Venice Middle School

2022-23 Schoolwide Improvement Plan

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Venice Middle School

1900 CENTER RD, Venice, FL 34292

www.sarasotacountyschools.net/venicemiddle

Demographics

Principal: Tomas Dinverno

Start Date for this Principal: 6/1/2018

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	39%
2021-22 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	2021-22: A (67%) 2018-19: A (64%) 2017-18: A (66%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	39%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	23%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Venice Middle is to challenge and nurture our students by offering a high quality education and fostering a community of respect and understanding in a safe school environment. Our goal is to develop lifelong learners and caring citizens for the betterment of self and society.

Provide the school's vision statement.

The vision of Venice Middle is a school that fosters respect for and commitment to community and academic success.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Dinverno, Tomas	Principal	
Rice, Erin	Assistant Principal	
Woods, Chuck	Assistant Principal	
	Teacher, K-12	

Demographic Information

Principal start date
Friday 6/1/2018, Tomas Dinverno

Number of teachers with a 2022 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.*
2

Number of teachers with a 2022 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.*
12

Total number of teacher positions allocated to the school
52

Total number of students enrolled at the school
747

Identify the number of instructional staff who left the school during the 2021-22 school year.
2

Identify the number of instructional staff who joined the school during the 2022-23 school year.
2

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	240	210	280	0	0	0	0	730
Attendance below 90 percent	0	0	0	0	0	0	20	45	52	0	0	0	0	117
One or more suspensions	0	0	0	0	0	0	10	8	21	0	0	0	0	39
Course failure in ELA	0	0	0	0	0	0	2	2	3	0	0	0	0	7
Course failure in Math	0	0	0	0	0	0	1	3	2	0	0	0	0	6
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	17	28	55	0	0	0	0	100
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	36	35	33	0	0	0	0	104
Number of students with a substantial reading deficiency	0	0	0	0	0	0	17	28	55	0	0	0	0	100

Using the table above, complete the table below with the number of students by current grade level who have 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	1	1	3	0	0	0	5

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated
Friday 9/2/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	59%	57%	50%				61%	64%	54%
ELA Learning Gains	56%						52%	58%	54%
ELA Lowest 25th Percentile	45%						52%	50%	47%
Math Achievement	74%	38%	36%				74%	74%	58%
Math Learning Gains	71%						67%	66%	57%
Math Lowest 25th Percentile	65%						55%	56%	51%
Science Achievement	66%	64%	53%				62%	61%	51%
Social Studies Achievement	85%	60%	58%				87%	85%	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	2022					
	2019	55%	63%	-8%	54%	1%
Cohort Comparison						
07	2022					
	2019	64%	64%	0%	52%	12%
Cohort Comparison		-55%				
08	2022					
	2019	62%	66%	-4%	56%	6%
Cohort Comparison		-64%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	52%	67%	-15%	55%	-3%
Cohort Comparison						
07	2022					
	2019	77%	73%	4%	54%	23%
Cohort Comparison		-52%				
08	2022					
	2019	76%	65%	11%	46%	30%
Cohort Comparison		-77%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	62%	62%	0%	48%	14%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	77%	-77%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	86%	85%	1%	71%	15%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	99%	73%	26%	61%	38%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	69%	-69%	57%	-57%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	21	35	34	41	54	51	24	55			
ELL	40	62	52	61	72	58	41	82	75		
ASN	72	69		83	75		73	100	91		
HSP	45	62	53	68	73	68	36	77	85		
MUL	59	62	50	69	65	50	82	94	93		
WHT	61	54	42	75	72	66	69	85	77		
FRL	44	49	41	65	63	56	46	69	67		
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						
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	67
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	71
Total Points Earned for the Federal Index	672
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	61
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	80
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	69
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 include the increase in core content areas both in proficiency and learning gains. This includes English Language Arts, Mathematics, Civics, and Science. Overall levels of students demonstrating level 3 and above increased from prior year levels. Students that made learning gains, especially in the current lowest quartile, gained from prior year levels.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement is demonstrated by the category of students demonstrating a learning gain in English Language Arts in the current lowest quartile. Even though a 3% gain was made

in this category from prior year levels, this percentage, which is 45%, still remains the lowest percentage of any of the categories represented in the school grade calculation.

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

Actions that need to be taken to address this need for improvement include the continued focus on literacy across all content areas. The students that are striving readers need tier 1 instruction overall in reading strategies including word attack skills in the area of vocabulary as well as specific tools to support reading comprehension in areas such as main idea and authors purpose. The continued efforts to learn about the Focus Five Literacy Strategies will be implemented in the 22-23 school year in the areas of Vocabulary, Read Alouds, Shared Reading, Summarizing, and Quick Writes. Progress monitoring of students with I.E.P.s will be reviewed by teachers, support staff, and leadership team including the bi-weekly ESE Case Manager check in that is new in 22-23 school year. Data that is reviewed includes teacher formative and summative assessments, FAST and i-Ready data, as well as School Wide Support Team Tier 2 documentation.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data that showed the most improvement included mathematics gains in proficiency, learning gains, and learning gains of students in the current lowest quartile. These levels went from 65 to 74 in proficiency, 61 to 71 in learning gains, and 51 to 65 in learning gains of the current lowest quartile.

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

The actions taken by the school included a 4 year structure of Co-Teach for students in general education and special education. This model includes 2 certified teachers working collaboratively to instruct students during the entire class period. Teachers in the subject areas of English Language Arts as well as Mathematics have been supporting student learning in this model for 4 school years.

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

In order to accelerate learning, additional tier 1 instructional strategies will need to be a focus for students that are demonstrating above grade level proficiency. Additionally, computer based software programs will allow teachers to assign specifically designed lessons to support students in above grade level lessons. Finally, the on-demand tutoring model that is planned for implementation in 22-23 will support accelerated learning by allowing students to receive 1-1 and/or small group instruction.

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 professional development opportunities include continued learning in the Co-Teach model that has been implemented at the school. This began in the spring of 2022 with training provided for all co-teachers as well as paraprofessional support, a result of recommendations from the Best Practices with Inclusion Education. Additionally, teachers will have various opportunities to learn in professional development in person and hybrid online courses about Literacy across the content areas.

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

Additional services include small group reading intervention provided by reading certified specialist to support students that are striving to read on grade level. This targeted approach will be planned into the

school staffing for 22-23 school year as well as beyond. Students will receive daily instruction in small groups of 4-6 students. Student progress will be monitored to measure the learning gains in reading for each student.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	By 2023, there will be an 5% increase in students demonstrating a learning gain in the lowest quartile in ELA, with specific focus on black students and students with disabilities as identified in Every Student Succeed Acts. This will be measured by an increase in scale score growth from the 1st progress monitoring in the fall of Florida Assessment of Student Thinking to the 3rd progress monitoring of F.A.S.T. in the spring. The amount of students in the current lowest quartile (25%) of VMS is 191 of 764 students, with 115 in the state reported ESSA demographics. The goal of 5% increase from 45% of the 191 students (86 students) to 50% (96 students) is an increase of 10 more students demonstrating gains.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	An increase of 5% from 1st progress monitoring to 3rd progress monitoring.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The area of focus will be monitored both at the classroom and school level including disaggregation of students with disabilities, general education students, and students as defined in Every Student Succeed Act. Student progress on F.A.S.T., i-Ready and classroom performance on assessments will be used to identify growth for each student as well as provide additional supports.
Person responsible for monitoring outcome:	Tomas Dinverno (tomas.dinverno@sarasotacountyschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Evidence based strategy includes the best practice of Co-Teach in English Language Arts classrooms.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	This strategy has been identified by the Best Practices with Inclusion Education process implemented by both the district and school to support learners in the general education setting that have individual education plans.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Tier 1 instruction in ELA including literacy strategies to support all learners. VMS will continue to implement the Focus 5 Literacy Strategies of Read Alouds, Shared Reading, Vocabulary, Quick Writes, and Summarizing. Professional Development for teachers will be available and a school wide effort to continue to utilize these strategies.

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

Tier 2 Support: Students who are experiencing academic difficulties will be
referred to the School Wide Support Team (SWST). The SWST team meets weekly and can assist teachers when making decisions on how to best support our students academically, behaviorally, socially, and emotionally.

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

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)

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)

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)

Students scheduled in an ELA 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   Tomas Dinverno (tomas.dinverno@sarasotacountyschools.net)

Students with I.E.P.s receive additional support from ESE Case Managers via a support period. Teachers will meet bi-weekly with each of the students on their caseload, about 22 each for the 3 ELA teachers, in order to check in on grades, attendance, progress on IEP goals, build student/teacher rapport, and contact parents/guardians to provide frequent proactive feedback. ESE Case Managers complete a summary of the student meetings for administrative review.

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

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	By 2023, there will be a 4% increase in students demonstrating a learning gain in the lowest quartile in math, with specific focus on black students and students with disabilities as identified in Every Student Succeed Acts. This will be measured by an increase in scale score growth from the 1st progress monitoring in the fall of Florida Assessment of Student Thinking to the 3rd progress monitoring of F.A.S.T. in the spring. The amount of students in the current lowest quartile (25%) of VMS is 191 of 764 students, with 115 in the state reported ESSA demographics. The goal of 4% increase from 65% of the 191 students (124 students) to 50% (132 students) is an increase of 8 more students demonstrating gains.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	An increase of 5% from 1st progress monitoring to 3rd progress monitoring.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The area of focus will be monitored both at the classroom and school level including disaggregation of students with disabilities, general education students, and students as defined in Every Student Succeed Act. Student progress on F.A.S.T., i-Ready and classroom performance on assessments will be used to identify growth for each student as well as provide additional supports.
Person responsible for monitoring outcome:	Tomas Dinverno (tomas.dinverno@sarasotacountyschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Evidence based strategy includes the best practice of Co-Teach in English Language Arts classrooms.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

This strategy has been identified by the Best Practices with Inclusion Education process implemented by both the district and school to support learners in the general education setting that have individual education plans.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Students scheduled in an 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   Chuck Woods (charles.woods@sarasotacountyschools.net)

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   Susan Nell (susan.nell@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)

Instructional Staff and Leadership team to analyze data from F.A.S.T. progress monitoring to then utilize data to drive instructional decisions around student need based on performance on grade level standards. Instructional staff will also work with students on i-Ready data chats with the current lowest quarter and ESSA students to ensure there is clarity related to current placement with lesson pathways in Mathematics.
instructional lessons and progress toward i-Ready typical and stretch goals.

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

Students with I.E.P.s receive additional support from ESE Case Managers via a support period. Teachers will meet bi-weekly with each of the students on their caseload, about 22 each for the 3 Math teachers, in order to check in on grades, attendance, progress on IEP goals, build student/teacher rapport, and contact parents/guardians to provide frequent proactive feedback. ESE Case Managers complete a summary of the student meetings for administrative review.

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

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	School data demonstrates that longitudinally, students demonstrating proficiency in Science has bee in the high 60's to low 70's, which is a higher rate than current even with last year's growth in proficiency.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By 2023, there will be a 4% increase in students demonstrating proficiency in Science.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Student benchmark data in Science will be monitored by science teachers including support from district colleagues and an Assistant Principal specifically overseeing Science in 22-23 school year.
Person responsible for monitoring outcome:	Erin Rice (erin.rice@sarasotacountyschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The evidence based strategy will include student learning opportunities with hands on inquiry. This will include make and take labs prepared in conjunction with district support.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The rationale includes the real life application of science skills learned in classroom instruction. This depth of knowledge moves from level 1 to level 3, which is supported by educational research on students simply identifying information to analyzing and practicing it in simulated problems.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Utilize Science PLC to review and discuss the MTSS/RTI Problem Solving Process. Our science staff will facilitate the process with a focus on the 6th-8th grade standards as all levels work to prepare our students to
be successful on the FSA Science Assessment.

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

Additional support for aligned lesson development using district resources on MYSCS and PENDA. These lesson will align to state standards and look to emphasize classroom discussions and inquiry based learning. PENDA 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 level 2 performance level students looking at 5th grade FSA scores and teacher assessments and recommendations – these are students 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   Erin Rice (erin.rice@sarasotacountyschools.net)

#4. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Prior data includes 2018 with an 86% proficiency rate, indicating that the level has been reached and to again set the goal with a realistic target that has been and will be attained.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By 2023, there will be a 2% increase in students demonstrating proficiency in Civics.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Student benchmark data will be monitored at the grade level along with a specific Assistant Principal assigned to Social Studies to monitor data.
Person responsible for monitoring outcome:	Chuck Woods (charles.woods@sarasotacountyschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Professional Learning Community collaboration will continue to be emphasized including opportunity for contracted teachers to collaborate outside of duty time with colleagues in content area.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	As part of the High Effect Yield Strategy of Collective Efficacy, Social Studies teachers will delve into data analysis as well as the practical application of data use in the lesson planning process.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

During Professional Learning Community (PLC), schedule on-going professional development with our district curriculum specialist. 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	Scott Schafer (william.schafer@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-toy ear.

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)

Year long additional tutoring support before or after school for all 6th-8th grade students 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 tutoring 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   Tomas Dinverno
                                          (tomas.dinverno@sarasotacountyschools.net)

#5. Positive Culture and Environment specifically relating to Reduction in students with suspensions

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Continued monitoring of this area of early warning indicators shows the ongoing need to monitor student discipline data and monitor suspension incidents as reported by ongoing district data analysis.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Data will be shared with staff at monthly meetings to report out progress toward the outcome. Biweekly district data reports will be cross checked with internal reporting systems at the school to monitor students that have received suspensions based on a breach of the student code of conduct.
Person responsible for monitoring outcome:	Erin Rice (erin.rice@sarasotacountyschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The evidence based strategy will be the continued implementation of the Positive Behavior Support Plan for the 22-23 school year.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The rationale for selecting this strategy is the model supported by the Florida Positive Behavior project including implementing the CHAMPS model that has been used at the school level and supported by district.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 Notice of Conerns 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)

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)

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

Person Responsible   Kim Bailey (kim.bailey@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)

Individual, small group, and assembly behavior programs to include bullying, school rules/ procedures, dress code, emotional control. Character Strong curriculum will be utilized by VMS aligned with SCSB and monthly character qualities.

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

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

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
• Implement Character Strong lessons during College, Career, Life Readiness time
• 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

Identify the stakeholders and their role in promoting 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.