Venice Elementary School

2021-22 Schoolwide Improvement Plan

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Venice Elementary School

150 MIAMI AVE E, Venice, FL 34285

www.sarasotacountyschools.net/veniceelementary

Demographics

Principal: K IR K Hutchinson

Start Date for this Principal: 6/1/2018

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)	44%
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 (76%) 2017-18: A (67%) 2016-17: A (71%)
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.](www.floridacims.org)

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	No	33%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	21%

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Venice Elementary School is to develop passionate and responsible life-long learners who care for themselves, their community and their world while in pursuit of reaching their greatest potential. This will be accomplished by an exceptionally well-qualified staff actively collaborating with motivated students, involved families, and the community in a safe, supportive environment. Every child... every day... whatever it takes.

Provide the school's vision statement.

Venice Elementary School's faculty and staff are committed to working as one for the success of all students.

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
Hutchinson, Kirk	Principal	School Principal - responsible for the daily operation of the school
Randlett, Kaitlin	Assistant Principal	Assistant Principal - responsible for the daily operation of the school
Bader, Linda	Teacher, K-12	Grade K Instructional Team Leader
DiPillo, Karen	Teacher, K-12	Grade 1 Instructional Team Leader
Banks, Susan	Teacher, K-12	Grade 2 Instructional Team Leader
Hicks, Amanda	Teacher, K-12	Grade 3 Instructional Team Leader
Olsson, Susan	Teacher, K-12	Grade 4 Instructional Team Leader
Reynolds, Sarah	Teacher, K-12	Grade 5 Instructional Team Leader
Starkey, Barbara	Teacher, ESE	ESE Instructional Team Leader
Knarr, Jessica	Other	ESE Liaison - Responsible for ESE compliance and support of the school-wide ESE program.
Christie, Lori	School Counselor	School Counselor - responsible for the SEL aspects of our school program
Hines, Chris	Behavior Specialist	Support daily behavior needs and PBS initiatives
Nutten, Danielle	Other	
Callan, Jeff	Teacher, K-12	Specials Instructional Team Leader

Demographic Information

Principal start date
Friday 6/1/2018, K IR K Hutchinson

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.*

8

Total number of teacher positions allocated to the school

40

Total number of students enrolled at the school

539

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

1

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

1

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	72	89	86	110	86	93	0	0	0	0	0	0	0	536
Attendance below 90 percent	0	10	6	5	6	15	0	0	0	0	0	0	0	42
One or more suspensions	0	1	2	0	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in Math	0	1	1	0	0	0	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	0	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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	1	2	2	3	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 8/24/2021

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	58	82	104	87	96	85	0	0	0	0	0	0	0	512
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	4	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	6	0	0	0	0	0	0	0	7

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	3	5	0	0	0	0	0	0	0	8

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	3	2	1	1	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

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	58	82	104	87	96	85	0	0	0	0	0	0	0	512
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	4	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	6	0	0	0	0	0	0	0	7

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	3	5	0	0	0	0	0	0	0	8

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	3	2	1	1	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

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				81%	68%	57%	75%	66%	56%
ELA Learning Gains				72%	62%	58%	62%	57%	55%
ELA Lowest 25th Percentile				64%	53%	53%	50%	46%	48%
Math Achievement				84%	73%	63%	82%	72%	62%
Math Learning Gains				81%	67%	62%	68%	63%	59%
Math Lowest 25th Percentile				67%	53%	51%	65%	51%	47%
Science Achievement				85%	65%	53%	68%	66%	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	79%	70%	9%	58%	21%
Cohort Comparison						
04	2021					
	2019	76%	67%	9%	58%	18%
Cohort Comparison		-79%				
05	2021					
	2019	85%	68%	17%	56%	29%
Cohort Comparison		-76%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	77%	73%	4%	62%	15%
Cohort Comparison						
04	2021					
	2019	79%	72%	7%	64%	15%
Cohort Comparison		-77%				
05	2021					
	2019	91%	70%	21%	60%	31%
Cohort Comparison		-79%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	85%	65%	20%	53%	32%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

iReady Diagnostic Assessments (ELA and Math)
District Benchmark Assessment (Science)

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28	47	73
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21	51	77
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41	59	76
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24	47	75
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	73	79	86
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	34	47	78
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	58	68	78
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	50	73	84
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	57	64	72
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	52	67	77
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	62	73	
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

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	46	60	67	52	53	50	20				
ELL	38			46							
HSP	57			67							
MUL	75			69							
WHT	80	75	80	84	62	67	71				
FRL	63	71		67	38		45				
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	55	68	68	63	70	71	70				
ELL	50			50							
HSP	70	83		78	87	80	82				
MUL	69			75							

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
WHT	83	72	68	85	80	61	84				
FRL	66	68	68	75	81	72	79				
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	46	53	50	57	58	50	32				
ELL	40	36		80	55						
HSP	63	39		81	60	73					
WHT	78	66	55	82	68	60	73				
FRL	64	59	48	77	60	64	54				

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	67
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	535
Total Components for the Federal Index	8
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	49
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	46
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	
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	
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	59
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	72
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	74
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	55
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?

When examining our 2021 FSA results, VES data demonstrated that 3 out of our 7 school grade categories remained consistent with our 2019 results and 1 area increased; 3 out of 7 components decreased. Our strongest area overall when considering proficiency and growth, as determined by the 2021 FSA results, was in the area of ELA.

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

When examining areas for improvement, our 2021 FSA results indicate that learning gains in math, including the lowest quartile, and our science proficiency are the two areas in most need of improvement. Data also shows a need for continuous improvement in ELA proficiency to ensure a continued upward trend.

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

With the implication of the pandemic, we had over 100 students participating in a remote setting during the 2019/2020 school year. Our teachers also had to adjust their instructional practices to accommodate for concurrent learning and for the impacts of quarantine procedures. This transient movement had a profound impact on student learning. These factors are in addition to the fact that the students were excluded from in-person learning the final quarter of the 2019/2020 school year. To address these needs (Math LQ learning gains and Science proficiency) we have adjusted some of our ESE staff to ensure that we have one ESE teacher assigned full-time to our 3rd and 4th grade teams and we have a dually-certified teacher serving as our 5th grade math/science inclusion teacher. We also have assigned a full-time ESE aide to support our 5th grade ESE inclusion classrooms. This ensures that we have a full-time inclusion model in grades 3-5. Our science lab teacher has also returned to some pre-pandemic instructional practices regarding center stations in the classroom and enhanced collaboration with our classroom teachers. This year, our STEM Fair will also be a required component for our 5th grade students and those student in our gifted magnet program; we made it optional last year due to the pandemic constraints. We believe that these adjustments will enable our student results to return to pre-pandemic levels.

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

The ELA learning gains of our lowest quartile showed the greatest amount of improvement.

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

A continuous and enhanced focus on intervention and purposeful discussion and triangulation of data has helped us provide targeted and intentional instruction and intervention. Our inclusion model also enables our students to access the grade level curriculum with their accommodations. This also allows us to provide ongoing support to students who do not have an IEP but benefit from the timely and regular support to help accelerate their learning.

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

Enhancing our focus on Tier 1 instruction in ELA and Science through collaborative planning and the use of a newly adopted ELA curriculum. We are also progress monitoring every student as a baseline and throughout the school year using our new curriculum resources. This will help drive our Tier 1 instruction and narrow our targeted focus for Tier 2 and 3 interventions. We have also contracted with a part-time teacher to provide supplemental instruction to students who have been quarantined.

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.

Using funding from our Jumpstart grant, we will be leading our teachers in collaborative planning sessions focused on Tier 1 instruction for all content areas. We will also engage in multiple data discussions during the school year to analyze progress monitoring data and determine needed professional development as it pertains to targeted and intensive interventions.

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

Our district PM documents will be utilized in future years to help guide instructional practices and interventions. We will also continue to engage in data discussions to provide ongoing support to our teachers and students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	The percent of students in our lowest quartile for mathematics demonstrating a learning gain decreased from 67% in 2019 to 53% with the 2021 FSA administration. This area is our lowest performing domain when considering all school grade components.
Measurable Outcome:	By the end of the 2022 school year, 67% of students in the lowest quartile will demonstrate a learning gain, as measured by the mathematics FSA.
Monitoring:	Using iReady and additional assessment data, the school staff will monitor the progress of the students who are projected to be in the lowest quartile of our student population.
Person responsible for monitoring outcome:	Kirk Hutchinson (kirk.hutchinson@sarasotacountyschools.net)
Evidence-based Strategy:	The identification, and targeted instruction, of the learning needs for the students in the lowest quartile will facilitate the learning gains of this identified group. Instructional staff will, based upon student data, develop targeted interventions for the gaps that are present with the students who performed in our lowest quartile. Interventions will be developed using iReady Teacher Toolbox and additional research-based materials provided by the SCS curriculum office. Support will be provided to our mathematics teachers in developing these interventions. An emphasis will also be placed on our staff using the district GPS, aligning with standards, and using formative assessment and progress monitoring. Additionally, our math teachers will collaborate with district staff to learn about and implement the numeracy project at VES. All math teachers will also be provided with multiple opportunities for collaborative planning throughout the year.
Rationale for Evidence-based Strategy:	Teachers will utilize progress monitoring data, including but not limited to, iReady data (diagnostic and standards mastery), classroom assessments, student work results, and mathematics inventories, to identify student instructional gaps. Working with school and district staff, the teachers will then develop targeted interventions using resources that include, but are not limited to, iReady MAFS materials, district provided resources, and additional intervention components to address the student instructional needs.

Action Steps to Implement	
Provide teachers with 2021 FSA data.	
Person Responsible	Kirk Hutchinson (kirk.hutchinson@sarasotacountyschools.net)
Provide PD on interventions with District staff	
Person Responsible	Kirk Hutchinson (kirk.hutchinson@sarasotacountyschools.net)
Provide multiple opportunities for collaborative planning sessions to focus on Tier 1 instructional and intervention planning.	
Person Responsible	Kirk Hutchinson (kirk.hutchinson@sarasotacountyschools.net)
Ongoing progress monitoring of student performance during data discussions with teachers.	
Person Responsible	Kirk Hutchinson (kirk.hutchinson@sarasotacountyschools.net)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	The percent of students scoring a level 3 or higher decreased from 81% in 2019 to 78% with the 2021 FSA administration.
Measurable Outcome:	By the end of the 2022 school year, 81% of students will score a level 3 or higher as measured by the ELA portion of the FSA.
Monitoring:	Using iReady and additional assessment data, the school staff will monitor the progress of the students as it pertains to ELA proficiency.
Person responsible for monitoring outcome:	Kaitlin Randlett (kaitlin.randlett@sarasotacountyschools.net)
Evidence-based Strategy:	Using the progress monitoring tools provided by the District, all ELA teachers are regularly assessing their students' performance to drive Tier 1, 2, and 3 instruction and interventions. This PM tool includes common assessments to provide for collaborative discussions based upon grade level data and expectations. During each team's CPT time, our instructional leadership staff is placing a greater emphasis on formative assessment and best practices, including the flexible grouping amongst classrooms where applicable. All ELA teachers will be provided with multiple collaborative planning opportunities during the school year as they implement the new B.E.S.T standards and new ELA curriculum. Our ELA staff will also participate in a PLC to learn about strategic and intensive interventions available for our students. Ongoing data discussions will also be implemented to ensure a triangular view of student performance and determine next steps for acceleration and intervention.
Rationale for Evidence-based Strategy:	Teachers will utilize progress monitoring data (district provided PM form), including but not limited to, iReady data (diagnostic), reading records, classroom assessments, student work results, and Benchmark Advance Unit and Interim assessments to identify student instructional gaps. Working with school and district staff, the teachers will then develop targeted interventions using resources that include, but are not limited to, iReady materials, Benchmark Advance ELA curriculum, BA intervention kits, ACT lesson resources, district provided resources, and additional intervention components to address the student instructional needs. Collaborative planning for Tier 1 instruction will be used to ensure a common approach to the new B.E.S.T. standards and Benchmark Advance curriculum resource. Data chat sessions will be used to provide support to our instructional staff and to help create strategic and intensive interventions as needed for our students.

Action Steps to Implement

Use PM tools to collect baseline and ongoing data on all children.

Person Responsible	Kaitlin Randlett (kaitlin.randlett@sarasotacountyschools.net)

Collaborate weekly with grade level teams to discuss Tier 1 instructional, as well as the needs for our striving readers.

Person Responsible	Kaitlin Randlett (kaitlin.randlett@sarasotacountyschools.net)

Intervention planning PD session with district curriculum staff.

Person Responsible	Kaitlin Randlett (kaitlin.randlett@sarasotacountyschools.net)

Provide multiple opportunities for collaborative planning sessions to focus on Tier 1 instructional and intervention planning.

Person Responsible Kaitlin Randlett (kaitlin.randlett@sarasotacountyschools.net)

Ongoing progress monitoring of student performance during data discussions with teachers.

Person Responsible Kaitlin Randlett (kaitlin.randlett@sarasotacountyschools.net)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	The percent of students scoring a level 3 or higher decreased from 85% in 2019 to 68% with the 2021 FSA administration.
Measurable Outcome:	By the end of the 2022 school year, 75% of students will score a level 3 or higher as measured by the FSSA.
Monitoring:	Using district science benchmark assessment data, the school staff will monitor the progress of the students as it pertains to science proficiency.
Person responsible for monitoring outcome:	Kirk Hutchinson (kirk.hutchinson@sarasotacountyschools.net)
Evidence-based Strategy:	All classrooms are responsible for delivering science instructional following the IFG. Furthermore, our science lab teacher provides an overarching scope and sequence that allows for the science lab instruction to support the classroom science instruction. In the science lab, we are returning to implementing a hands-on learning approach after having to move away from that during the 2020-2021 SY due to COVID protocols. All science teachers will be provided with multiple opportunities for collaborative planning throughout the year. Our 5th grade team and our science lab teacher also collaborate to plan and implement an instructional program to help reinforce the standards that have been taught over the past years.
Rationale for Evidence-based Strategy:	Teachers will utilize progress monitoring data, including but not limited to our district science benchmark assessment, classroom assessments, and student work results, to identify student instructional gaps. Working with school and district staff (as possible), the teachers will then develop targeted instruction using resources that include, but are not limited to, our district science curriculum, additional science resources, hands-on learning, and additional intervention components to address the student instructional needs.

Action Steps to Implement

Conduct the fall science benchmark for grades 3-5.

Person Responsible	Kaitlin Randlett (kaitlin.randlett@sarasotacountyschools.net)

Provide multiple opportunities for collaborative planning sessions to focus on Tier 1 instructional and intervention planning.

Person Responsible	Kirk Hutchinson (kirk.hutchinson@sarasotacountyschools.net)

Ongoing progress monitoring of student performance during data discussions with teachers.

Person Responsible	Kaitlin Randlett (kaitlin.randlett@sarasotacountyschools.net)

Implement science enrichment program for 5th grade

Person Responsible	Sarah Reynolds (sarah.reynolds@sarasotacountyschools.net)

Additional Schoolwide Improvement Priorities

Using the 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.

When compared to other schools across the district and state, the data for VES indicates that our rate of behavioral incidences is considered very low. We attribute this rating to our strong PBS program (named a model school for 2020), strong classroom management by our teachers and staff, schoolwide implementation of CHAMPS, and our strong level of family and PTO involvement. This year we have a new behavior specialist position to help support the behavioral needs of students. We also have a full-time MHT to provide intensive support to our student's and families as well.

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.

At Venice Elementary, we know it is critically important to celebrate and recognize the positive school culture and environment that our staff, students and families work so hard to build and sustain. Some of the main contributors to creating, building, and sustaining this positive school culture is a focus on relationships, unwavering open communication with families and a belief in celebrating successes along the way. Teachers use a variety of strategies including CHAMPS, restorative circles, Arts Integration techniques and positive behavior support systems to build strong classroom communities and relationships with and among their students. Social and emotional learning is interwoven into the day through lessons, read alouds and other student activities. At VES relationships are the building blocks for the rigorous academic work that students take part in throughout the school year. Our teachers use a variety of strategies to instill a growth mindset with their students so that risk-taking is part of the classroom culture for all. Relationship building transfers well beyond the classroom at VES allowing for trusting relationships to form between school staff and VES families. Teachers have multiple opportunities to meet with families to share information about the classroom as well as specific strengths and needs of the individual students. This year in place of a traditional open house, teachers are taking part in one one one conferences with each student's family to share with them the strengths and needs of the student based on recent qualitative and observational data. Teachers use a variety of online platforms including Class Dojo and Facebook to help keep families connected to the classroom. As a school we rely heavily on our Facebook platform to keep families in the know of important information as well as sharing the day to day things that happen on our campus involving their children. We often share video messages to keep families in the loop of important information. Our teachers share success stories, photos, and video clips of the daily happenings inside their classrooms to give families a "glimpse" into the school day through our various social media platforms. Another imperative

piece of sustaining a positive culture is celebrating the success of our students, staff, and families along the way. One way we celebrate our students is through our Positive Behavior Support system. Students are rewarded in various ways for following school wide expectations including mini milestone events, such as a special snack from administration, eating lunch on stage in front of peers and taking part in special activities such as a "backstage tour" of the school and Bingo with the Principals. Teachers celebrate other teachers by sharing out "kudos" in a weekly update in which colleagues give each other shout-outs for the wonderful things they are doing on campus for one another. School goals are shared with our community stakeholders at the beginning of the year and then progress towards those goals is shared and celebrated at the half-way mark and then finally at the close of the school year. At Venice Elementary, building and sustaining the positive culture and environment are the top priority due to the implications doing so has on the success of our students both academically, socially and emotionally.

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

Kirk Hutchinson, Principal
Kaitlin Randlett, Assistant Principal
Lori Christie, Guidance Counselor/PBS Lead
Kim Hunt, 5th Grade Teacher/PBS Lead
Chris Hines, Behavior Specialist

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math				$17,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0211 - Venice Elementary School	Other Federal		$17,500.00
			Notes: Jumpstart Funds for collaborative planning sessions			
2	III.A.	Areas of Focus: Instructional Practice: ELA				$17,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0211 - Venice Elementary School	Other Federal		$17,500.00
			Notes: Jumpstart Funds for collaborative planning sessions			
3	III.A.	Areas of Focus: Instructional Practice: Science				$0.00
					Total:	$35,000.00