

Sarasota County Schools

Venice Middle School



2021-22 Schoolwide Improvement Plan

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Venice Middle School

1900 CENTER RD, Venice, FL 34292

www.sarasotacountyschools.net/venicemiddle

Demographics

Principal: Tomas Dinverno

Start Date for this Principal: 7/14/2018

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	39%
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 Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (64%) 2017-18: A (66%) 2016-17: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 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

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www.sarasotacountyschools.net/venicemiddle

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	32%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	22%

School Grades History

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

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<https://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.

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	Position Title	Job Duties and Responsibilities
Dinverno, Tomas	Principal	
Rice, Erin	Assistant Principal	
Mikarts, Kristin	Teacher, K-12	
Walters, Elizabeth	Teacher, K-12	
Schafer, Scott	Teacher, K-12	
Nell, Susan	Teacher, K-12	
Woods, Chuck	Assistant Principal	

Demographic Information

Principal start date

Saturday 7/14/2018, 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.*

4

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.*

20

Total number of teacher positions allocated to the school

46

Total number of students enrolled at the school

785

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

2

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

2

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	0	0	0	0	0	0	212	282	291	0	0	0	0	785	
Attendance below 90 percent	0	0	0	0	0	0	25	50	48	0	0	0	0	123	
One or more suspensions	0	0	0	0	0	0	3	21	22	0	0	0	0	46	
Course failure in ELA	0	0	0	0	0	0	3	1	4	0	0	0	0	8	
Course failure in Math	0	0	0	0	0	0	2	1	3	0	0	0	0	6	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	8	22	19	0	0	0	0	49	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	15	29	22	0	0	0	0	66	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	24	40	38	0	0	0	0	102	

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	1	2	1	0	0	0	0	4	

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	0	0	1	0	0	0	0	1	
Students retained two or more times	0	0	0	0	0	0	3	3	1	0	0	0	0	7	

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	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	

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	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	25	34	28	0	0	0	0	87
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	20	26	22	0	0	0	0	68

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		

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				61%	64%	54%	63%	63%	53%
ELA Learning Gains				52%	58%	54%	58%	57%	54%
ELA Lowest 25th Percentile				52%	50%	47%	46%	48%	47%
Math Achievement				74%	74%	58%	75%	74%	58%
Math Learning Gains				67%	66%	57%	71%	67%	57%
Math Lowest 25th Percentile				55%	56%	51%	61%	61%	51%
Science Achievement				62%	61%	51%	68%	62%	52%
Social Studies Achievement				87%	85%	72%	81%	78%	72%

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
06	2021					
	2019	55%	63%	-8%	54%	1%
Cohort Comparison						
07	2021					
	2019	64%	64%	0%	52%	12%
Cohort Comparison		-55%				
08	2021					
	2019	62%	66%	-4%	56%	6%
Cohort Comparison		-64%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	52%	67%	-15%	55%	-3%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	77%	73%	4%	54%	23%
Cohort Comparison		-52%				
08	2021					
	2019	76%	65%	11%	46%	30%
Cohort Comparison		-77%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	62%	62%	0%	48%	14%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	77%	-77%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	86%	85%	1%	71%	15%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	99%	73%	26%	61%	38%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	69%	-69%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

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

Progress monitoring tools include:

i-Ready ELA and Math

Science District Benchmark data

Social Studies District Benchmark data

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	48/6%	47/6%	51/6%
	Economically Disadvantaged	25	28	33
	Students With Disabilities	39	40	42
	English Language Learners	23	28	35
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	40	49	55
	Economically Disadvantaged	32	42	46
	Students With Disabilities	44	48	53
	English Language Learners	25	29	41

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	48	53	57
	Economically Disadvantaged	27	30	45
	Students With Disabilities	23	25	38
	English Language Learners	17	22	28
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	50	52	54
	Economically Disadvantaged	30	33	35
	Students With Disabilities	38	42	46
	English Language Learners	28	35	42
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	74	78	80
	Economically Disadvantaged	55	57	62
	Students With Disabilities	40	48	52
	English Language Learners	32	38	45

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	49	55	58
	Economically Disadvantaged	30	34	47
	Students With Disabilities	28	33	40
	English Language Learners	20	25	32
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	53	57	61
	Economically Disadvantaged	32	34	38
	Students With Disabilities	40	44	49
	English Language Learners	32	38	45
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	62	68	75
	Economically Disadvantaged	55	57	59
	Students With Disabilities	45	48	50
	English Language Learners	23	28	39

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	26	39	30	28	40	32	22	42			
ELL	30	53	52	53	64	67					
ASN	77	65		86	75				80		
HSP	50	63	57	61	69	62	50	92	57		
MUL	63	55		78	64		57	71	90		
WHT	59	55	39	74	59	45	61	79	80		
FRL	45	52	47	62	60	53	47	76	73		
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						

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
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		

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	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	603
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
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	52
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	77
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	61
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	68
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	61
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	57
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 across grade levels include the proficiency percentage in areas of English Language Arts, Mathematics, Science, and Social Studies declining from prior year proficiency. Trend data also shows that these proficiency areas remain above state average yet below district average.

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

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).

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 the need for more consistent literacy instruction across all content areas. Actions needed to address this are to focus on literacy strategies across the school that support all learners and provide feedback to teachers related to reading instruction in core and encore content.

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

The data components that showed the most improvement included specific grade level data in mathematics.

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

Contributing factors for this improvement include the implementation of the co-teach model for students in mathematics classrooms as well as the after school support for students in need of tutoring in math.

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

Strategies that will be implemented to accelerate learning include focused efforts on cross content literacy strategies. Identifying students using the Math flowchart progression in order to schedule students into appropriate math placements using various data points. The goal is to increase student access to accelerated curriculum, which will have the effect of increasing the VMS acceleration points of school grade. Additionally, the VMS Advanced Curriculum Gifted Academy will work as a PLC to identify and recommend students to high school scheduling teams in order to place into accelerated learning paths.

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.

The school staff has also selected three High Effect Strategies to continue our learning in the areas of classroom climate, classroom discussions, and growth mindset. Professional Development will be ongoing during the 2021-22 school year in these areas including collaboration in PLC, virtual and in-person seminars, webinars, as well as book studies.

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

A main additional service will be the after school reading intervention program using the Leveled Literacy Intervention. This Tier II intervention will use the Leveled Literacy Intervention program, designed by former Reading Recovery teachers Fountas & Pinnell, to provide continued support from Elementary to Middle to High School with researched reading intervention. A final review of the goals in June 2022 of the research group focus at VMS will show a need for additional grade levels.

Part III: Planning for Improvement

Areas of Focus:

#1. 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 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 and Success Act (ESSA) data which makes up the school's two Targeted Support & Improvement students (TS&I) .
Measurable Outcome:	By 2022, there will be a 8% increase in students demonstrating a learning gain in the lowest quartile in ELA, and a 4% increase in Mathematics, with specific focus on students with disabilities and African-American as identified in Every Student Succeed Acts.
Monitoring:	Instructional staff and Leadership Team will review 2020-21 ELA FSA Data and 2021 iReady AP1-AP3 diagnostic data to identify the Venice Middle School students who are in the lowest 25% in ELA for learning gains and any TS&I students as outlined by the school's ESSA data. Communicate this information with all teachers, support staff, and parents/families to partner with and ensure that all stakeholders are informed and included throughout the MTSS/RTI process. The remaining action steps referenced below will incorporate the MTSS/RTI process as the common instructional researched based strategy. This system is depicted as a three tiered framework that uses increasingly more intense instruction and interventions matched to need.
Person responsible for monitoring outcome:	Tomas Dinverno (tomas.dinverno@sarasotacountyschools.net)
Evidence-based Strategy:	Venice Middle School will utilize the MTSS/RTI process as the researched/ evidence-based instruction strategy to better support 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 (Rtl) has been described in Florida as a multi-tiered system of supports (MTSS) for providing high quality instruction and intervention matched to student needs using learning rate.

Action Steps to Implement

Tier 1 Instructional model: Students scheduled in an ELA and Math Co-Teach classes 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 Erin Rice (erin.rice@sarasotacountyschools.net)

Targeted Tier II intervention will focus the small group instruction so that selected students will be supported in addition to their English Language Arts class. This Tier II intervention will use the Leveled Literacy Intervention program, designed by former Reading Recovery teachers Fountas & Pinnell, to

provide continued support from Elementary to Middle to High School with researched reading intervention. Each reading intervention teacher will work with 4-6 students after school for 1 hour 3 times per week from August-May. Student data will be monitored using the online platform that tracks student individual reading level and growth over time. Students will have an initial benchmark indicating their starting reading level on an A-Z scale. Student FSA level data will be used to compare growth in reading levels based on the state assessment.

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

Provide differentiated strategies from Study Sync and materials for those who need further scaffolding. Extended Writing Projects (EWPs) guide students through the process of writing multi-paragraph essays in a variety of forms. Explicit writing instruction through a combination of Writing Process and Skill lessons, guide students through the stages of Planning, Drafting, Revising, Editing, and Publishing.

Person Responsible Kristin Mikarts (kristin.mikarts@sarasotacountyschools.net)

Cross-curricular literacy strategies will be implemented in lessons to include the five focus areas of literacy including: vocabulary, summarizing, shared reading, read alouds, and quick writes. Literacy Leadership Team will meet to review progress in the teaching and learning of these strategies school wide. Leadership team will complete weekly observations across content areas and check in with teachers on lesson reflection as well as coaching strategies for incorporating the strategies. Leadership team will also observe Intensive Reading classes weekly and meet with teachers to discuss teaching and learning in these classes.

Person Responsible Chuck Woods (charles.woods@sarasotacountyschools.net)

English Language Arts and Mathematics classes will use benchmark assessments to monitor student performance on standards based instruction. Standards mastery reports will be reviewed in PLC and with Leadership Team to identify areas of strength and areas for improvement for students demonstrating knowledge on standards. Reteaching and small group instruction on specific standards will be used to reinforce learning and support students striving to reach level of peers.

Person Responsible Kristin Mikarts (kristin.mikarts@sarasotacountyschools.net)

#2. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:	A review of the state assessment data from Every Student Succeeds Act indicate that performance levels for African-American students in core areas is below the overall average of the school. The ESSA data shows a need to improve the level of performance, therefore a focus area for the school is in this area.
Measurable Outcome:	By 2022, there will be an increase in students demonstrating a learning gain in the lowest quartile in ELA (8%) and Mathematics (4%), with specific focus on African-American students and students with disabilities as identified in Every Student Succeed Acts.
Monitoring:	Monitoring of student progress to include weekly review of student grades and attendance data. Student performance on benchmark assessments in core content area will be progress monitored. Student mentoring feedback reviewed by leadership team and school guidance counselors.
Person responsible for monitoring outcome:	Erin Rice (erin.rice@sarasotacountyschools.net)
Evidence-based Strategy:	Identify African American students and students with disabilities who need Tier II Interventions. Contact Parent(s)/Guardians as to the extra resources that are available for their student. Give identified students a schedule that offers additional resources within the classroom. Continue to use i-Ready diagnostics and benchmarks assessments to tailor instruction.
Rationale for Evidence-based Strategy:	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 Black/African Americans students as identified by our Every Student and Success Act (ESSA) data which makes up the school's two Targeted Support & Improvement students (TS&I) .

Action Steps to Implement

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 Erin Rice (erin.rice@sarasotacountyschools.net)

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 Kristin Mikarts (kristin.mikarts@sarasotacountyschools.net)

Tier 2 Support: Students, in-person and quarantined, 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 Kim Bailey (kim.bailey@sarasotacountyschools.net)

Review of student schedules and performance data to identify areas to accelerate students based on achievement in preparation for following course in curriculum. Utilize the math flowchart for middle school and articulate with high school to identify pathways for students to take upper level coursework in English Language Arts and Mathematics, including A.P., AICE, and I.B. programs.

Person Responsible Chuck Woods (charles.woods@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 2022, there will be a 4% increase in students demonstrating proficiency in Science.
Monitoring:	Science district benchmark data will be utilized to compare longitudinal data at school as well as provide comparison data to district and other middle schools. Student grades in Science 6th-8th grade courses will be monitored at mid and end of quarter to identify students in need of tiered intervention.
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 2020-21 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 1, 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. Progress monitoring of students in 8th grade Science will provide timely data on status of student comprehension on state standards in Science.

Action Steps to Implement

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)

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 Erin Rice (erin.rice@sarasotacountyschools.net)

Additional support for aligned lesson development using district resources on MYSCS and IXL. These lessons will align to state standards and look to emphasize classroom discussions and inquiry based learning. IXL individualized practice by students in Tier 1 will provide skill as well as standard alignment to allow students to show mastery of scientific concept.

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

- Draft of list of possible bubble kids looking at 5th grade FSA scores and teacher assessments and recommendations – these are kids that are only a few points from the 3 (one or two questions away)
- Give all 8th graders a pre-test using test spec questions in November to identify material misconceptions

and any additional students that might be on the bubble. Target in class those kids identified in the bubble and give extra attention when reviewing – small group pullout.

Person
Responsible [no one identified]

#4. Instructional Practice specifically relating to Social Studies**Area of****Focus****Description****and****Rationale:**

The Venice Middle School rationale for this area of focus is to ensure students in Social Studies classes at all grade levels are receiving the instructional support necessary to attain the required Science achievement as outlined in this area of focus.

Measurable**Outcome:**

By 2022, there will be a 4% increase in students demonstrating proficiency in Social Studies.

Monitoring:

Social Studies district benchmark data will be utilized to compare longitudinal data at school as well as provide comparison data to district and other middle schools. Student grades in Social Studies 6th-8th grade courses will be monitored at mid and end of quarter to identify students in need of tiered intervention.

Person**responsible****for****monitoring****outcome:**

Scott Schafer (william.schafer@sarasotacountyschools.net)

Evidence-based**Strategy:**

Instructional strategies and best practices are aligned to Hattie's LISCs and effect size research along with Research Based Teaching's instructional models and philosophies. The school is continuing to infuse these philosophies, specifically classroom discussions in Social Studies, 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.

Rationale for**Evidence-based****Strategy:**

The effect size of instructional practice of classroom discussion in social studies is researched at a level above a years growth for student achievement. Therefore, implementation of this researched based practice will support students in their application of knowledge of the standards.

Action Steps to Implement

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

Person**Responsible**

Scott Schafer (william.schafer@sarasotacountyschools.net)

During PLC, schedule on-going professional development with our district curriculum specialist Mrs. Tracy Prince. The related PDs will focus on the standards being assessed on district benchmarks and lesson development centered around those standards. Teachers will use the formative, summative, and district Benchmark assessments to track and ensure students are achieving mastery learning in the core area. Using this data during PLC along with the MTSS/RTI Problem solving process to reevaluate instructional strategies and provide feedback and support as instruction moves into the more intensive levels of the Tiered process.

Person**Responsible**

Chuck Woods (charles.woods@sarasotacountyschools.net)

In PLCs, United States History teacher will support our Civics teacher by providing the lowest quartile data to our Civics teachers from his or her Final Exam from the previous year. Civics teacher will give a Pre/ Post Test for Civics at the beginning of the year and near the end of the year to gauge academic growth. Collaborate with our Studies Director to identify areas of weakness in our Unit Assessment data year-to-year. Work closely with 7th grade to correlate the standards and benchmarks that specifically pertain to

civics curriculum

Utilize Social Studies program specialist to pinpoint benchmark data to better help us remediate lowest quartile and learning gaps.

Person Responsible Scott Schafer (william.schafer@sarasotacountyschools.net)

#5. Culture & Environment specifically relating to Discipline**Area of****Focus****Description and****Rationale:**

Suspension Rate Reduction Strategies: To be proactive and educate students related to expectation and behaviors so as to reduce the number of students receiving 2 or more referrals.

Measurable Outcome:

To reduce the number of students who receive 2 or more suspensions during measureable the school year from 3% in 2020--21 to 1% in 2021-22.

Monitoring:**Person responsible for monitoring outcome:**

Erin Rice (erin.rice@sarasotacountyschools.net)

Evidence-based Strategy:

Venice Middle School will utilize two evidence-based strategies:

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)

2. MTSS/RTI process to better align the schools behavioral strategies to the Best Practices referenced by the FLDOE. Collaborating with the School Wide Support Team (SWST) to provide attendance interventions that better support students and provide intervention to meet this focus goal.

Rationale for Evidence-based Strategy:

Venice Middle School's rational for using the two strategies outlined above is to better align the schools behavioral strategies to the Best Practices referenced by the FLDOE related to the MTSS/RTI Process and PBIS to build awareness of behavior expectations throughout the school day whether in class, in common areas, in hall ways, in café, etc. to ensure we are creating a culture of respect, responsibility, and trust.

Action Steps to Implement

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

Person**Responsible**

Erin Rice (erin.rice@sarasotacountyschools.net)

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)

Positive Behavior Support meetings for all staff monthly, additional updates each month at separate staff meetings about PBS and progress toward goal.

Person**Responsible**

Erin Rice (erin.rice@sarasotacountyschools.net)

Establish Tier 2 Positive Behavior group meetings to include leadership team, school guidance counselors, ESE Liaison and Behavior Specialist to review tiered interventions for behavior support.

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

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 Amber Singer (amber.singer@sarasotacountyschools.net)

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

Person Responsible Kim Bailey (kim.bailey@sarasotacountyschools.net)

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.

VENICE MIDDLE SCHOOL-0451 reported 2.8 incidents per 100 students. This rate is less than the Statewide middle/junior school rate of 4.2 incidents per 100 students. Areas of concern to monitor school wide include bullying incidents, which will be monitored by reviewing: data on reports, investigations, follow up on incidents, discipline data, school wide support team review of student supports for perpetrator and victim, as well as student data from annual climate survey. Goal is to reduce student incidents of bullying as a problem at the school.

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.

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.

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

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, as listed here:

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

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$35,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	120-Classroom Teachers	0451 - Venice Middle School	Other Federal		\$35,000.00
2	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American				\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science				\$0.00

4	III.A.	Areas of Focus: Instructional Practice: Social Studies	\$0.00
5	III.A.	Areas of Focus: Culture & Environment: Discipline	\$0.00
Total:			\$35,000.00