



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Venice Elementary School

150 MIAMI AVE E

Venice, FL 34285

941-486-2111

www.sarasotacountyschools.net/veniceelementary

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 41%
Alternative/ESE Center No	Charter School No	Minority Rate 21%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A
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SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Venice Elementary School

Principal

Theresa Baus

School Advisory Council chair

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Allison Hamley	Teacher on Special Assignment
Theresa Miers	SLP
Dana Cales	Science/Teachnology Lab Teacher
Laura Olberding	ESE Liaison
Danielle Nutten	ESE Liaison
Lori Christie	Guidance Counselor
Jim Camelo	School Social Worker
Mary Pillsbury	School Nurse
Kristi Laine	School Psychologist
Jon Mari	School Psychologist

District-Level Information

District

Sarasota

Superintendent

Mrs. Lori White

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

SAC consists of 11 Venice Elementary staff members including the principal and a combination of 12 parents or community business representatives.

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

SAC will meet monthly and will discuss and review all academic data pertinent to all students at Venice Elementary; make decisions regarding the expenditures of SAC fund; work with school staff to develop a plan for A+ funds; and give suggestions and approve the Venice Elementary annual budget.

Projected use of school improvement funds, including the amount allocated to each project

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

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Theresa Baus

Principal

Years as Administrator: 11

Years at Current School: 11

Credentials

BA Elementary Education; MA in Administration and Supervision; Certified in Elementary Ed 1-5, Early Childhood, School Principal K-12, and Gifted Endorsement

Performance Record

Venice Elementary had achieved the status of A+ each year I have been a principal. During this past school year, 2-03, Grade A, FCAT R 86, M 79, LGR 73, LGM 71, Lowest 25% R 89, N
 03-04, Grade A, FCAT R 86, M 76, LGR 66, LGM 62, Lowest 25% R 59, N
 04-05, Grade A, FCAT R 85, M 80, LGR 58, LGM 51, Lowest 25% R 60, Y
 05-06, Grade A, FCAT R 89, M 83, LGR 70, LGM 66, Lowest 25% R 76, N
 06-07, Grade A, FCAT R 88, M 84, LGR 85, LGM 66, Lowest 25% R 84, Y
 07-08, Grade A, FCAT R 90, M 89, LGR 73, LGM 72, Lowest 25% R 59, Y
 08-09, Grade A, FCAT R 95, M 90, LGR 76, LGM 68, Lowest 25% R 65, N
 09-10, Grade A, FCAT R 91, M 90, LGR 71, LGM, 59, Lowest 25% R 66, N
 10-11, Grade A, FCAT R 93, M 81, LGR 80, LGM 50, Lowest 25% R 78, N
 11-12, Grade A, FCAT R 78, M 69, LGR 73, LGM 75, Lowest 25% R 59
 12-13, Grade A, complete data has not been published to principal at this time

Classroom Teachers**# of classroom teachers**

47

receiving effective rating or higher

47, 100%

Highly Qualified Teachers

100%

certified in-field

47, 100%

ESOL endorsed

28, 60%

reading endorsed

1, 2%

with advanced degrees

31, 66%

National Board Certified

6, 13%

first-year teachers

5, 11%

with 1-5 years of experience

11, 23%

with 6-14 years of experience

13, 28%

with 15 or more years of experience

23, 49%

Education Paraprofessionals**# of paraprofessionals**

3

Highly Qualified

, 0%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

5

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

All new teaching staff is assigned a school mentor to assist with learning and understanding the culture of our school as well as the routines and expectations. Mentors are placed with mentees based on certification and experience where possible.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Guidance Counselor meets with grade level teams at the beginning of the year to share the MTSS process necessary for working with a child who is struggling. The Guidance Counselor as well as Team Leader works with teachers to review MTSS paperwork and to make suggestions. In all MTSS the goals of the school SIP are reflected with an expectation that 80% of students or higher meet all graphed benchmarks,

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data sources used at Venice Elementary in the MTSS process include weekly grade level assessments, weekly focused classwork, FAIR assessment data, SM data, and county Benchmark Assessment data in math and science.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Guidance Counselor will make a MTSS presentation individually to each grade level. Guidance Counselor will make a presentation to SAC focusing on all facets of MTSS. Teacher on Special Assignment will review all data available with staff in teams and individually. This focus on data will also be shared with parents during SAC meetings throughout the year.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Stephanie Clem	Kindergarten Teacher

Name	Title
Gretchen Betts	Grade 1 Teacher
Anita Macauley	Grade 2 Teacher
Amanda Hicks	Grade 3 Teacher
Kate Baber	Grade 4 Teacher
Tracy Hogan	Grade 5 Teacher
Theresa Miers	SLP
Dana Cales	Science/Technology Lab Teacher
Allison Hamley	Teacher on Special Assignment

How the school-based LLT functions

The LLT meets once a month to discuss MTSS, Professional Development, CCSS, the Reading Wonders Series, the Countywide Reading Plan, Literacy Day, and reading interventions for struggling readers.

Major initiatives of the LLT

The major initiatives this year will be the dual implementation of NGSS and CCSS as well as the mastery for all staff of the new Reading Wonders series.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

NA

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Students are invited to an open house in the spring prior to their kindergarten year to tour the school and to meet school staff. All pre-schools in the community collect data on the progress of all students as they transition into Kindergarten. These data sheets are shared with all Kindergarten staff so that our students have a smooth transition into school. In addition, the VES PTO offers many activities during the school year that prospective kindergarten students are invited to attend.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	82%	82%	Yes	84%
American Indian				
Asian				
Black/African American				
Hispanic	73%	64%	No	75%
White	83%	83%	Yes	84%
English language learners	50%		No	55%
Students with disabilities	59%	33%	No	63%
Economically disadvantaged	73%	68%	No	75%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	69	27%	29%
Students scoring at or above Achievement Level 4	138	55%	57%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	37%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	43%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	167	66%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	50	79%	83%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	13	45%	79%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		65%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		63%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	52	57%	61%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		85%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	66%	69%	Yes	69%
American Indian				
Asian				
Black/African American				
Hispanic	60%	68%	Yes	64%
White	67%	69%	Yes	70%
English language learners	50%		No	55%
Students with disabilities	49%		No	54%
Economically disadvantaged	57%	54%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	96	38%	40%
Students scoring at or above Achievement Level 4	79	31%	33%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	11	65%	67%
Students scoring at or above Level 7	[data excluded for privacy reasons]		16%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	162	64%	68%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	41	65%	69%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	34	44%	46%
Students scoring at or above Achievement Level 4	23	30%	32%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		33%
Students scoring at or above Level 7	[data excluded for privacy reasons]		33%

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	42	9%	5%
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade	6	7%	
Students who receive two or more behavior referrals	7	1%	
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	1	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Venice Elementary sets a target of participation by 95% of our parents in a school year. This participation includes attendance at one of our two Open House events, attendance at PTO sponsored events throughout the year, and attendance at parent conferences.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents will attend at least one Open House or one PTO event during the 2013-2014 school year.	468	95%%	95%%

Goals Summary

- G1.** By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency.
- G2.** By the year 2014, there will be a minimum of a four percentage point increase for all student groups where less than 70% or more are currently demonstrating proficiency .
- G3.** By the year 2014 there will be a minimum of a two percentage point increase for all student subgroups where 70% or more are currently demonstrating proficiency.
- G4.** By the year 2014 there will be a minimum of a two percentage point increase for all student subgroups where 70% or more are currently demonstrating proficiency.
- G5.** By the year 2014, there will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency.
- G6.** .By the year 2014 there will be a minimum of a two percentage point increase for all student subgroups where 70% or more are currently demonstrating proficiency.
- G7.** By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain.
- G8.** By the year 2014, there will be a minimum of a four percentage point increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay.

Goals Detail

G1. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency.

Targets Supported

- Math (Elementary and Middle AMO's, Elementary and Middle FCAT 2.0)

Resources Available to Support the Goal

- Increase math teaching block at grades 3, 4, and 5 to 90 minutes; Thinking Map training focused on Math instruction and improving students' mental math skills

Targeted Barriers to Achieving the Goal

- Teachers are not well versed in teaching their students to complete mental math activities nor are they accustomed to making a 90 minute math block a meaningful learning time and not a time to just add more practice

Plan to Monitor Progress Toward the Goal

Review weekly/quarterly classroom assessments in Envision series grades 3, 4, and 5; walk-through classrooms to assess for implementation of Thinking Maps in Math

Person or Persons Responsible

Classroom teachers at grades 3, 4, and 5; Theresa Baus and Allison Hamley

Target Dates or Schedule:

On-going throughout the 2013-2014 school year

Evidence of Completion:

Spring FCAT 2.0 Math scores

G2. By the year 2014, there will be a minimum of a four percentage point increase for all student groups where less than 70% or more are currently demonstrating proficiency .

Targets Supported

Resources Available to Support the Goal

- Increase math teaching block at grades 3, 4, and 5 to 90 minutes; Thinking Map training focused on Math instruction and improving students' mental math skills

Targeted Barriers to Achieving the Goal

- Teachers are not well versed in teaching their students to complete mental math activities nor are they accustomed to making a 90 minute math block a meaningful learning time and not a time to just add more practice. In addition, teachers will need to group struggling students based on their Spring 2013 math scores in order to target missing skills.

Plan to Monitor Progress Toward the Goal

PLC meetings with principal

Person or Persons Responsible

Grades 3, 4, and 5 staff, Theresa Baus, Allison Hamley

Target Dates or Schedule:

Monthly 2013-2014 school year

Evidence of Completion:

Spring 2014 FCAT Math scores

G3. By the year 2014 there will be a minimum of a two percentage point increase for all student subgroups where 70% or more are currently demonstrating proficiency.

Targets Supported

Resources Available to Support the Goal

- ULS curriculum, on-line learning activities, iPads with Proloquo2go programs, ULS assessments

Targeted Barriers to Achieving the Goal

- Students who are InD vary greatly in their short term and long term memory and in IQ. Students in this population tested on the FAA can have a 50 IQ or a 69 and this greatly affects our scores.

Plan to Monitor Progress Toward the Goal

PLC meetings with ESE PLac

Person or Persons Responsible

Theresa Baus and ESE Team

Target Dates or Schedule:

on-going throughout the 2013-2014 school year

Evidence of Completion:

Spring 2014 FAA scores in Math

G4. By the year 2014 there will be a minimum of a two percentage point increase for all student subgroups where 70% or more are currently demonstrating proficiency.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- New Technology Lab and Technology Teacher

Targeted Barriers to Achieving the Goal

- Students do not have an opportunity to complete in-depth study of the Science content and scientific vocabulary necessary for success with the fifth grade science curriculum.

Plan to Monitor Progress Toward the Goal

Classroom assessments, classroom rubrics for Power Point presentations

Person or Persons Responsible

Grade 5 Team

Target Dates or Schedule:

on-going throughout the 2013-2014 school year

Evidence of Completion:

Spring 2014 FCAT 2.0 Science scores

G5. By the year 2014, there will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency.

Targets Supported

- Reading (AMO's, FCAT2.0)

Resources Available to Support the Goal

- Reading Wonders materials, SM technology resource, reading support teacher, FAIR repots, RW assessments, Thinking Maps

Targeted Barriers to Achieving the Goal

- Maintaining 82% of students scoring at Level 3,4 and 5 will be difficult because 1/3 of the student scores will be based on a different population, and there is a very small margin for student error.

Plan to Monitor Progress Toward the Goal

Review of FAIR data and MTSS data

Person or Persons Responsible

Theresa Baus and Allison Hamley

Target Dates or Schedule:

On-going throughout the year

Evidence of Completion:

data form FAIR, data from MTSS meetings, and FCAT 2.0 grade 2 Spring 2014 data

G6. By the year 2014 there will be a minimum of a two percentage point increase for all student subgroups where 70% or more are currently demonstrating proficiency.

Targets Supported

- Reading (FAA)

Resources Available to Support the Goal

- ULS curriculum, on-line learning activities, iPads with Proloquo2go prgrams, ULS assessments

Targeted Barriers to Achieving the Goal

- Students who are InD vary greatly in their short term and long term memory and in IQ. Students in this population tested on the FAA can have a 50 IQ or a 69 and this greatly affects our scores.

Plan to Monitor Progress Toward the Goal

Review of grades and quarterly classroom assessments

Person or Persons Responsible

InD teachers and Theresa Baus

Target Dates or Schedule:

Quarterly during the 2013-2014 school year

Evidence of Completion:

Spring 2014 FAA Reading scores

G7. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain.

Targets Supported

- Reading (Learning Gains)

Resources Available to Support the Goal

- Reading Wonders materials, SM technology resource, reading support teacher, FAIR reports, RW assessments, Thinking Maps

Targeted Barriers to Achieving the Goal

- Because a high percentage of of VES students score at Levels 4 and 5 each year, there is a greater challenge for these students to maintain their Learning Gains. It is much more difficult to continue at these high levels where there is almost no room for errors. Learning gains can be affected by the barriers that also come with the adoption of new CCSS and a new Reading series.

Plan to Monitor Progress Toward the Goal

Individual meetings with teachers to discuss reading instruction and reading groups for high achievers

Person or Persons Responsible

Theresa Baus and grades 3, 4, and 5 staff

Target Dates or Schedule:

on-going throughout the 2013-2014 school year

Evidence of Completion:

Spring 2014 FCAT Reading scores

G8. By the year 2014, there will be a minimum of a four percentage point increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay.

Targets Supported

- Reading ()
- Writing

Resources Available to Support the Goal

- Thinking Maps Training, monthly essays for 4th graders, PLCs to discuss writing strategies

Targeted Barriers to Achieving the Goal

- A barrier for success in achieving this goal is that our teachers are focusing on both the NGSS and the CCSS and the requirements of the state standards vary greatly. There are many students with a 504 for ADHD and these children historically struggle with being able to focus for a solid 45 minutes and effectively complete a coherent prompt.

Plan to Monitor Progress Toward the Goal

Monthly and/or quarterly writing assessments will be given; scores from these assessments will be reviewed by the principal; teachers will meet quarterly with Guidance Counselor to discuss individual 4th grade students with a 504 for ADHD concerns

Person or Persons Responsible

4ht grade team, Theresa Baus, Lori Christie

Target Dates or Schedule:

on-going throughout the 2013-2014 school year

Evidence of Completion:

Spring FCAT Writing scores

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency.

G1.B1 Teachers are not well versed in teaching their students to complete mental math activities nor are they accustomed to making a 90 minute math block a meaningful learning time and not a time to just add more practice

G1.B1.S1 Provide Thinking Maps Training focused on Math instruction; revise the specials schedule to provide a 90 minute math block at grades 3, 4, and 5

Action Step 1

Schedule Thinking Maps training for Professional Day; revise Specials and other related schedules

Person or Persons Responsible

Theresa Baus

Target Dates or Schedule

Summer and Fall of 2014

Evidence of Completion

Thinking Maps Training on August 14, 2013 and October 24, 2013; revised school specials schedule

Facilitator:

Caroline Robertson and Elisha Jennings

Participants:

All Instructional staff

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

Classroom walk-throughs; PLC meetings with teams, IPDP meetings; Thinking Maps input from Team Leaders

Person or Persons Responsible

Theresa Baus

Target Dates or Schedule

On-going throughout the school year as well as targeted Professional Days

Evidence of Completion

Spring FCAT 2.0 Math scores

Plan to Monitor Effectiveness of G1.B1.S1

Meetings with team leaders to discuss the effectiveness of the altered schedule as well as Thinking Maps strategies taught at PD sessions; PLC discussions regarding math instruction

Person or Persons Responsible

Grades 3, 4, and 5 teachers and Theresa Baus and Allison Hamley

Target Dates or Schedule

Beginning of the year and then on-going throughout the 2013-2014 school year

Evidence of Completion

Spring FCAT 2.0 Math Scores

G2. By the year 2014, there will be a minimum of a four percentage point increase for all student groups where less than 70% or more are currently demonstrating proficiency .

G2.B1 Teachers are not well versed in teaching their students to complete mental math activities nor are they accustomed to making a 90 minute math block a meaningful learning time and not a time to just add more practice. In addition, teachers will need to group struggling students based on their Spring 2013 math scores in order to target missing skills.

G2.B1.S1 PLC meetings to develop effective strategies for planning the 90 minute math block and selecting specific Thinking Maps for helping struggling students to develop mental math skills, as well as developing classroom activities for helping students master math facts. A lack of knowledge of math facts is usually a missing skill for struggling students.

Action Step 1

PLCs meet at least twice a month to focus on the math curriculum, Thinking Maps that will help students with mental math, and specific activities that will increase student rote memory of facts.

Person or Persons Responsible

Grades 3, 4, and 5 PLCs

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Weekly Envision Math assessments

Facilitator:

Caroline Robertson, Elisha Jennings, and Sue D'Angelo

Participants:

All instructional staff

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

Classroom walk-throughs, formal observations of staff by principal, review of county-wide benchmark assessments, monthly meetings with PLCs

Person or Persons Responsible

Theresa Baus

Target Dates or Schedule

on-going throughout the 2013-2014 school year

Evidence of Completion

Spring 2014 FCAT Math scores

Plan to Monitor Effectiveness of G2.B1.S1

County-wide benchmark assessments, Envision Topic Assessments,

Person or Persons Responsible

Theresa Baus and Allison Hamley

Target Dates or Schedule

On-going throughout the 2013-2014 school year

Evidence of Completion

Spring 2014 FCAT 2.0 Math scores

G3. By the year 2014 there will be a minimum of a two percentage point increase for all student subgroups where 70% or more are currently demonstrating proficiency.

G3.B1 Students who are InD vary greatly in their short term and long term memory and in IQ. Students in this population tested on the FAA can have a 50 IQ or a 69 and this greatly affects our scores.

G3.B1.S1 Include SLP, OT, and PT in teaching math skills during therapy and in inclusion sessions in the classroom.

Action Step 1

Work with InD students on counting skills and addition and subtraction skills

Person or Persons Responsible

Classroom teachers of InD students, SLP, OT and PT

Target Dates or Schedule

During therapy sessions and inclusion classroom sessions

Evidence of Completion

Spring 2014 FAA scores in Math

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

Classroom walk-throughs, formal observations ESE team meetings

Person or Persons Responsible

Theresa Baus

Target Dates or Schedule

on-going throughout the 2013-2014 school year

Evidence of Completion

Spring 2014 FAA scores in Math

Plan to Monitor Effectiveness of G3.B1.S1

review of classwork

Person or Persons Responsible

InD teachers and Theresa Baus

Target Dates or Schedule

on-going throughout the 2013-2014 school year

Evidence of Completion

Spring 2014 FAA scores in Math

G4. By the year 2014 there will be a minimum of a two percentage point increase for all student subgroups where 70% or more are currently demonstrating proficiency.

G4.B1 Students do not have an opportunity to complete in-depth study of the Science content and scientific vocabulary necessary for success with the fifth grade science curriculum.

G4.B1.S1 Students will attend Technology Lab and use skills learned to develop Power Points focused on specific areas of the science curriculum. Students will also focus practice in the Tech Lab on science vocabulary.

Action Step 1

Meetings with 5th Grade PLC and Technology teacher to focus Technology curriculum

Person or Persons Responsible

Technology Teacher and 5th Grade team

Target Dates or Schedule

On-going throughout the 2013-2014 school year

Evidence of Completion

Power Point presentations in class and products produced in the Technology Lab

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

Classroom walk-throughs and formal observations; PLC meeting discussions

Person or Persons Responsible

Theresa Baus, Dana Cales, Grade 5 Team

Target Dates or Schedule

on-going throughout the 2013-2014 school year

Evidence of Completion

Spring 2014 FCAT 2.0 Science scores

Plan to Monitor Effectiveness of G4.B1.S1

Classroom walk-throughs, formal observations

Person or Persons Responsible

Theresa Baus

Target Dates or Schedule

on-going throughout the 2013-2014 school year

Evidence of Completion

Spring 2014 FCAT 2.0 Science scores

G5. By the year 2014, there will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency.

G5.B1 Maintaining 82% of students scoring at Level 3,4 and 5 will be difficult because 1/3 of the student scores will be based on a different population, and there is a very small margin for student error.

G5.B1.S1 PLC meetings at third grade are focused on CCSS as well as the NGSS tested on FCAT 2.0 in Reading. Teachers meet in PLC once a week to share strategies and materials. Below level students on placed into MTSS to develop effective interventions to bring students up to level. Teachers are participating in workshops on the new Reading Wonders series.

Action Step 1

Plan and develop effective PLC meetings to share strategies and share reading interventions.

Person or Persons Responsible

Third Grade Team and TOSA

Target Dates or Schedule

On-going throughout the year

Evidence of Completion

FCAT 2.0 Reading scores for grade 3 students

Facilitator:

Thinking Maps Trainers

Participants:

All instructional staff

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

Attend third grade team PLCs and Thinking Maps training

Person or Persons Responsible

Theresa Baus

Target Dates or Schedule

Continuously throughout the school year

Evidence of Completion

Grade 3 student FCAT 2.0 scores Spring 3014

Plan to Monitor Effectiveness of G5.B1.S1

Review FAIR data by individual student and compare AP2 and AP2 scores; attend MTSS weekly meetings to discuss struggling students; review weekly and quarterly Reading Wonders assessment data

Person or Persons Responsible

Theresa Baus and Allison Hamley

Target Dates or Schedule

On-going throughout the year

Evidence of Completion

FCAT 2.0 grade 3 reading Spring 2014 scores

G6. .By the year 2014 there will be a minimum of a two percentage point increase for all student subgroups where 70% or more are currently demonstrating proficiency.

G6.B1 Students who are InD vary greatly in their short term and long term memory and in IQ. Students in this population tested on the FAA can have a 50 IQ or a 69 and this greatly affects our scores.

G6.B1.S1 Include SLP, OT, and PT in teaching reading during therapy and in inclusion sessions in the classroom.

Action Step 1

Meet with therapists and InD teachers with students in grades 3-5 and develop a plan for teaching reading skills

Person or Persons Responsible

SLPs, OT, PT, and InD teachers

Target Dates or Schedule

On-going throughout the year

Evidence of Completion

Spring FAA reading scores

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

Principal will meet with the ESE team including all therapists monthly

Person or Persons Responsible

Theresa Baus

Target Dates or Schedule

monthly during the 20143-2014 school year

Evidence of Completion

Spring FAA scores in reading

Plan to Monitor Effectiveness of G6.B1.S1

Individual meetings with InD teachers

Person or Persons Responsible

Theresa Baus

Target Dates or Schedule

monthly

Evidence of Completion

Spring 2014 FAA Reading scores

G7. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain.

G7.B1 Because a high percentage of of VES students score at Levels 4 and 5 each year, there is a greater challenge for these students to maintain their Learning Gains. It is much more difficult to continue at these high levels where there is almost no room for errors. Learning gains can be affected by the barriers that also come with the adoption of new CCSS and a new Reading series.

G7.B1.S1 Teachers will review FCAT scores by student from the previous year in the fall and set goals for each student. Teachers will use this data for developing small groups for instruction.

Action Step 1

Principal will ensure all teachers have FCAT data from the previous year. Teachers will develop small reading groups to ensure highly successful readers are challenged.

Person or Persons Responsible

Teachers in grades 3, 4, and 5 and Theresa Baus

Target Dates or Schedule

Fall of the year; on-going throughout the year

Evidence of Completion

Placement cards, individual teacher meetings with principal, and small groups and literacy center groups posted in the classroom.

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

PLC meetings at grades 3, 4, and 5 to discuss FCAT data and small reading groups structure and instruction; walk-throughs and formal observations

Person or Persons Responsible

Theresa Baus

Target Dates or Schedule

on-going throughout the 2013-2014 school year

Evidence of Completion

Spring 2014 FCAT Reading scores

Plan to Monitor Effectiveness of G7.B1.S1

PLC meetings at grades 3, 4, and 5 to discuss FCAT data and small reading groups structure and instruction.

Person or Persons Responsible

Teachers at grades 3, 4, and 5, Theresa Baus, Allison Hamley

Target Dates or Schedule

on-going throughout the 2013-2014 school year

Evidence of Completion

Spring 2014 FCAT Reading scores

G8. By the year 2014, there will be a minimum of a four percentage point increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay.

G8.B1 A barrier for success in achieving this goal is that our teachers are focusing on both the NGSS and the CCSS and the requirements of the state standards vary greatly. There are many students with a 504 for ADHD and these children historically struggle with being able to focus for a solid 45 minutes and effectively complete a coherent prompt.

G8.B1.S1 Teachers at the fourth grade will be given a 120 learning block for Reading and Writing. Continue to work closely with parents of students with ADHD and imbed writing strategies into 504 plans.

Action Step 1

Change the Specials, lunch, and SM schedules to give 4th grade a 120 minute learning block; make sure all 504s are reviewed annually and are up-to-date

Person or Persons Responsible

Theresa Baus and Lori Christie

Target Dates or Schedule

Summer of 2013; first two weeks of school of the 2013-2014 school year

Evidence of Completion

Published to school staff in August, 2013

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

Meetings with staff at grade 4

Person or Persons Responsible

Theresa Baus and Lori Christie

Target Dates or Schedule

on-going throughout the 2013-2014 school year

Evidence of Completion

Spring 2014 FCAT Writing scores

Plan to Monitor Effectiveness of G8.B1.S1

Strategies will be monitored during walk-throughs, individual meetings with teachers, and individual meetings with the Guidance Counselor

Person or Persons Responsible

Theresa Baus and Lori Christie

Target Dates or Schedule

At the beginning of the year and on-going throughout the 2014-2014 school year

Evidence of Completion

Spring 2014 FCAT Writing scores

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency.

G1.B1 Teachers are not well versed in teaching their students to complete mental math activities nor are they accustomed to making a 90 minute math block a meaningful learning time and not a time to just add more practice

G1.B1.S1 Provide Thinking Maps Training focused on Math instruction; revise the specials schedule to provide a 90 minute math block at grades 3, 4, and 5

PD Opportunity 1

Schedule Thinking Maps training for Professional Day; revise Specials and other related schedules

Facilitator

Caroline Robertson and Elisha Jennings

Participants

All Instructional staff

Target Dates or Schedule

Summer and Fall of 2014

Evidence of Completion

Thinking Maps Training on August 14, 2013 and October 24, 2013; revised school specials schedule

G2. By the year 2014, there will be a minimum of a four percentage point increase for all student groups where less than 70% or more are currently demonstrating proficiency .

G2.B1 Teachers are not well versed in teaching their students to complete mental math activities nor are they accustomed to making a 90 minute math block a meaningful learning time and not a time to just add more practice. In addition, teachers will need to group struggling students based on their Spring 2013 math scores in order to target missing skills.

G2.B1.S1 PLC meetings to develop effective strategies for planning the 90 minute math block and selecting specific Thinking Maps for helping struggling students to develop mental math skills, as well as developing classroom activities for helping students master math facts. A lack of knowledge of math facts is usually a missing skill for struggling students.

PD Opportunity 1

PLCs meet at least twice a month to focus on the math curriculum, Thinking Maps that will help students with mental math, and specific activities that will increase student rote memory of facts.

Facilitator

Caroline Robertson, Elisha Jennings, and Sue D'Angelo

Participants

All instructional staff

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Weekly Envision Math assessments

G5. By the year 2014, there will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency.

G5.B1 Maintaining 82% of students scoring at Level 3,4 and 5 will be difficult because 1/3 of the student scores will be based on a different population, and there is a very small margin for student error.

G5.B1.S1 PLC meetings at third grade are focused on CCSS as well as the NGSS tested on FCAT 2.0 in Reading. Teachers meet in PLC once a week to share strategies and materials. Below level students are placed into MTSS to develop effective interventions to bring students up to level. Teachers are participating in workshops on the new Reading Wonders series.

PD Opportunity 1

Plan and develop effective PLC meetings to share strategies and share reading interventions.

Facilitator

Thinking Maps Trainers

Participants

All instructional staff

Target Dates or Schedule

On-going throughout the year

Evidence of Completion

FCAT 2.0 Reading scores for grade 3 students

Appendix 2: Budget to Support School Improvement Goals