

Duval County Public Schools

Venetia Elementary School



2021-22 Schoolwide Improvement Plan

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Venetia Elementary School

4300 TIMUQUANA RD, Jacksonville, FL 32210

<http://www.duvalschools.org/venetia>

Demographics

Principal: Monique Chatman

Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	74%
2020-21 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 Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (63%) 2017-18: C (51%) 2016-17: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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 Duval 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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Venetia Elementary School

4300 TIMUQUANA RD, Jacksonville, FL 32210

<http://www.duvalschools.org/venetia>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School KG-5</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>69%</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>72%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	C

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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.

Venetia Elementary School of the Medical Arts provides a well-balanced, rigorous curriculum designed to meet the academic and social needs of individual students as well as create an environment that supports an interest in the medical fields.

Provide the school's vision statement.

The vision of Venetia Elementary School of the Medical Arts is to provide students with opportunities to explore practices, subjects, and experiences in academic and medical fields as well as inspire and provide rigorous preparation for students to continue their exploration in the Medical Arts Middle School program and beyond as healthy, productive citizens of our society.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Worthen, Monique	Principal	Instructional Leader Adhering to discipline and safety guidelines Builds relationships with all stakeholders Management of operations of the school
McDaniel, Jason	Assistant Principal	Principal Designee Instructional Leader Adheres to safety and discipline guidelines Supports operations of the school
Cooley, Amber	Reading Coach	Coaching reading instruction, curriculum guidance for reading, professional development, and working with small groups.

Demographic Information

Principal start date

Saturday 7/1/2017, Monique Chatman

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.*

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.*

Total number of teacher positions allocated to the school

Total number of students enrolled at the school

Identify the number of instructional staff who left the school during the 2020-21 school year.

Identify the number of instructional staff who joined the school during the 2021-22 school year.

Demographic Data

Early Warning Systems

2021-22

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	61	59	60	64	74	77	0	0	0	0	0	0	0	395
Attendance below 90 percent	0	14	12	12	16	12	0	0	0	0	0	0	0	66
One or more suspensions	0	0	2	1	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	1	3	1	0	0	0	0	0	0	0	0	5
Course failure in Math	0	1	3	0	0	2	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA ELA assessment	0	12	26	17	15	51	0	0	0	0	0	0	0	121
Level 1 on 2019 statewide FSA Math assessment	0	14	28	25	28	31	0	0	0	0	0	0	0	126
Number of students with a substantial reading deficiency	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	14	23	18	19	31	0	0	0	0	0	0	0	105

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	1	2	3	5	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Friday 8/20/2021

2020-21 - 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	80	72	85	76	59	74	0	0	0	0	0	0	0	446
Attendance below 90 percent	20	16	17	15	11	11	0	0	0	0	0	0	0	90
One or more suspensions	1	0	0	1	3	1	0	0	0	0	0	0	0	6
Course failure in ELA	2	2	0	2	0	0	0	0	0	0	0	0	0	6
Course failure in Math	1	2	0	1	0	0	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide ELA assessment	40	49	43	34	12	15	0	0	0	0	0	0	0	193
Level 1 on 2019 statewide Math assessment	49	48	54	41	16	9	0	0	0	0	0	0	0	217

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	38	44	41	31	12	11	0	0	0	0	0	0	0	177

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	4	0	1	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	1	1	0	0	0	0	0	0	0	0	2

2020-21 - 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	80	72	85	76	59	74	0	0	0	0	0	0	0	446
Attendance below 90 percent	20	16	17	15	11	11	0	0	0	0	0	0	0	90
One or more suspensions	1	0	0	1	3	1	0	0	0	0	0	0	0	6
Course failure in ELA	2	2	0	2	0	0	0	0	0	0	0	0	0	6
Course failure in Math	1	2	0	1	0	0	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide ELA assessment	40	49	43	34	12	15	0	0	0	0	0	0	0	193
Level 1 on 2019 statewide Math assessment	49	48	54	41	16	9	0	0	0	0	0	0	0	217

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	38	44	41	31	12	11	0	0	0	0	0	0	0	177

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	4	0	1	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	1	1	0	0	0	0	0	0	0	0	2

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				52%	50%	57%	54%	50%	56%
ELA Learning Gains				60%	56%	58%	53%	51%	55%
ELA Lowest 25th Percentile				69%	50%	53%	57%	46%	48%
Math Achievement				66%	62%	63%	59%	61%	62%
Math Learning Gains				77%	63%	62%	38%	59%	59%
Math Lowest 25th Percentile				61%	52%	51%	20%	48%	47%
Science Achievement				57%	48%	53%	73%	55%	55%

Grade Level Data Review - State Assessments

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
03	2021					
	2019	59%	51%	8%	58%	1%
Cohort Comparison						
04	2021					
	2019	53%	52%	1%	58%	-5%
Cohort Comparison		-59%				
05	2021					
	2019	49%	50%	-1%	56%	-7%
Cohort Comparison		-53%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	69%	61%	8%	62%	7%
Cohort Comparison						
04	2021					
	2019	83%	64%	19%	64%	19%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-69%				
05	2021					
	2019	50%	57%	-7%	60%	-10%
Cohort Comparison		-83%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	59%	49%	10%	53%	6%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Grades 1 & 2: iReady Data used
 Grades 3-5: District PMA Data used

		Grade 1			
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		17/22%	24/36%	34/51%
	Economically Disadvantaged		9/24%	15/47%	12/39%
	Students With Disabilities		2/18%	3/30%	5/63%
	English Language Learners		0/0%	0/0%	2/33%
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		6/8%	14/21%	33/49%
	Economically Disadvantaged		1/3%	7/22%	11/35%
	Students With Disabilities		0/0%	0/0%	4/50%
	English Language Learners		0/0%	0/0%	3/50%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	21/28%	33/53%	45/71%
	Economically Disadvantaged	8/20%	18/49%	25/68%
	Students With Disabilities	2/18%	2/18%	2/22%
	English Language Learners	0/0%	1/33%	1/33%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7/9%	24/39%	37/59%
	Economically Disadvantaged	4/10%	11/30%	22/59%
	Students With Disabilities	0/0%	1/10%	1/11%
	English Language Learners	0/0%	1/33%	2/67%
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35/43%	37/46%	42/51%
	Economically Disadvantaged	17/39%	18/41%	22/50%
	Students With Disabilities	2/15%	2/15%	3/20%
	English Language Learners	1/17%	1/17%	1/17%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	41/51%	51/64%	46/60%
	Economically Disadvantaged	21/48%	26/59%	23/58%
	Students With Disabilities	4/31%	4/31%	4/27%
	English Language Learners	2/33%	3/50%	3/50%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	29/42%	42/60%	35/51%
	Economically Disadvantaged	10/30%	16/48%	14/44%
	Students With Disabilities	2/17%	4/36%	4/33%
	English Language Learners	0/0%	0/0%	1/17%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	38/56%	38/55%	39/60%
	Economically Disadvantaged	15/45%	18/56%	17/59%
	Students With Disabilities	4/33%	5/50%	4/44%
	English Language Learners	1/20%	2/40%	2/33%
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	21/45%	26/57%	29/69%
	Economically Disadvantaged	8/32%	11/44%	14/64%
	Students With Disabilities	3/23%	4/33%	4/33%
	English Language Learners	0/0%	1/50%	1/50%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21/45%	19/41%	16/39%
	Economically Disadvantaged	8/32%	9/36%	9/43%
	Students With Disabilities	3/23%	2/17%	2/17%
	English Language Learners	1/50%	1/50%	1/50%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	22/47%	21/47%	22/54%
	Economically Disadvantaged	10/40%	8/33%	10/48%
	Students With Disabilities	4/31%	3/25%	4/33%
	English Language Learners	1/50%	1/50%	1/50%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	17	15		32	38		23				
ELL	22			50							
BLK	41	50		43	37		26				
HSP	34	50		60	45		33				
MUL	58			64							
WHT	60	45		65	45		73				
FRL	40	48	20	46	48		32				
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	17	50	64	21	39	36	27				
BLK	48	62	71	59	75	58	41				
HSP	48	33		59	79		60				
MUL	56	80		67	73						
WHT	59	64		80	81		86				
FRL	41	54	67	56	70	47	51				
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	23	56	50	17	33	18					
BLK	45	43	56	46	39	24	60				
HSP	58	65		62	41						
MUL	67			60							
WHT	59	59		70	34		79				
FRL	46	51	61	55	41	23	67				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	43
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	72
Total Points Earned for the Federal Index	343
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
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	48
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	39
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	48
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	61
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	
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	58
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	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Trends that emerge across grade levels are the students with disabilities and ELL groups are struggling to reach proficiency. There is a 20 point gap for proficiency between our white and black subgroup in math and 10 point gap in reading proficiency. Our black subgroup and SWD are lagging behind significantly based on our data. Reading achievement continues to be a concern for all subgroups with ELA Achievement being less than 60% in all subgroups.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

ELA Achievement is posing the greatest need for improvement with proficiency being less than 60% and a continual decline over the years. Science Achievement is also in need of improvement. There continues to be a decrease in science proficiency scores.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors include and task and standards alignment, releasing students to work independently, and for the 20-21 school year, online instruction and attendance concerns with students missing school due to quarantining. Stamina of test taking continues to be a factor and lack of sustained reading. We would need to continue to common plan and align task with standard to ensure the depth of the standard is met. During instruction, we would need to ensure that teachers are releasing the students to work independently on appropriately aligned task. Then, provide specific feedback to students in order to improve students achievement.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on 2019 data, math lowest 25% showed the greatest gains. Overall math gains increased significantly. Based on progress monitoring, ELA proficiency for 2nd grade and 5th grade increased by 30 plus points from fall to spring.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Contributing factors for improvement include drilling down data and providing targeted supports to students based on their individual data. Also, consistent small group instruction. We continued to monitor data each quarter and throughout.

What strategies will need to be implemented in order to accelerate learning?

We will need to have consistent small group instruction and starting with a sense of urgency. We must continue to keep the pacing of teaching the standards to ensure covering all standards and allowing time for remediation.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

We will provide professional development on planning lesson effectively, planning and implementing small group instruction as well as frequent progress monitoring. We will also add PD on social-emotional learning to help aid in support to their academic learning and well-being.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Consistent monitoring through weekly common planning will ensure sustainability of improvement. We will analyze PMA data, lesson checks, module assessments, standards mastery assessments and daily classwork to ensure effective instruction is implemented. Small group plans will be monitored for implementation through walkthroughs and consistent feedback.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Based on our work from last year, we will continue to focus on standards and task alignment. Our proficiency levels are below 70% proficiency. We have worked on releasing students to work on grade level align tasks. Some teachers still struggle with releasing students to work on grade level work. Based on admin walkthroughs, we are still in need of making certain students are working on standards-aligned work and instructions closely aligns with the standard.

Measurable Outcome: 100% of our teachers will provide standards-aligned instruction through planning and implementation and allow opportunities for students to work on grade level tasks.

Monitoring: Data will be collected from the Standards Walkthrough Tool provided by DCPS. Common planning topics and collaborative work will also be a way to measure desired outcome.

Person responsible for monitoring outcome: Monique Worthen (worthenm1@duvalschools.org)

Evidence-based Strategy: Teachers, Reading Coach, & Tutor will provide consistent small group instruction for students based on individual student data using research-based instructional materials. Instructional planning with aligning tasks to standards.

Materials include but are not limited to, Leveled Literacy Intervention (LLI), Reading Mastery, Freckle (online learning program for reading and math), Achieve 3000, & Study Island (online learning for science).
Interactive monitor will be used for student engagement with the tasks.

Rationale for Evidence-based Strategy: If we provide standards-aligned tasks and instruction, students will be prepared for grade level tasks and state assessments that are fully aligned to the standard.

Action Steps to Implement

Administration and reading coach will facilitate common planning with teachers using planning and data analysis protocols for monitoring student data and response to standard aligned instruction to student assigned tasks. Use item specs and ALDs to appropriately align and standards.

Person Responsible Monique Worthen (worthenm1@duvalschools.org)

Teachers will consistently meet with targeted groups of students to provide targeted instructional support.

Person Responsible Monique Worthen (worthenm1@duvalschools.org)

Teacher will provide differentiated learning task for students based on demonstrated need.

Person Responsible Jason McDaniel (mcdanielj3@duvalschools.org)

Calibrate with Assistant Principal and Admin team for walkthroughs and planning based on standards-aligned instruction.

Person Responsible Monique Worthen (worthenm1@duvalschools.org)

District support for professional development, common planning, and walkthroughs.

Person Responsible Amber Cooley (cooleya@duvalschools.org)

Implementation of reading tutoring throughout the school day through tutoring position purchased with Title I funds. Planning will be done with the Reading Coach to ensure targeted learning tasks are taught. We will also utilize the part time paraprofessional to work with small group of students to increase student achievement in reading and math academic areas.

Person Responsible Amber Cooley (cooleya@duvalschools.org)

Instructional standard aligned field trips to expose give our students unique educational experiences with grade-level standards. Jacksonville Zoo standards aligned field trips for grades kindergarten through 2nd grade are aligned to science and language arts standards. The Museum of Science and History standards aligned field trip for 3rd-5th grade are aligned to science and social studies standards.

Person Responsible Monique Worthen (worthenm1@duvalschools.org)

Web Based Software Licenses-Reflex Math for 1st-5th grade are aligned to math fluency standards. We will provide support and training on how to best use these programs with students. Freckle is aligned to reading and math standards and will be used for standards aligned instruction and practice. Hand 2 Mind program resources will be used in small groups. The Hand 2 Mind reading and math resources are aligned to Florida state standards and will aid with standards-aligned instruction. The use of these resources will help aid in increasing student achievement.

Person Responsible Monique Worthen (worthenm1@duvalschools.org)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Based on our subgroup data, students with disabilities are falling below 41% as well as scoring below all other subgroups. Accommodations must be followed with fidelity for all classroom teachers. Teachers could use more strategies for working with students with disabilities.

Measurable Outcome: 100% of all teachers will engage in strategies to support and increase student achievement for students with disabilities.

Monitoring: This area will be monitored by data tracking of SWD through tasks and assessments. We will specifically analyze data for SWD for assessments and tasks. We will compare data between all students and the SWD subgroup.

Person responsible for monitoring outcome: Monique Worthen (worthenm1@duvalschools.org)

Evidence-based Strategy: Teach in small interactive groups (use of interactive monitor)
Assess learning in multiple ways
Work collaboratively with the VE Teacher

Rationale for Evidence-based Strategy: If we focus on these evidenced based strategies for our SWD, then we will provide more support for our students and increase achievement. Working with the VE Teacher collaboratively, will ensure support for the students and ensure that we are meeting the needs of the student specifically.

Action Steps to Implement

Provide professional development of evidence-based strategies for students with disabilities.

Person Responsible Monique Worthen (worthenm1@duvalschools.org)

Administration and VE Team will monitor implementation of strategies for students with disabilities.

Person Responsible Jason McDaniel (mcdanielj3@duvalschools.org)

Closely monitor ESE data with teachers through common planning and data analysis.

Person Responsible Monique Worthen (worthenm1@duvalschools.org)

Provide training and planning on the use of hands-on based centers through the use of Versa-Tiles during small group instruction.

Person Responsible [no one identified]

#3. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale: Professional development was an area of weakness due to restrictions on meeting and collaborating. Based on our 5 Essentials Survey, Quality Professional Development is an area of focus. Specifically pertaining to working productively together, PD implementation and follow up.

Measurable Outcome: 100% of teachers will engage in Quality Professional Development to improve their instructional delivery through implementation and follow up in the classroom.

Monitoring: Standards Walkthrough Tool
Follow Up to PD through Common Planning
Student achievement data

Person responsible for monitoring outcome: Monique Worthen (worthenm1@duvalschools.org)

Evidence-based Strategy: Administration and reading coach will ensure that staff is properly trained through using professional development protocols for ensuring effective professional development.

Rationale for Evidence-based Strategy: Professional learning on instructional delivery ensures that teachers improved their instruction and ensures that students are exposed to standards aligned instruction, tasks, and assessments.

Action Steps to Implement

Provide ongoing professional development throughout the year based on need of staff and students followed by monitoring of implementation. We will provide PD on the incorporation of using Anchor Charts created on the Poster Maker. Engaging lessons with use of the Poster Maker to make anchor charts and posters will increase student engagement and aid in increased student achievement.

Person Responsible Monique Worthen (worthenm1@duvalschools.org)

Evaluate new learning by following up on all professional development provided.

Person Responsible Monique Worthen (worthenm1@duvalschools.org)

Provide professional development that is sustained and coherently focused throughout all grade levels.

Person Responsible Jason McDaniel (mcdanielj3@duvalschools.org)

Provide a needs assessment to all staff for professional development needs. Plan PD based on needs assessment.

Person Responsible Amber Cooley (cooleya@duvalschools.org)

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Based on 2020-21 data, ELA was identified as a critical need. Students at our school need support with learning the foundational skills of how to read and also understanding the content they are reading. As an Area of Focus, student success in ELA progress will also increase student achievement in other subject areas.

o The percentage of students in grades 3-5, below Level 3 on the 2021 statewide, standardized English Language Arts assessment are as follows: 3rd grade is 49%, 4th grade is 63%, and 5th grade is 46%.

o The percentage of students in kindergarten through grade 3, based on 2020-2021 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized grade 3 English Language Arts assessment is as follows: 1st - 80% and 2nd - 73%

Measurable Outcome:

K-5 data:

*Increase percentage of K-2 students scoring "At Grade Level" or above by 3-4 percentage points. Decrease number of "Below Grade Level" students by 3-4 percentage points.

*Increase percentage of 3 -5 grade students scoring Level 3 on the 2022 statewide, standardized English Language Arts assessment by 3-4 percentage points. Decrease number of "Below Grade Level" students by 3-4 percentage points.

Monitoring:

Our school leadership team, district content specialist support, and Supplemental Instructional APs will review ELA data from district assessments.

Person responsible for monitoring outcome:

Monique Worthen (worthenm1@duvalschools.org)

Evidence-based Strategy:

Data Driven Lesson Planning: Understanding where students are with mastery of standards, using data from informal and formal assessments, planning clear objectives, implementation, and checking for understanding when lesson planning.

Small Group/Differentiated Instruction: Based on data, breaking groups of students into smaller groups to ensure Tier II support is given. Not all students are on the same level, but all standards must be mastered. Small group instruction will allow teachers to meet students at their level to support their needs.

Progress Monitoring: Ensuring whole group lessons, interventions, and assessments are done with fidelity. Checking effectiveness from student data.

Instructional Reviews with Action Plans: Collecting data from classrooms in real time and providing immediate and clear feedback for teachers and school leadership teams to work together to ensure effectiveness.

Data-driven Lesson Planning: Effective lesson planning requires teachers to determine three essential components such as the objective, the implementation, and a reflection. <https://www.ascd.org/el/articles/howto-plan-effective-lessons>

Small Group/Differentiated Instruction: Small group instruction is the key to data-driven results and is the gateway to meeting the needs of all learners. <https://www.ascd.org/el/articles/turn-small-reading-groups-intobig-wins>

Rationale for Evidence-based Strategy:

Progress Monitoring: Student progress monitoring helps teachers evaluate how effective their instruction is, either for individual students or for the entire class. <https://www.ascd.org/el/articles/how-student-progressmonitoring-improves-instruction>

Instructional Reviews with Action Plans: The implementation review is a plan designed to 1) recognize accomplishments, 2) track actions, 3) measure implementation impact, 4) evaluate the plan, 5) determine next steps. It may be used by the school alone or with the assistance of the support lead. <https://institutionalresearch.syr.edu/what-we-do/student-ratings/creating-an-action-plan/action-plan-teachingstrategies/>

Action Steps to Implement

Ensure teachers are equipped and comfortable with all four strategies listed above. Professional Development during Early Release Days and Common Planning will be essential for Leadership to support teachers. Based on observational data and teacher feedback, PD topics will be set before each Early Release and Common Planning.

Person Responsible Monique Worthen (worthenm1@duvalschools.org)

During Common Planning and individual teacher data chats, specific data pertaining to ELA reading and student success will be discussed and analyzed to ensure we are monitoring progress.

Person Responsible Monique Worthen (worthenm1@duvalschools.org)

Give immediate feedback on any observations/walkthroughs conducted by state support, school leadership, district content specialists, and district leadership.

Person Responsible Monique Worthen (worthenm1@duvalschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Based on discipline data, school incident ranking we are moderate for school incident. An area we monitor the use of students putting their hands on others in a physical way. Majority of the incidents were roughhousing and in kindergarten. School culture and environment will be monitored through discipline data, school counseling referrals, and the overall sense of positive reinforcement and engagement of rituals and routines throughout the school. We will continue the implementation of positive referrals for students following our guidelines for success.

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.

We address positive school culture and environment through celebrating our students for stellar academics and positive behaviors displayed. We foster a culture of positive reinforcement and collaboration. We are inviting to our community and all stakeholders through consistent communication and partnership.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

- Administration: welcome, listen to, and collaborate with all stakeholders
- Teachers/Staff: welcome, listen to, and collaborate with parents, students, and community
- Military Family Life Counselor (MFLC): welcome, listen to, and collaborate with all military families

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$143,021.16
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	130-Other Certified Instructional Personnel	0681 - Venetia Elementary School	Title, I Part A	1.0	\$79,896.00

			<i>Notes: Reading Coach Position</i>			
	5900	130-Other Certified Instructional Personnel	0681 - Venetia Elementary School	Title, I Part A	1.0	\$19,535.00
			<i>Notes: Part time certified tutor</i>			
	5100	160-Other Support Personnel	0681 - Venetia Elementary School	Title, I Part A	1.0	\$11,917.38
			<i>Notes: Part time paraprofessional</i>			
	5900	120-Classroom Teachers	0681 - Venetia Elementary School	Title, I Part A	5.0	\$5,831.14
			<i>Notes: Full time teachers multiple assignments</i>			
	5100	330-Travel	0681 - Venetia Elementary School	Title, I Part A		\$1,600.00
			<i>Notes: MOSH Planetarium</i>			
	7800	390-Other Purchased Services	0681 - Venetia Elementary School	Title, I Part A		\$1,911.00
			<i>Notes: Jacksonville Zoo and MOSH Planetarium</i>			
	5100	369-Technology-Related Rentals	0681 - Venetia Elementary School	Title, I Part A		\$7,875.00
			<i>Notes: Reflex Math and Freckle for K-2 Reading and Math</i>			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	0681 - Venetia Elementary School		2.0	\$12,111.66
			<i>Notes: NEC 65" Collaborative Display and cart bundle Full color poster and banner maker for interactive teaching and student engagement</i>			
	5100	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	0681 - Venetia Elementary School	Title, I Part A	2.0	\$2,343.98
			<i>Notes: Document camera, video conference camera, anchor audio, installation, wireless keyboard, custom cable set</i>			
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$4,114.84
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	510-Supplies	0681 - Venetia Elementary School	Title, I Part A		\$3,119.84
			<i>Notes: Hand 2 Mind Versa Tiles Small Group Kit for Literacy and Math Lakeshore Learning Materials for center activities</i>			
	5100	691-Computer Software Capitalized	0681 - Venetia Elementary School	Title, I Part A		\$795.00
			<i>Notes: Poster Maker for interactive teaching</i>			
	5100	692-Computer Software Non-Capitalized	0681 - Venetia Elementary School	Title, I Part A		\$200.00
			<i>Notes: Special Template Library-Poster Maker for interactive teaching</i>			
3	III.A.	Areas of Focus: Instructional Practice: Professional Learning Communities				\$0.00
4	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00

	Total: \$147,136.00
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