

Sarasota County Schools

Venice Middle School



2020-21 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: 6/15/2018

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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	39%
2019-20 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%)
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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Venice Middle School

1900 CENTER RD, Venice, FL 34292

www.sarasotacountyschools.net/venicemiddle

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	37%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	23%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	B

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Purpose and Outline of the SIP

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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, position title, and job duties/responsibilities 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
Wilson, Bonnie	Administrative Support	
Mikarts, Kristin	Teacher, K-12	ELA Department Chair
Walters, Elizabeth	Teacher, K-12	Science Department Chair
Shurley, Ryan	Assistant Principal	

Demographic Information

Principal start date

Friday 6/15/2018, Tomas Dinverno

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

45

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Total number of teacher positions allocated to the school

52

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
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2019-20 School Improvement (SI) Information*	
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Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	264	258	285	0	0	0	0	807
Attendance below 90 percent	0	0	0	0	0	0	5	6	19	0	0	0	0	30
One or more suspensions	0	0	0	0	0	0	9	11	27	0	0	0	0	47
Course failure in ELA	0	0	0	0	0	0	1	1	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	1	1	0	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	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	3	1	10	0	0	0	0	14

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	1	1	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 8/4/2020

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	
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

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	

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		
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	

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	

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%

School Grade Component	2019			2018		
	School	District	State	School	District	State
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	
	(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.

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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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

ESSA Federal Index	
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%	0
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%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
Multiracial Students	
Federal Index - Multiracial Students	62
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

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

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

ELA Lowest 25th Percentile - 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. 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?

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 including ESSA Student Populations
2. Math Lowest 25th Percentile including ESSA Student Populations
3. Science Achievement
4. Suspension Rate Reductions and Increasing Attendance Strategies

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to African-American

Area of Focus Description and Rationale:	To ensure students in the lowest quartile receive the instructional support necessary to attain the required learning gains in ELA and Math 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) .
Measurable Outcome:	By 2021, there will be a 4% increase in students demonstrating a learning gain in the lowest quartile in ELA from 52% in 2019 to 56% and Mathematics from 55% to 59% in 2021.
Person responsible for monitoring outcome:	Erin Rice (erin.rice@sarasotacountyschools.net)
Evidence-based Strategy:	Venice Middle School will utilize the MTSS/RTI process as the researched/ evidence-based instruction strategy to better support identified students related to this the area of focus as well as the school's TS&I students. As part of this focus a baseline of achievement will be established for each student in reading using the i-Ready educational software. This platform will allow Administration and Teachers to assess every student and establish baseline data, including areas of need, provide instructional feedback, and the ability to progress monitor ever student in both this area of focus and the school's TS&I students. This data and instructional information will then be the basis for determining the instructional strategy applied based on the three-tiered framework that uses increasingly more intense instruction and interventions matched to the individual student need.
Rationale for Evidence-based Strategy:	Venice Middle School's rationale for using the MTSS/RTI process is to better align the school's instructional strategies to the 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 Steps to Implement

1. Instructional staff and Leadership Team will review 2018-19 ELA FSA Data and 2019 i-Ready AP1-AP2 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 stepsreferenced 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.

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

2. Tier 1 Instructional model: Students scheduled in an ELA and 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.

Person Responsible Paula Evans (paula.evans@sarasotacountyschools.net)

3. Tier 2 Support for Remote and In-Person Learners utilizing progress monitoring data from i-Ready, core class grades, attendance, and behavior data. Tier 2 provided in ELA, MATH, SCIENCE, and SOCIAL

STUDIES for 6th-8th grade students identified as striving learners from prior data and ongoing data review. Tier 2 started 1st day of school with specific team of providers.

Person Responsible Tomas Dinverno (tomas.dinverno@sarasotacountyschools.net)

4. Tier 2 Support: The administrative team and selected teachers 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 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.

Person Responsible Tomas Dinverno (tomas.dinverno@sarasotacountyschools.net)

5. Tier 3 Support: 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.

Person Responsible Bonnie Wilson (bonnie.wilson@sarasotacountyschools.net)

6. Instructional Staff and Leadership team to analyze data from i-Ready Standards Mastery to then utilize data to drive instructional decisions around student need based on performance on grade level standards. Along with focus area of classroom discussion, instructional staff to work with students on i-Ready data chats with the lower quarter and ESSA students to ensure there is clarity related to current placement with instructional lessons and progress toward i-Ready typical and stretch goals.

Person Responsible Ryan Shurley (ryan.shurley@sarasotacountyschools.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	To ensure students in the lowest quartile receive the instructional support necessary to attain the required learning gains in ELA and Mathematics 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) .
Measurable Outcome:	By 2021, there will be a 4% increase in students demonstrating a learning gain in the lowest quartile in ELA from 52% in 2019 to 56% and Mathematics from 55% to 59% in 2021.
Person responsible for monitoring outcome:	Paula Evans (paula.evans@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 baseline 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 baseline data, including areas of need, provide instructional feedback, and the ability to progress monitor ever student in both this area 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 school's instructional strategies to the 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 Steps to Implement

1. Tier 1 Instructional Model: Students scheduled in 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.

Person Responsible Tomas Dinverno (tomas.dinverno@sarasotacountyschools.net)

2. Tier 2 Support: Students, in-person and remote, 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.

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

3. Math Instructional Staff monitor Alerts, Minutes, Pass rates for i-Ready data and specifically in Math recommend students for math acceleration based on student performance on i-Ready diagnostic, standards mastery, and FSA performance.

Person Responsible Ryan Shurley (ryan.shurley@sarasotacountyschools.net)

4. Math Instructional Staff and Leadership Team review 2018-19 Math and ELA 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.

Person Responsible Ryan Shurley (ryan.shurley@sarasotacountyschools.net)

5. Tier 3 Support: Specific emphasis on academic and social emotional needs of students in ESSA identified groups (Students with IEP's and Black/African-American Students). These groups will include mentoring, goal setting, progress monitoring, parental outreach, and data discussions with students.

Person Responsible Bonnie Wilson (bonnie.wilson@sarasotacountyschools.net)

#3. Instructional Practice specifically relating to Science

Area of Focus	The Venice Middle School rationale for this area 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.
Description and Rationale:	
Measurable Outcome:	By 2021, there will be a 4% increase in students demonstrating proficiency in Science from 62% in 2019 to 66% or greater in 2021.
Person responsible for monitoring outcome:	Tomas Dinverno (tomas.dinverno@sarasotacountyschools.net)
Evidence-based Strategy:	Leadership Team, along with Science Department Teachers and Support Staff, will analyze the 2019-20 Science Benchmark Assessment Data along with 2018-19 NSSA information and complete gap analysis. Students performing lower than peers in specific standards will be provided remediation and reteaching in specific areas.
Rationale for Evidence-based Strategy:	Using the tier 2 and tier 3 educational support for students, research based on Florida RTI and MTSS (multi-tiered systems of support) provides evidence based strategies for instruction with students.

Action Steps to Implement

1. Utilize PLCs 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.

Person Responsible Elizabeth Walters (elizabeth.walters@sarasotacountyschools.net)

2. Additional support for aligned lesson development using district resources on MYSCS and IXL. These lesson will align to state standards and look to emphasize classroom discussions and inquiry based learning.

Person Responsible Elizabeth Walters (elizabeth.walters@sarasotacountyschools.net)

3. 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 Elizabeth Walters (elizabeth.walters@sarasotacountyschools.net)

#4. Culture & Environment specifically relating to Positive Behavior Intervention and Supports**Area of Focus**

Description and Rationale: Social Emotional Learning (SEL) as the cause with the effect of lower suspension rates.

Measurable Outcome: To reduce the number of students who receive 2 or more suspensions during the school year from 9% in 2018-19 to 7% in 2020-21.

Person responsible for monitoring outcome:

Erin Rice (erin.rice@sarasotacountyschools.net)

Evidence-based Strategy:

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.

A. CHAMPS

B. The Hero rewards program

C. Civility Squad (monthly character traits for Student of the Month)

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 rationale 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 Steps to Implement

1. 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.

Person

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

2. Individual, small group, and assembly behavior programs to include bullying, school rules/procedures, dress code, emotional control.

Person

Responsible Bonnie Wilson (bonnie.wilson@sarasotacountyschools.net)

3. 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.

Person

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

4. Parent conferences/communications to learn what does/does not work for students at home or in past educational situations.

Person Responsible Bonnie Wilson (bonnie.wilson@sarasotacountyschools.net)

5. Behavior contracts written for students for use with specific teachers. These contracts are developed in a meeting with student, teacher, and behavior specialist present.

Person Responsible Bonnie Wilson (bonnie.wilson@sarasotacountyschools.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

- 1. For the 2020-21 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 formative/summative assessments for students requiring additional instruction as reported by the i-Ready diagnostic. Instructional strategies and content will be implemented using the Rewards instructional program for ELA support and development.**
- 3. Virtual 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.**
- 4. i-Ready online instructional program to provide on level lessons for all students. The iReady 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 with instruction by allowing for more targeted and focused lessons and activities.**
- 5. Instructional strategies and best practices are aligned to Hattie's 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 teachers 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:**
 - Classroom Discussions**
 - Classroom Climate**
 - Growth Mindset**
- 6. 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. Support for students will include test taking strategies.**
- 7. 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.**
- 8. Students who are in the lowest quartile, both in-person and remote, 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 IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The Venice Middle School Boosters and Business Partners is open to all families, staff, and community partners. Meetings are held monthly to review stakeholder input and review budget and published agendas.

The Venice Middle School School Advisory Council meetings are monthly held public meetings with agendas posted on the VMS Website. Each meeting reviews old business, new business, budget and fund requests, as well as the Safety and Security Team which consists of SAC members.

The Venice Middle School Shared Decision Making Team meetings are monthly with published agendas after input is sought from instructional and classified staff. Minutes and agendas are posted on the VMS Sharepoint and email.

As part of the Positive Behavior Support Plan, Venice Middle School partners with stakeholders to collaborate on the expectations that each person is responsible for:

. School Expectations

Teachers are expected to:

- Communicate positively with parents and students
- Increase time on task
- Increase academic and behavioral interventions
- Be consistent
- Actively supervise students
- Teach and reinforce school and team expectations including CHAMPS

Support staff /School administrators are expected to:

- Communicate positively with parents and students
- Increase academic and behavioral interventions
- Be consistent
- Reinforce school and team expectations
- Increase time on task; decrease class interruptions

Parents are expected to:

- Reinforce school and team expectations
- Contribute to improved student performance (check agenda and school website, communicate with teachers)
- Sign in at the office with identification when arriving on campus
- Schedule meeting/conferences with school personnel
- Keep contact information current

Students are expected to:

- Contribute to improving their performance
- Stay on task
- Respectfully communicate ideas, needs and questions
- Follow school and team expectations
- Share all school related information with parents
- Follow the guide lines in the county code of conduct, dress code, and agenda planner

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: African-American	\$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
Total:			\$0.00