-period 4 to provide additional...	Schmidt, Karin	8/14/2017	Progress monitoring data using Formative - Summative Assessments and Bench Mark Assessments	5/24/2018 monthly
G4.B1.S1.A2 A373607	The creation of an additional Algebra 1 support class for accelerated students needing additional...	Schmidt, Karin	8/14/2017	Progress monitoring data using Formative - Summative Assessments and Bench Mark Assessments	5/24/2018 quarterly
G5.B1.S1.MA1 M402431	Classroom walk trough forms, school assesments, iReady diagnostics & SM data	Idoyaga, Eric	8/14/2017	Evaluation reports through Instructional Improvement system, iReady reports	5/24/2018 quarterly
G5.B1.S1.MA1 M402432	Classroom walk throughs, iReady Diagnostics and Standards Mastery Data	Idoyaga, Eric	8/14/2017	Teacher on-going evaluation forms, PLC meeting logs, iReady diagnostic & SM reports	5/24/2018 quarterly
G5.B1.S1.A1 A373609	Lesson purposes and outcomes will be reviewed during classroom walk throughs with targeted teacher...	Idoyaga, Eric	8/14/2017	Classroom walk throughs, iReady Diagnostics and Standards Mastery Data	5/24/2018 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G6.B1.S1.MA1 M402434	Classroom walk through forms, iReady data	Rice, Erin	8/14/2017	Teacher ongoing observation and evaluation using Instructional Information System, iReady reports	5/24/2018 quarterly
G6.B1.S1.MA1 M402435	Classroom walk through forms, iReady data	Rice, Erin	8/14/2017	Teacher ongoing observation and evaluation using Instructional Information System, iReady reports	5/24/2018 quarterly
G6.B1.S1.MA1 M402436	Classroom walk through forms, lesson plans, student performance data	Rice, Erin	8/14/2017	Teacher on-going evaluation using Instructional Information System, lesson plan collection, iReady diagnostic and mastery assessment day.	5/24/2018 quarterly
G6.B1.S1.A1 A373610	Classroom walk thoroughs and lesson plan discussions	Rice, Erin	8/14/2017	Instructional indicators for Success and ongoing evaluations forms, iReady diagnostic and mastery assessment day.	5/24/2018 quarterly
G7.B1.S1.MA1 M402438	Classroom walk through forms/School and District Assessments	Idoyaga, Eric	8/14/2017	Teacher ongoing evaluation using the Instructional Information System, PLC Meeting Logs, iReady Assessment Data.	5/24/2018 quarterly
G7.B1.S1.MA1 M402439	Classroom Walkthrough Forms	Idoyaga, Eric	8/14/2017	Teacher on-going evaluation using the Instructional Information System, iReady Diagnostic and Mastery Assessment data.	5/24/2018 quarterly
G7.B1.S1.A1 A373611	1. Classroom walk-through with targeted teacher conversations; collaborative planning and...	Idoyaga, Eric	8/14/2017	Instructional Indicators for Success and On-going Evaluation Review forms, PLC Meeting Logs, Student assessment data and class grades.	5/24/2018 monthly
G8.B1.S1.MA1 M402441	Classroom Walkthrough forms, School and District Assessments	Rice, Erin	8/14/2017	Teacher ongoing evaluation using the Instructional Information System, PLC Meeting Logs, Data from assessments, & iReady diagnostic and mastery assessment data.	5/24/2018 quarterly
G8.B1.S1.MA1 M402442	Classroom Walk through forms, lesson plans, student performance data	Rice, Erin	8/14/2017	Teacher on-going evaluation using the Instructional Information System, PLC Meeting logs, Assessment data, and iReady diagnostic and mastery assessment data.	5/24/2018 quarterly
G8.B1.S1.A1 A373612	1. Provide opportunities to experience multiple texts 2. Utilize grade level common assessments...	Rice, Erin	8/14/2017	Instructional Indicators for Success and On-going Evaluation Review forms, PLC Meeting Logs, Student assessment data, iReady diagnostic and mastery assessment data, and class grades.	5/24/2018 monthly
G9.B1.S1.MA1 M402444	Classroom Walkthrough forms, School and District Assessments	Rice, Erin	8/14/2017	Teacher ongoing evaluation using the Instructional Information System, PLC Meeting Logs, Data from assessments	5/24/2018 quarterly
G9.B1.S1.MA1 M402445	Classroom Walk through forms, lesson plans, student performance data	Rice, Erin	8/14/2017	Teacher on-going evaluation using the Instructional Information System, PLCMeeting logs, Assessment data	5/24/2018 quarterly
G9.B1.S1.A1 A373613	1. Classroom walk-through with targeted teacher conversations; collaborative planning and...	Rice, Erin	8/14/2017	Instructional Indicators for Success and On-going Evaluation Review forms, PLC Meeting Logs, Student assessment data and class grades.	5/24/2018 monthly
G10.B1.S1.MA1 M402447	Student Intervention Report (SIR) forms, referrals, Classroom walk throughs	Rice, Erin	8/14/2017	Discipline reports, SWST agendas	5/24/2018 monthly
G10.B1.S1.MA1 M402448	Strategies will be monitored during monthly Postive Behavior Support or Staff meetings	Rice, Erin	8/14/2017	Discipline reports, SWST agendas	5/24/2018 monthly
G10.B1.S1.A1 A373614	1. Chart and track discipline data 2. PLC and School Wide Support teams (SWST) will identify...	Rice, Erin	8/14/2017	Discipline reports, SWST agendas	5/24/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G11.B1.S1.MA1 🔑 M402450	Classroom walkthroughs, lesson plans, student performance	Rice, Erin	8/14/2017	Instructional Indicators for Success and On-going Evaluation Review forms, PLC Meeting Logs, Student assessment data, iReady diagnostic and mastery assessment data, and class grades.	5/24/2018 quarterly
G11.B1.S1.MA1 🔑 M402451	Classroom walkthroughs, lesson plans, student performance	Schmidt, Karin	8/14/2017	Instructional Indicators for Success and On-going Evaluation Review forms, PLC Meeting Logs, Student assessment data, iReady diagnostic and mastery assessment data, and class grades.	5/24/2018 quarterly
G11.B1.S1.A1 🔑 A373615	1.Incorporate Reading and writing strategies into all core areas 2. Classroom walk throughs 3....	Rice, Erin	8/14/2017	Instructional Indicators for Success and On-going Evaluation Review forms, PLC Meeting Logs, Student assessment data, iReady diagnostic and mastery assessment data, and class grades.	5/24/2018 monthly
G12.B1.S1.A1 🔑 A373616	1. Daily notification via Connect Ed messages to families when students are absent. 2. Personal...	Singer, Amber	8/14/2017	Attendance reports, Phone Logs	5/24/2018 biweekly
G4.B1.S2.MA1 🔑 M402428	Targeted Teacher conversations, collection of lesson plans	Schmidt, Karin	8/14/2017	Instructional Indicators for Success and on-going evaluation review forms, student assessment data and class grades	5/24/2018 monthly
G4.B1.S2.MA1 🔑 M402429	Targeted teacher conversations, collection of lesson plans	Schmidt, Karin	8/14/2017	Instructional Indicators for Success and on-going evaluation review forms, student assessment data and class grades	5/24/2018 monthly
G4.B1.S2.A1 🔑 A373608	The creation of an additional Algebra 1 support class for accelerated students needing additional...	Schmidt, Karin	8/14/2017	Instructional Indicators for Success and on-going evaluation review forms, students assessment data and class grades	5/24/2018 monthly

V. Professional Development Opportunities

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

G2. By 2018, there will be a 2% increase for all students when greater than 70% are demonstrating proficiency in Math.

G2.B1 Implementing the iReady - Standards Mastery Assessment calendar aligned to state standards as the instructional focus guide in math with fidelity. Implementation of the 25 minute iReady student progress monitoring and remediation program for Math with fidelity. Integration of Hattie's Visible Learning research, philosophy, and strategies into our collaborative instructional model.

G2.B1.S1 Teachers will use the iEngage lesson design, collaborate on enrichment and intervention activities, create lesson plans aligned to standards, collaborate on common assessments, untilize iReady diagnostic and standards mastery assessments, and incorporate Hattie's Visible Learning research, strategies, and philosophies.

PD Opportunity 1

Collaborative planning and discussions of iReady Standard Mastery Assessment data, instructional focus, and student progress to analyze, review, and ensure the use of high impact instructional strategies are being implemented.

Facilitator

Curriculum Associates

Participants

Math Teachers

Schedule

Biweekly, from 8/14/2017 to 5/24/2018

G3. By the year 2018, there will be a proficiency of 100% proficiency in Geometry.

G3.B1 Progress monitoring of students in Geometry 1 math curriculum and advanced skills while providing enrichment based strategies targeted for classroom and assessment support.

G3.B1.S1 Teacher will pull the Geometry students during iReady-period 4 to provide additional instructional support.

PD Opportunity 1

Teacher will pull Geometry students during iReady-period 4 to provide additional instructional support.

Facilitator

Curriculum Associates Trainers

Participants

Math Teachers

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

G4. By the year 2018, there will be a proficiency of 100% in Algebra 1.

G4.B1 Progress monitoring of students in Algebra 1 math curriculum and advanced skills while providing enrichment based strategies targeted for classroom and assessment support.

G4.B1.S1 Teacher will pull the all Algebra 1 students during iReady-period 4 to provide additional instructional support.

PD Opportunity 1

Teacher will pull the all Algebra 1 students during iReady-period 4 to provide additional instructional support.

Facilitator

District Math Specialist

Participants

Math Teachers

Schedule

Monthly, from 8/14/2017 to 5/24/2018

PD Opportunity 2

The creation of an additional Algebra 1 support class for accelerated students needing additional support.

Facilitator

District Math Specialist

Participants

Math Teachers

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

G9. By the year 2018, there will be a minimum of a 4% increase for all students when less than 70% are currently demonstrating proficiency in Science.

G9.B1 Progress monitoring students in science curriculum and content vocabulary and providing targeted interventions based on classroom and assessment data.

G9.B1.S1 Determine Science class needs by reviewing assessment data; plan inquiry based instruction using the iEngage lesson design. Increased use of content vocabulary and scientific language.

PD Opportunity 1

1. Classroom walk-through with targeted teacher conversations; collaborative planning and discussion on common assessments (school and district) 2. Student data chats regarding assessment data, quarterly grades, science content area vocabulary 3. Student progress monitoring determined by comparing student data with school targets. 4. Adaptive Curriculum incorporating Hands-on labs.

Facilitator

School and District Staff

Participants

Instructional staff (Science)

Schedule

Monthly, from 8/14/2017 to 5/24/2018

G11. By 2018, there will be a 4% increase for all students when less than 70% are demonstrating proficiency in ELA.

G11.B1 Progress monitoring students in ELA curriculum and basic vocabulary skills. Implementing the iReady - Standards Mastery Assessment calendar aligned to state standards as the instructional focus guide in Reading with fidelity. Implementation of the 25 minute iReady student progress monitoring and remediation program for Reading with fidelity. Integration of Hattie's Visible Learning research, philosophy, and strategies into our collaborative instructional model.

G11.B1.S1 Determine needs of students by reviewing assessment data, differentiating instruction, implementing high impact instructional strategies

PD Opportunity 1

1.Incorporate Reading and writing strategies into all core areas 2. Classroom walk throughs 3. Monitor progress towards school target on class and district assessments iReady

Facilitator

Curriculum Associates

Participants

ELA & ILA Teachers

Schedule

Monthly, from 8/14/2017 to 5/24/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Use iReady and district assessment data along with the alignment to the reading standards to develop high impact instructional strategies and lessons to positively effect Civics EOC scores.	$0.00
2	G10.B1.S1.A1	1. Chart and track discipline data 2. PLC and School Wide Support teams (SWST) will identify priority social and behavioral strategies. 3. Individual, small group and assembly behavior programs 4. Parent conferences/communication	$0.00
3	G11.B1.S1.A1	1.Incorporate Reading and writing strategies into all core areas 2. Classroom walk throughs 3. Monitor progress towards school target on class and district assessments iReady	$0.00
4	G12.B1.S1.A1	1. Daily notification via Connect Ed messages to families when students are absent. 2. Personal call to families by attendance secretary when a student misses more than 3 days. 3. Attendance counseling groups for students with excessive absences.	$0.00
5	G2.B1.S1.A1	Lesson purposes and outcomes will be reviewed during classroom walk throughs with targeted teacher conversations related to the alignment and pacing of State Standards along with student progress.	$0.00
6	G2.B1.S1.A2	Collaborative planning and discussions of iReady Standard Mastery Assessment data, instructional focus, and student progress to analyze, review, and ensure the use of high impact instructional strategies are being implemented.	$0.00
7	G3.B1.S1.A1	Teacher will pull Geometry students during iReady-period 4 to provide additional instructional support.	$0.00
8	G4.B1.S1.A1	Teacher will pull the all Algebra 1 students during iReady-period 4 to provide additional instructional support.	$0.00
9	G4.B1.S1.A2	The creation of an additional Algebra 1 support class for accelerated students needing additional support.	$0.00
10	G4.B1.S2.A1	The creation of an additional Algebra 1 support class for accelerated students needing additional support.	$0.00
11	G5.B1.S1.A1	Lesson purposes and outcomes will be reviewed during classroom walk throughs with targeted teacher conversations related to the alignment and pacing of State Standards along with student progress.	$0.00
12	G6.B1.S1.A1	Classroom walk thoroughs and lesson plan discussions	$0.00
13	G7.B1.S1.A1	1. Classroom walk-through with targeted teacher conversations; collaborative planning and discussion on common assessments (school and iReady) 2. Student data chats regarding assessment data and quarterly grades. 3. Student progress monitoring determined by comparing student data with school targets.	$0.00
14	G8.B1.S1.A1	1. Provide opportunities to experience multiple texts 2. Utilize grade level common assessments and skills checks to remediate and reinforce concepts taught	$0.00
15	G9.B1.S1.A1	1. Classroom walk-through with targeted teacher conversations; collaborative planning and discussion on common assessments (school and district) 2. Student data chats regarding assessment data, quarterly grades, science content area vocabulary 3.	$0.00

		Student progress monitoring determined by comparing student data with school targets. 4. Adaptive Curriculum incorporating Hands-on labs.		
			Total:	**$0.00**