

Sarasota County Schools

Venice Middle School



2019-20 Schoolwide Improvement Plan

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Venice Middle School

1900 CENTER RD, Venice, FL 34292

www.sarasotacountyschools.net/venicemiddle

Demographics

Principal: Tomas Dinverno

Start Date for this Principal: 7/22/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	39%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (64%) 2017-18: A (66%) 2016-17: B (55%) 2015-16: B (58%) 2014-15: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Sarasota County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2018-19 Title I School</p> <p>No</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>39%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>22%</p>

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	B	B

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Venice Middle is to challenge and nurture our students by offering a high quality education and fostering a community of respect and understanding in a safe school environment. Our goal is to develop lifelong learners and caring citizens for the betterment of self and society.

Provide the school's vision statement.

The vision of Venice Middle is a school that fosters respect for and commitment to community and academic success.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Dinverno, Tomas	Principal	
Evans, Paula	Teacher, ESE	
Singer, Amber	School Counselor	
Nell, Susan	Teacher, K-12	Math Department Chair
Rice, Erin	Assistant Principal	
Bailey, Kim	School Counselor	
Schafer, Scott	Teacher, K-12	Social Studies Department Chair
Idoyaga, Eric	Assistant Principal	
Wilson, Bonnie	Administrative Support	
Doyle, Susan	Administrative Support	
Mikarts, Kristin	Teacher, K-12	ELA Department Chair
Walters, Elizabeth	Teacher, K-12	Science Department Chair

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	256	266	288	0	0	0	0	810
Attendance below 90 percent	0	0	0	0	0	0	4	2	5	0	0	0	0	11
One or more suspensions	0	0	0	0	0	0	1	2	1	0	0	0	0	4
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	40	56	52	0	0	0	0	148
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	9	7	9	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	6	1	7	0	0	0	0	14

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

54

Date this data was collected or last updated

Tuesday 10/1/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	29	39	58	0	0	0	0	126
One or more suspensions	0	0	0	0	0	0	19	28	31	0	0	0	0	78
Course failure in ELA or Math	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	0	0	52	45	0	32	0	0	0	129
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	16	26	23	0	0	0	0	65

Prior Year - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	29	39	58	0	0	0	0	126
One or more suspensions	0	0	0	0	0	0	19	28	31	0	0	0	0	78
Course failure in ELA or Math	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	0	0	52	45	0	32	0	0	0	129
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	16	26	23	0	0	0	0	65

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	61%	64%	54%	62%	62%	52%
ELA Learning Gains	52%	58%	54%	52%	59%	54%
ELA Lowest 25th Percentile	52%	50%	47%	39%	47%	44%
Math Achievement	74%	74%	58%	70%	71%	56%
Math Learning Gains	67%	66%	57%	60%	66%	57%
Math Lowest 25th Percentile	55%	56%	51%	41%	55%	50%
Science Achievement	62%	61%	51%	66%	59%	50%
Social Studies Achievement	87%	85%	72%	0%	91%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	256 (0)	266 (0)	288 (0)	810 (0)
Attendance below 90 percent	4 (29)	2 (39)	5 (58)	11 (126)
One or more suspensions	1 (19)	2 (28)	1 (31)	4 (78)
Course failure in ELA or Math	0 (1)	0 (0)	0 (0)	0 (1)
Level 1 on statewide assessment	40 (52)	56 (45)	52 (0)	148 (97)
	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	55%	63%	-8%	54%	1%
	2018	59%	63%	-4%	52%	7%
Same Grade Comparison		-4%				
Cohort Comparison						
07	2019	64%	64%	0%	52%	12%
	2018	59%	62%	-3%	51%	8%
Same Grade Comparison		5%				
Cohort Comparison		5%				
08	2019	62%	66%	-4%	56%	6%
	2018	71%	70%	1%	58%	13%
Same Grade Comparison		-9%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	52%	67%	-15%	55%	-3%
	2018	63%	66%	-3%	52%	11%
Same Grade Comparison		-11%				
Cohort Comparison						
07	2019	77%	73%	4%	54%	23%
	2018	77%	73%	4%	54%	23%
Same Grade Comparison		0%				
Cohort Comparison		14%				
08	2019	76%	65%	11%	46%	30%
	2018	62%	63%	-1%	45%	17%
Same Grade Comparison		14%				
Cohort Comparison		-1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	62%	62%	0%	48%	14%
	2018	66%	62%	4%	50%	16%
Same Grade Comparison		-4%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	77%	-77%	67%	-67%
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	86%	85%	1%	71%	15%
2018	79%	80%	-1%	71%	8%
Compare		7%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	99%	73%	26%	61%	38%
2018	100%	77%	23%	62%	38%
Compare		-1%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	69%	-69%	57%	-57%
2018	0%	71%	-71%	56%	-56%
Compare		0%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	19	40	44	42	58	54	24	56	24		
ELL	38	54	47	85	81	73	27	73			
ASN	54	83		85	92						
BLK	18	45		30	50						
HSP	53	57	54	70	66	57	51	82	65		
MUL	55	41		73	62		54	85			
WHT	63	51	49	75	67	56	66	89	71		
FRL	48	46	46	63	59	51	51	77	59		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	22	40	38	35	58	52	22	43			
ELL	36	50	53	59	64	58					
BLK	64	55		45	42						
HSP	45	49	48	68	70	68	60	82	86		
MUL	72	67		84	71						
WHT	65	59	46	77	72	61	69	80	73		
FRL	53	54	45	66	68	58	55	76	68		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	16	22	12	20	27	21	29				
ELL	20	39	36	40	61						
BLK				40	60						
HSP	49	48	52	59	48	35	67		57		
MUL	54	52		68	76	60	73				
WHT	64	52	36	73	61	40	66		52		
FRL	49	48	41	59	52	37	53		36		

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	82
Total Points Earned for the Federal Index	662
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	62
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	79
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	62
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	62
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

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

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

ELA Lowest 25th Percentile - Historically it has been very difficult to move students in the lower 25%. In recent years VMS has made gains toward moving this student group, however, in 2018-19 there was a downturn from the 2017-18 school year (52% compared to 58% respectively).

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

ELA Learning Gains, Math Lowest 25th Percentile, and Science Achievement all had a 6% decline from the prior year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

ELA Learning Gains - Our 6th grade students did not attain the LGs at the levels we predicted. Historically there has been challenges with our 6th grade cohort. Even with our IIL targeted instruction focus it did not yield the results the school was hoping for. Our 8th grade cohort also had a slight down turn and our lower 25% students across grades levels did not meet expectations related to LGs which effects overall LGs.

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

Social Studies Achievement (Civics) had a 6% improvement over the prior year. We implemented an after school support program that targeted students who needed additional support. Support needs were determined by our benchmark assessments that were aligned to state standards.

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

There was an increase in Level One students in 7th and 8th grades over the prior year.

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

1. ELA Lowest 25th Percentile
2. Math Lowest 25th Percentile
3. Science Achievement
4. Suspension Rate Reductions and Increasing Attendance Strategies

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA Lowest 25th Percentile
Rationale	To ensure students in the lowest quartile receive the instructional support necessary to attain the required learning gains in ELA as outlined in this Area of Focus. This rationale also places efficiencies on Students with Disabilities and Black/African Americans as identified by our Every Student Success Act (ESSA) data which makes up the school's two Targeted Support & Improvement students (TS&I) .

State the measurable outcome the school plans to achieve	By 2020, there will be a 4% increase in students demonstrating a learning gain in the lowest quartile in ELA from 52% in 2019 to 56% or greater in 2020.
Person responsible for monitoring outcome	Tomas Dinverno (tomas.dinverno@sarasotacountyschools.net)
Evidence-based Strategy	Venice Middle School will utilize the MTSS/RTI process as the researched/evidence-based instruction strategy to better support the identified students related to this the area of focus as well as the school's TS&I students. As part of this focus we will establish a base line of achievement for each student in reading using the i-Ready educational software. This platform will allow Administration and Teachers to assess every student and establish base-line data, areas of need, instructional feedback, and the ability to progress monitor ever student in both this are of focus and the school's TS&I students. This data and instructional information will then be the bases for determining the instructional strategy applied based on the three-tiered framework that uses increasingly more intense instruction and interventions matched to need.
Rationale for Evidence-based Strategy	Venice Middle School's rationale for using the MTSS/RTI process is to better align the schools instructional strategies to the Best Practices referenced by the FLDOE. The Response to Intervention (Rtl) has been described in Florida as a multi-tiered system of supports (MTSS) for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions.

Action Step	
Description	<p>1. Review 2018-19 ELA FSA Data and 2019 i-Ready AP1 diagnostic data to identify the Venice Middle School students who are in the lowest 25% in ELA for learning gains and any TS&I students as outlined by the school's ESSA data. Communicate this information with all teachers, support staff, and parents/families to partner with and ensure that all stakeholders are informed and included throughout the MTSS/RTI process. The remaining action steps referenced below will incorporate the MTSS/RTI process as the common instructional researched based strategy. This system is depicted as a three-tiered framework that uses increasingly more intense instruction and interventions matched to need.</p> <p>2. All students will be placed in an ELA Co-Teach class where the student to teacher ratio is 22 to 2, and one of the teachers is a certified ESE teacher. This instruction philosophy is also identified by the state of Florida as best practice when providing differentiated instruction and varying tiers of support related to the MTSS/RTI process.</p>

3. All level one and certain identified level two students will be placed in an ILA class. Students will receive Tier III interventions and incorporate i-Ready LAFs lessons and assessments along with the Rewards curriculum to provide phonics resources when needed.

4. All students will be placed in a i-Ready class where students will work on individualized lessons that are generated based on they current level and needs as determined by the i-Ready diagnostic referenced above. ELA teachers will also monitor student progress as they work to reach their learning goals and can change lesson paths or assign additional lesson to better align to the student's need and/or ability.

5. The administrative team will be meeting with identified students during the i-Ready period to implement Tier II interventions twice a week. The team will meet with eight small groups of students (between 4 to 6) to provided more intense instruction in an identified area of need. Provide small group instruction to include:

- a. i-Ready Toolbox lessons in the ELA domain
- b. Progress monitoring data by i-Ready standards mastery
- c. Document outcomes and evaluate outcomes and progress and complete Tier II for SWST referral if the student is not responding to the intervention based on data.

6. Specific emphasis on academic and social emotional needs of students in ESSA identified groups (Students with IEP's and Black Students). These groups will include mentoring, goal setting, progress monitoring, parental outreach, and data discussions with students.

7. Teachers will participate in district provided professional development on Disciplinary Literacy and plan for instruction in Tier I and Tier II strategies for promoting student understanding of text. Emphasis on standards that address areas of need based on state assessment data including integrating ideas and knowledge.

**Person
Responsible**

Eric Idoyaga (eric.idoyaga@sarasotacountyschools.net)

#2

Title Math Lowest 25th Percentile

Rationale To ensure students in the lowest quartile receive the instructional support necessary to attain the required learning gains in Math as outlined in this Area of Focus.

State the measurable outcome the school plans to achieve

By 2020, there will be a 4% increase in students demonstrating a learning gain in the lowest quartile in Math from 55% in 2019 to 59% or greater in 2020.

Person responsible for monitoring outcome

Tomas Dinverno (tomas.dinverno@sarasotacountyschools.net)

Evidence-based Strategy

Venice Middle School will utilize the MTSS/RTI process as the researched/evidence-based instruction strategy to better support the identified students related to this the area of focus. As part of this focus we will establish a base line of achievement for each student in math using the i-Ready educational software. This platform will allow Administration and Teachers to assess every student and establish base-line data, areas of need, instructional feedback, and the ability to progress monitor every student in both this area of focus. This data and instructional information will then be the bases for determining the instructional strategy applied based on the three-tiered framework that uses increasingly more intense instruction and interventions matched to need.

Rationale for Evidence-based Strategy

Venice Middle School's rationale for using the MTSS/RTI process is to better align the schools instructional strategies to Best Practices referenced by the FLDOE. The Response to Intervention (RtI) has been described in Florida as a multi-tiered system of supports (MTSS) for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions.

Action Step

1. Review 2018-19 Math FSA Data and 2019 i-Ready AP1 diagnostic data to identify the Venice Middle School students who are in the lowest 25% in Math for learning gains. Communicate this information with all teachers, support staff, and parents/families to partner with and ensure that all stakeholders are informed and included throughout the MTSS/RTI process. The remaining action steps referenced below will incorporate the MTSS/RTI process as the common instructional researched based strategy. This system is depicted as a three-tiered framework that uses increasingly more intense instruction and interventions matched to need.

Description

2. All students will be placed in an Math Co-Teach class where the student to teacher ratio is 22 to 2, and one of the teachers is a certified ESE teacher. This instruction philosophy is also identified by the state of Florida as best practice when providing differentiated instruction and varying tiers of support related to the MTSS/RTI process.

3. All students will be placed in a i-Ready class where students will work on individualized lessons that are generated based on they current level and needs as determined by the i-Ready diagnostic referenced above. Math teachers will also monitor student progress as they work to reach their learning goals and can change lesson paths or assign additional lesson to better align to the student's need and/or ability.

4. The administrative team will be meeting with identified students during the i-Ready period to implement Tier II interventions twice a week. The team will meet with eight small groups of students (between 4 to 6) to provide more intense instruction in an identified area of need. Provide small group instruction to include:

- a. i-Ready Toolbox lessons in the Math domain
- b. Progress monitoring data by i-Ready standards mastery
- c. Document outcomes and evaluate outcomes and progress and complete Tier II for SWST referral if the student is not responding to the intervention based on data.

5. Specific emphasis on academic and social emotional needs of students in ESSA identified groups (Students with IEP's and Black Students). These groups will include mentoring, goal setting, progress monitoring, parental outreach, and data discussions with students.

6. Math teachers will utilize IXL as a standards based remediation and extension for students in mathematics. This will include individualized practice for students on specific skills identified by the teacher to meet the student need in that area.

Person Responsible Eric Idoyaga (eric.idoyaga@sarasotacountyschools.net)

#3	
Title	Science Achievement
Rationale	The Venice Middle School rational for this are of focus is to ensure students in Science classes at all grade levels are receiving the instructional support necessary to attain the required Science achievement as outlined in this area of focus.

State the measurable outcome the school plans to achieve	By 2020, there will be a 4% increase in students demonstrating proficiency in Science from 62% in 2019 to 66% or greater in 2020.
Person responsible for monitoring outcome	Tomas Dinverno (tomas.dinverno@sarasotacountyschools.net)
Evidence-based Strategy	Venice Middle School will unitize the MTSS/RTI process as the researched/evidence-based instruction strategy to better support identified students related to this the area of focus. As part of this focus we will establish a base line of achievement for each student in Reading using the i-Ready educational software. This platform will allow Administration and Teachers to assess every student and establish base-line data, areas of need, instructional feedback, and the ability to progress monitor ever student in this are of focus. This data and instructional information will then be the bases for determining the instructional strategy applied based on the three-tiered framework that uses increasingly more intense instruction and interventions matched to need. Instruction will be aligned to the Science curriculum and standards incorporating the MTSS/RTI process with a focus on building content specific vobaulary and providing additional support with the continued development of targeted reading skills.
Rationale for Evidence-based Strategy	Venice Middle School's rational for using the MTSS/RTI process is to better align the schools instructional strategies to Best Practices referenced and indorsed by the FLDOE. The Response to Intervention (Rtl) has been described in Florida as a multi-tiered system of supports (MTSS) for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions.

Action Step

Description	<p>1. Review 2018-19 Science FSA Data and 2019 Reading i-Ready AP1 diagnostic data to apply the Problem-Solving Process as part of the overall MTSS/RTI process. The problem-solving process is critical to making the instructional adjustments needed for continual improvement and includes the following:</p> <ul style="list-style-type: none"> a. What is working? b. What is the problem? b. What is occurring? c. What are we going to do about it. <p>Once a clear direction and focus is developed we will be working with our Curriculum Leaders and District Curriculum Specialist (see action step #2).</p> <p>2. Schedule on-going professional development with our district curriculum specialist Mrs. Stancel. The related PDs will focus on the standards being assessed on FSA and lesson development centered around those standards. Teachers will use the formative, summative, and district Benchmark assessments to track and ensure students are</p>
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achieving mastery learning in the core area. Using this data as needed along with the MTSS/RTI Problem-solving process to reevaluate instructional strategies and provide feedback and support as instruction moves into the more intensive levels of the Tiered process.

3. Utilize CPTs to review and discuss the MTSS/RTI Problem Solving Process. Our curriculum leaders will facilitate the process with a focus on the 8th grade standards as all levels work to prepare our students to be successful on the FSA Science Assessment.

4. Additional support for aligned lesson development using the Defined Stem district resources on SIS. These lessons will align to state standards and look to emphasize classroom discussions and inquiry based learning.

5. The creation of a Science "Boot Camp" in the spring to provide an additional layer of support for those students who can benefit from additional targeted instruction. Science standards and skills will be instructed using IXL as well as teacher created materials. The camp will utilize certified science teachers that are/have been participating in the action plan outlined here to ensure consistency within this focus area.

Person Responsible Erin Rice (erin.rice@sarasotacountyschools.net)

#4	
Title	Social Emotional Learning (SEL) Suspension Rate Reductions and Increasing Attendance Strategies
Rationale	<p>Suspension Rate Reduction Strategies: To be proactive and educate students related to expectation and behaviors so as to reduce the number of students receiving 2 or more referrals.</p> <p>Increasing Attendance Strategies: To ensure student attendance stays within acceptable levels to the avoid negative impacts on student achievement.</p>
State the measurable outcome the school plans to achieve	<p>For Suspension Rate Focus: To reduce the number of students who receive 2 or more suspensions during the school year from 9% in 2018-19 to 7% in 2019-20.</p> <p>Increasing Attendance/ Focus: To increase our students satisfactory attendance from 81% in 2018-19 by 2% to 83% in the 2019-20 school year.</p>
Person responsible for monitoring outcome	Tomas Dinverno (tomas.dinverno@sarasotacountyschools.net)
Evidence-based Strategy	<p>Venice Middle School will utilize two evidence-based strategies:</p> <ol style="list-style-type: none"> 1. Positive Behavior Intervention and Support (PBIS), which encompasses a range of research-based strategies used to increase the quality of life and decrease problem behavior by teaching new skills and making changes in a person's environment” At Venice Middle School we have implemented three layers of PBI Supports. <ul style="list-style-type: none"> A. CHAMPS B. The Hero rewards program C. Civility Squad (monthly character traits for Student of the Month) 2. MTSS/RTI process to better align the schools behavioral strategies to the Best Practices referenced by the FLDOE. Collaborating with the School Wide Support Team (SWST) to provide attendance interventions that better support students and provide intervention to meet this focus goal.
Rationale for Evidence-based Strategy	Venice Middle School's rational for using the two strategies outlined above is to better align the schools behavioral strategies to the Best Practices referenced by the FLDOE related to the MTSS/RTI Process and PBIS to build awareness of behavior expectations throughout the school day whether in class, in common areas, in hall ways, in café, etc. to ensure we are creating a culture of respect, responsibility, and trust.
Action Step	
Description	<p>Action steps for the Reduction of Suspension Rates:</p> <ol style="list-style-type: none"> 1. Chart and track discipline data, put plans in place for students with repeated referrals and/or SIRS. Data is shared at staff meeting so teachers are aware of number of referrals and SIR's at each grade level and any trends. All referrals can be viewed on the school SharePoint Tracking System. 2. PLC and School Wide Support Team (SWST) will identify priority social and behavioral strategies. School psychologist and social worker referral when appropriate. Behavior Specialist to work with and provide teacher with Behavior Intervention Plans (BIPs) and support for students requiring Tire 3 interventions.

3. Individual, small group, and assembly behavior programs to include bullying, school rules/procedures, dress code, emotional control.
4. Parent conferences/communications to learn what does/does not work for students at home or in past educational situations.
5. Positive Behaviors Support monthly meetings (Open to all staff members). Committees include PBS Rewards, School Culture, CHAMPS implementation, Civility Squad implementation, Student of the Month and nominations/selections.
6. HERO Rewards program where students are rewarded by teachers, administrators, and staff with Charger Ca\$h in their HERO account to be redeemed for rewards and incentives.
7. Assigned mentors to work with students that have frequent behavior concerns. These mentors meet with students proactively to discuss behavior, attendance, and grades.
8. Behavior contracts written for students for use with specific teachers. These contracts are developed in a meeting with student, teacher, and behavior specialist present.
9. Incorporation of CHAMPS for students to understand how to be respectful, responsible, and safe.

Action for Increasing Attendance:

1. Daily notification via the Community Engagement messaging system to inform parents and families when students are absent.
2. Personal calls to parents and Families by attendance secretary when a student misses more than 3 days.
3. Attendance counseling groups for students with excessive absences.
4. School Wide Support Team (SWST) discusses student with truancy worker and comes up with a plan for monitoring
5. Monitor satisfactory attendance through district Attendance Works (Bi-Weekly)
6. Calls made home by counselors to see if supports need to be put in place
7. Attendance contracts and rewards for meeting goals
8. Monthly Attendance letter sent through SIS report to those students with 10% absent days. This keeps parents aware of students that are currently in the moderate/severe chronic absentee category.
9. Rewards for Perfect Attendance provided by a business partner
10. PBS positive reinforcement through positive staff interactions, nominations for civility squad

Person Responsible Erin Rice (erin.rice@sarasotacountyschools.net)

Additional Schoolwide Improvement Priorities (optional)

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

1. For the 2019-20 academic year the school is focusing on three area across all content areas. Additional areas of focus are on the following
 - a. Ensure lessons have engaging discussion question (.82 Effect size).
 - b. PBS/Champs to improve classroom climate and build relationships to foster a better and improved learning environment (.72 Effect Size).
 - c. Continued implementation of the MTSS/RTI process where the multi-tiered system of supports for providing high quality instruction and intervention is matched to student needs using learning rate over time and level of performance to inform instructional decisions.
2. ILA teachers to utilize DAR assessments for students requiring Phonics instruction as reported by the i-Ready diagnostic. Instructional strategies and content will be implemented using the Rewards instructional program for Phonics support and development.

3. As part of the districts ongoing professional development efforts this year there will be a 7th grade cohort of core teachers in all four areas who will receive training in Disciplinary Literacy strategies and instructional best practices. Additional and ongoing supports have been scheduled for the 2018-19 cohort to ensure these strategies remain current and a focused component of our teachers instructional practices.
4. Students who are experiencing academic difficulties can be referred to the School Wide Support Team (SWST). The SWST team meets weekly and can assist teachers when making decisions on how to best support our students academically, behaviorally, socially, and emotionally.
5. Open house, ongoing communications, and partnering programs with parents and families about our instructional programs and focus to best support students collectively as a school community to include all stakeholders. Additional community involvement including SAC Safety Committee, Family education, outreach.
6. i-Ready online instructional program to provide on level lessons for all students. The i-Ready program integrates powerful assessments and rich insights with effective and engaging instruction in Reading to address student individual needs which better allow for the tracking of student progress in our subgroup populations. For teachers, the program allows for informed instructional decisions making to better address student group needs instructionally by allowing for more targeted and focused lessons and activities.
7. Instructional strategies and best practices are aligned to Hattie's LISCs and effect size research along with Research Based Teaching's instructional models and philosophies. As a continued focus for the district and Venice Middle School the group of leaders and teacher (Mr. Dinverno, Mr. Idoyaga, and Ms. Quigley) who received PD in 2018-19 will continue to facilitate ongoing support and integration of both philosophies at the school level. The school is continuing to infuse these philosophies working with our curriculum leaders and providing ongoing PD so that all teachers are utilizing best practices aligned to Hattie's and Sapphire's work. Focus strategies for VMS include the following:
 - * Clear Learning Intentions
 - * Well developed Success Criteria to ensure Teacher Clarity
 - * Teacher/Student Relationships
 - * Formative Evaluation with timely feedback and opportunities for editing
 - * Reflection related to Hattie's effect sizes and how they can impact a teacher's classroom
 - * The Skillful Teacher Framework - Planning, Instruction, Motivation, and Classroom Management
 - * An understanding that research plays a significant roll in the use of instructional practices and that research based teaching with a focus on our lowest quartile and the student groups within that population is at the foundation of our instructional models.
8. District Dashboard and i-Ready use for Data chats with the lower quarter and ESSA students to ensure there is clarity related to current placement and instructional goals.
9. After school program to be staffed with certified teachers to provide additional support beyond regular school hours. This program will focus on course recovery for students as a preventative to summer school and additional support for students in math acceleration.
10. Common Planning time for ELA and ILA teachers to build collective efficacy in determining and developing high impact instructional strategies and lessons that ensure all subgroup students needs are being.
11. Students who are in the lowest quartile along with their subgroup populations and are also ELL, ESE, 504 or a combination there of are provided program support through the Co-Teacher model and monitored as approved and outlined by the district, state, and federal guidelines. Strategies and interventions are developed and implemented using a collaborative approach where evaluations, student data, and student, parent, teacher(s), and committee members (i.e. CARE Team, Conferences, SWST, Revaluation Reviews, etc.) feedback are all incorporated to create an educational plan that best supports that student and provides the least restrictive environment in accordance with the MTSS/RTI process.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ELA Lowest 25th Percentile				\$0.00
2	III.A.	Areas of Focus: Math Lowest 25th Percentile				\$24,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0451 - Venice Middle School	Other		\$24,000.00
			<i>Notes: Funding to be used for: 1. Teaching during planning period of small group instruction for students needing remediation for Algebra I in addition to in-class support. 2. Student licenses for differentiated online work by standard using IXL for mathematics. 3. After school Course recovery and content support for students below grade level in math content areas during each quarter.</i>			
3	III.A.	Areas of Focus: Science Achievement				\$0.00
4	III.A.	Areas of Focus: Social Emotional Learning (SEL) Suspension Rate Reductions and Increasing Attendance Strategies				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0451 - Venice Middle School			\$0.00
			<i>Notes: Notes</i>			
					Total:	\$24,000.00