

Sarasota County Schools

Venice Middle School



2018-19 School Improvement Plan

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Venice Middle School

1900 CENTER RD, Venice, FL 34292

www.sarasotacountyschools.net/venicemiddle

School Demographics

School Type and Grades Served (per MSID File) Middle School 6-8	2018-19 Title I School No	2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3) 50%
Primary Service Type (per MSID File) K-12 General Education	Charter School No	2018-19 Minority Rate (Reported as Non-white on Survey 2) 20%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	B	B	B*

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<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 the Venice Middle School is to develop self-directed, life-long learners.

Provide the school's vision statement

We envision a school that promotes a positive learning environment focusing on the personnel and technological resources of the entire school community. This will allow students to take responsibility for their own achievement, and will encourage a sense of pride and respect in themselves and their community.

School Leadership Team

Membership

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

Name	Title
Dinverno, Tomas	Principal
Evans, Paula	Teacher, ESE
Singer, Amber	Guidance Counselor
Barlow, Sheree	Teacher, K-12
Nell, Susan	Teacher, K-12
Rice-Smith, Erin	Assistant Principal
Bailey, Kim	Guidance Counselor
Schafer, Scott	Teacher, K-12
Ignotis, Tatiana	Other
Idoyaga, Eric	Assistant Principal
Wilson, Bonnie	Administrative Support
Mergos, Jennifer	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Members serve to implement, monitor, and adjust School Wide Literacy Strategies, Math acceleration initiatives, along with targeted instruction in Reading and Math for our students who are in the lower 25% as it related to overall proficiency .

For Reading - Initiatives include; reading across the curriculum, student choice books, WOW Words Program (Greek and Latin Roots), iReady instruction (targeted instruction in Reading), and leadership team members are each assigned to a group of Reading students who are in the lower25% in proficiency to monitor progress and support student growth.

For Math - Students are place in Math courses based on a set of criteria that qualifies them for placements ranging from sixth grade math all the way up to Geometry for high school credit, Accelerated students are eligible for additional support to help ensure mastery learning of concepts. iReady instruction (targeted instruction in Math), and the leadership team members are each

assigned to a group of Math students who are in the lower 25% in proficiency to monitor progress and support student growth.

All instructional practices are derived through the implementation of district initiatives and when additional strategies or supports are used all leadership team members share in the decision making process followed by approval by the Shared Decision Making Team (SDMT) and the School Advisory Council (SAC)..

Early Warning Systems

Year 2017-18

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	
Attendance below 90 percent	0	0	0	0	0	0	29	39	58	0	0	0	0	126
One or more suspensions	0	0	0	0	0	0	19	28	31	0	0	0	0	78
Course failure in ELA or Math	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	0	0	52	45	0	32	0	0	0	129
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	16	26	23	0	0	0	0	65

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	2	1	0	0	0	0	0	3
Retained Students: Previous Year(s)	0	0	0	0	0	0	1	0	0	0	0	0	0	1

Date this data was collected

Thursday 9/27/2018

Year 2016-17 - 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	
Attendance below 90 percent	0	0	0	0	0	0	27	38	43	0	0	0	0	108
One or more suspensions	0	0	0	0	0	0	10	32	23	0	0	0	0	65
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	36	35	55	0	0	0	0	126
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	13	18	30	0	0	0	0	61

Year 2016-17 - 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	
Attendance below 90 percent	0	0	0	0	0	0	27	38	43	0	0	0	0	108
One or more suspensions	0	0	0	0	0	0	10	32	23	0	0	0	0	65
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	36	35	55	0	0	0	0	126
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	13	18	30	0	0	0	0	61

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA Lowest 25 Percentile. Yes, 2016=36%, 2017=39%, and 2018=46%.

Which data component showed the greatest decline from prior year?

ELA Achievement with only an increase of 1% over the prior year.

Which data component had the biggest gap when compared to the state average?

ELA Lowest 25 Percentile.

Which data component showed the most improvement? Is this a trend?

Math Lowest 25 Percentile. No, 2016=54%, 2017=41%, and 2018=65%

Describe the actions or changes that led to the improvement in this area

A District and School wide focus on students in the lower 25% making growth was a major initiative for the 17-18 school year. Along with traditional math support in the classroom Venice Middle School scheduled an additional two Math periods per week where students worked on their individual learning gaps at their current grade levels. This program provide students individualized instruction and afforded the teachers/school a true progress monitoring of all students related to growth. Students were also aware of their placements and through the use of Data Chats students were made aware of current levels and developed and tracked their learning goals for the year. Additional math supports also included after hour student support opportunities for those who needed support options beyond the regular school day.

School Data

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	63%	63%	53%	62%	62%	52%
ELA Learning Gains	58%	57%	54%	52%	59%	54%
ELA Lowest 25th Percentile	46%	48%	47%	39%	47%	44%
Math Achievement	75%	74%	58%	70%	71%	56%
Math Learning Gains	71%	67%	57%	60%	66%	57%
Math Lowest 25th Percentile	61%	61%	51%	41%	55%	50%
Science Achievement	68%	62%	52%	66%	59%	50%
Social Studies Achievement	81%	78%	72%	0%	91%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	29 (27)	39 (38)	58 (43)	126 (108)
One or more suspensions	19 (10)	28 (32)	31 (23)	78 (65)
Course failure in ELA or Math	1 (0)	0 (0)	0 (0)	1 (0)
Level 1 on statewide assessment	52 (36)	45 (35)	0 (55)	97 (126)
	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

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	2018	59%	63%	-4%	52%	7%
	2017	61%	65%	-4%	52%	9%
Same Grade Comparison		-2%				
Cohort Comparison						
07	2018	59%	62%	-3%	51%	8%
	2017	63%	64%	-1%	52%	11%
Same Grade Comparison		-4%				
Cohort Comparison		-2%				
08	2018	71%	70%	1%	58%	13%
	2017	59%	65%	-6%	55%	4%
Same Grade Comparison		12%				
Cohort Comparison		8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	63%	66%	-3%	52%	11%
	2017	67%	66%	1%	51%	16%
Same Grade Comparison		-4%				
Cohort Comparison						
07	2018	77%	73%	4%	54%	23%
	2017	62%	54%	8%	53%	9%
Same Grade Comparison		15%				
Cohort Comparison		10%				
08	2018	62%	63%	-1%	45%	17%
	2017	65%	75%	-10%	46%	19%
Same Grade Comparison		-3%				
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017	100%	69%	31%	63%	37%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	79%	80%	-1%	71%	8%
2017	0%	97%	-97%	69%	-69%
Compare		79%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	77%	23%	62%	38%
2017	100%	71%	29%	60%	40%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	71%	-71%	56%	-56%
2017	100%	70%	30%	53%	47%
Compare		-100%			

Subgroup Data

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
WHT	65	59	46	77	72	61	69	80	73		
BLK	64	55		45	42						
HSP	45	49	48	68	70	68	60	82	86		
MUL	72	67		84	71						
SWD	22	40	38	35	58	52	22	43			
FRL	53	54	45	66	68	58	55	76	68		
ELL	36	50	53	59	64	58					

2017 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 2015-16	C & C Accel 2015-16
WHT	64	52	36	73	61	40	66		52		
BLK				40	60						
HSP	49	48	52	59	48	35	67		57		
MUL	54	52		68	76	60	73				
SWD	16	22	12	20	27	21	29				
FRL	49	48	41	59	52	37	53		36		
ELL	20	39	36	40	61						

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	By 2019, There will be a 4% increase in students demonstrating a learning gain in the lowest quartile in Reading. 2017=39% 2018=46% 2019 =50%
Rationale	To ensure students in the lowest quartile receive the instructional support necessary to attain the required learning gains in Reading as outlined in this Area of Focus.
Intended Outcome	For our lowest quartile students in Reading to demonstrate a 4% increase in learning gains over the 2017-18 school year.
Point Person	Tomas Dinverno (tomas.dinverno@sarasotacountyschools.net)

Action Step

Description	<ol style="list-style-type: none"> 1. Push in English Language Arts (ELA) support for students in lower quartile through small group instruction. 2. i-Ready online instructional program to provide on level lessons that are aligned to student gaps and needs. 3. Intensive Language Arts (ILA) classes are scheduled daily for additional support beyond that which is provided in their regular ELA classes. 4. ILA teachers Ms. Lee and Ms. Wilson will be receiving ongoing PD for the 2018-19 school year. 5. Instructional strategies and best practices are aligned to Hattie's and Saphier's research based instructional models. A group of leaders and teacher (Mr. Dinverno, Mr. Idoyaga, and Ms. Quigley) are receiving ongoing PD to continue the implementation of both philiophies at the school level. 5. Leadership Team (Mr. Dinverno, Mr. Idoyaga, Mr. Rice, Ms. Wilson, Ms. Baily, Ms. Singer, Ms. Evans, and Ms. Doyle) will each be assigned a group of 30 to 40 students to meet with on a regular basis to help with ongoing support, progress monitoring , motivation, and student accountability. 6. Data chats with the lower quarter students to ensure there is clarity related to current placement, instructional goals, and program expectations. 7. After school program to be staffed with certified teachers to provide additional support beyond regular school hours. 7. Common Planning time for ELA and ILA teachers to build collective efficacy in determining and developing high impact instructional strategies and lessons. 8. Open house, ongoing communications, and partnering programs with parents and families about our instructional programs and focus to best support the lowest quartile students collectively as a school community too include all stakeholders. 9. Students who are in the lowest quartile and are also ELL, ESE, 504 or a combination there of are provided program support and monitored as approved and outlined by the district, state, and federal guidelines.
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Person Responsible	Tomas Dinverno (tomas.dinverno@sarasotacountyschools.net)
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Plan to Monitor Effectiveness

Description	<p>Effectiveness of Action steps will be achieved using the following data points:</p> <ul style="list-style-type: none"> * Classroom grades and assessments aligned to state standards (ongoing) * i-Ready Diagnostic test results from September, December, and April for progress monitoring of growth * i-Ready lesson pass rates (goal is for students to pass lessons with a 75% or better which
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are ongoing through out the year)
 * FSA results from 2017-18 compared to 2018-19 school year

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

Activity #2

Title By 2019, there will be a 4% increase in students demonstrating an annual learning gain in Reading. 2017=52% 2018=58% 2019=62%

Rationale To ensure students in Reading are receiving the instructional support necessary to attain the required learning gains as outlined in this Area of Focus.

Intended Outcome For students in Reading to demonstrate a 4% increase in learning gains over the 2017-18 school year.

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

Action Step

Description

1. i-Ready online instructional program to provide on level lessons that are aligned to student gaps and needs.
2. Instructional strategies and best practices are aligned to Hattie's and Saphier's research based instructional models. A group of leaders and teacher (Mr. Dinverno, Mr. Idoyaga, and Ms. Quigley) are receiving ongoing PD to continue the implementation of both philiophies at the school level.
3. Data chats with all Reading students through core Reading and iReady classes. Data chats are to ensure there is clarity related to current placement, instructional goals, and program expectations for all students.
4. After school program to be staffed with certified teachers to provide additional support beyond regular school hours.
5. Common Planning time for ELA and ILA teachers to build collective efficacy in determining and developing high impact instructional strategies and lessons.
6. Open house, ongoing communications, and partnering programs with parents and families about our instructional programs and focus to best support our students collectively as a school community too include all stakeholders.
7. Students who are ELL, ESE, 504 or a combination there of are provided program support and monitored as approved and outlined by the district, state, and federal guidelines.

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

Plan to Monitor Effectiveness

Description

Effectiveness of Action steps will be achieved using the following data points:
 * Classroom grades and assessments aligned to state standards (ongoing)
 * i-Ready Diagnostic test results from September, December, and April for progress monitoring of growth
 * i-Ready lesson pass rates (goal is for students to pass lessons with a 75% or better which are ongoing through out the year)
 * FSA results from 2017-18 compared to 2018-19 school year

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

Activity #3	
Title	By 2019, there will be a 4% increase in students demonstrating proficiency in Reading. 2017=62% 2018=63% 2019=67%
Rationale	To ensure students in Reading are receiving the instructional support necessary to demonstrate proficiency as outlined in this Area of Focus.
Intended Outcome	For all students in Reading to demonstrate a 4% increase in proficiency over the 2017-18 school year of 63%..
Point Person	Tomas Dinverno (tomas.dinverno@sarasotacountyschools.net)

Action Step

Description	<ol style="list-style-type: none"> 1. i-Ready online instructional program to provide on level lessons that are aligned to student gaps and needs. 2. Instructional strategies and best practices that are aligned to Hattie's and Saphier's research based instructional models. A group of leaders and teacher (Mr. Dinverno, Mr. Idoyaga, and Ms. Quigley) are receiving ongoing PD to continue the implementation of both philosophies at the school level. 3. Data chats with all Reading students through core Reading and iReady classes. Data chats are to ensure there is clarity related to current placement, instructional goals, and program expectations for all students. 4. After school program to be staffed with certified teachers to provide additional support beyond regular school hours. 5. Common Planning time for ELA and ILA teachers to build collective efficacy in determining and developing high impact instructional strategies and lessons. 6. Open house, ongoing communications, and partnering programs with parents and families about our instructional programs and focus to best support our students collectively as a school community too include all stakeholders. 7. Students who are ELL, ESE, 504 or a combination there of are provided program support and monitored as approved and outlined by the district, state, and federal guidelines.
Person Responsible	Erin Rice-Smith (erin.rice-smith@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description	<p>Effectiveness of Action steps will be achieved using the following data points:</p> <ul style="list-style-type: none"> * Classroom grades and assessments aligned to state standards (ongoing) * i-Ready Diagnostic test results from September, December, and April for progress monitoring of growth * i-Ready lesson pass rates (goal is for students to pass lessons with a 75% or better which are ongoing through out the year) * FSA results from 2017-18 compared to 2018-19 school year
Person Responsible	Erin Rice-Smith (erin.rice-smith@sarasotacountyschools.net)

Activity #4	
Title	By 2019, there will be a 4% increase in students demonstrating a learning gain in the lowest quartile in Math. 2017=41% 2018=61% 2019=65%
Rationale	To ensure students in the lowest quartile receive the instructional support necessary to attain the required learning gains in Math as outlined in this Area of Focus.
Intended Outcome	For our lowest quartile students in Math to demonstrate a 4% increase in learning gains from the 2017-18 school year.
Point Person	Tomas Dinverno (tomas.dinverno@sarasotacountyschools.net)

Action Step

Description	<p>1. i-Ready online instructional program to provide on level lessons that are aligned to student gaps and needs.</p> <p>2. Math teachers Mr. Ryan, Ms. McCutcheon, Mr. Nell, and Mr. Hansen will be receiving ongoing PD for the 2018-19 school year in Math to collaborate with prior year's group so as to continue building collective efficacy.</p> <p>3. Instructional strategies and best practices are aligned to Hattie's and Saphier's research based instructional models. A group of leaders and teacher (Mr. Dinverno, Mr. Idoyaga, and Ms. Quigley) are receiving ongoing PD to continue the implementation of both philosophies at the school level.</p> <p>4. Leadership Team (Mr. Dinverno, Mr. Idoyaga, Mr. Rice, Ms. Wilson, Ms. Baily, Ms. Singer, Ms. Evans, and Ms. Doyle) will each be assigned a group of 30 to 40 students to meet with on a regular basis to help with ongoing support, progress monitoring, motivation, and student accountability.</p> <p>6. Data chats with the lower quarter students to ensure there is clarity related to current placement, instructional goals, and program expectations.</p> <p>7. After school program to be staffed with certified teachers to provide additional support beyond regular school hours.</p> <p>7. Common Planning time for Math teachers to build collective efficacy in determining and developing high impact instructional strategies and lessons.</p> <p>8. Open house, ongoing communications, and partnering programs with parents and families about our instructional programs and focus to best support the lowest quartile students collectively as a school community too include all stakeholders.</p> <p>9. Students who are in the lowest quartile and are also ELL, ESE, 504 or a combination there of are provided program support and monitored as approved and outlined by the district, state, and federal guidelines.</p>
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Person Responsible Eric Idoyaga (eric.idoyaga@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description	<p>Effectiveness of Action steps will be achieved using the following data points:</p> <ul style="list-style-type: none"> * Classroom grades and assessments aligned to state standards (ongoing) * i-Ready Diagnostic test results from September, December, and April for progress monitoring of growth * i-Ready lesson pass rates (goal is for students to pass lessons with a 75% or better which are ongoing through out the year) * FSA results from 2017-18 compared to 2018-19 school year
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Person Responsible Eric Idoyaga (eric.idoyaga@sarasotacountyschools.net)

Activity #5	
Title	By 2019, there will be a 2% increase in student demonstrating an annual learning gain in Math. 2017=60% 2018=71% 2019=73%
Rationale	To ensure students in Math are receiving the instructional support necessary to attain the required learning gains as outlined in this Area of Focus.
Intended Outcome	For students in Math to demonstrate a 2% increase in learning gains over the 2017-18 school year.
Point Person	Tomas Dinverno (tomas.dinverno@sarasotacountyschools.net)

Action Step	
Description	<ol style="list-style-type: none"> 1. i-Ready online instructional program to provide on level lessons that are aligned to student gaps and needs. 2. Instructional strategies and best practices are aligned to Hattie's and Saphier's research based instructional models. A group of leaders and teacher (Mr. Dinverno, Mr. Idoyaga, and Ms. Quigley) are receiving ongoing PD to continue the implementation of both philosophies at the school level. 3. Data chats with all Math students through core Math and iReady classes. Data chats are to ensure there is clarity related to current placement, instructional goals, and program expectations for all students. 4. After school program to be staffed with certified teachers to provide additional support beyond regular school hours. 5. Common Planning time for Math teachers to build collective efficacy in determining and developing high impact instructional strategies and lessons. 6. Open house, ongoing communications, and partnering programs with parents and families about our instructional programs and focus to best support our students collectively as a school community too include all stakeholders. 7. Students who are ELL, ESE, 504 or a combination there of are provided program support and monitored as approved and outlined by the district, state, and federal guidelines.
Person Responsible	Eric Idoyaga (eric.idoyaga@sarasotacountyschools.net)

Plan to Monitor Effectiveness	
Description	<p>Effectiveness of Action steps will be achieved using the following data points:</p> <ul style="list-style-type: none"> * Classroom grades and assessments aligned to state standards (ongoing) * i-Ready Diagnostic test results from September, December, and April for progress monitoring of growth * i-Ready lesson pass rates (goal is for students to pass lessons with a 75% or better which are ongoing through out the year) * FSA results from 2017-18 compared to 2018-19 school year
Person Responsible	[no one identified]

Activity #6	
Title	By 2019, there will be a 2% increase for all students demonstrating proficiency in Math. 2017=70% 2018=75% 2019=77%
Rationale	To ensure students in Math are receiving the instructional support necessary to demonstrate proficiency as outlined in this Area of Focus.
Intended Outcome	For all students in Math to demonstrate a 2% increase in proficiency over the 2017-18 school year of 75%.
Point Person	Tomas Dinverno (tomas.dinverno@sarasotacountyschools.net)

Action Step

Description	<ol style="list-style-type: none"> 1. i-Ready online instructional program to provide on level lessons that are aligned to student gaps and needs. 2. Instructional strategies and best practices that are aligned to Hattie's and Saphier's research based instructional models. A group of leaders and teacher (Mr. Dinverno, Mr. Idoyaga, and Ms. Quigley) are receiving ongoing PD to continue the implementation of both philosophies at the school level. 3. Data chats with all Math students through core Math and iReady classes. Data chats are to ensure there is clarity related to current placement, instructional goals, and program expectations for all students. 4. After school program to be staffed with certified teachers to provide additional support beyond regular school hours. 5. Common Planning time for Math teachers to build collective efficacy in determining and developing high impact instructional strategies and lessons. 6. Open house, ongoing communications, and partnering programs with parents and families about our instructional programs and focus to best support our students collectively as a school community too include all stakeholders. 7. Students who are ELL, ESE, 504 or a combination there of are provided program support and monitored as approved and outlined by the district, state, and federal guidelines.
Person Responsible	Eric Idoyaga (eric.idoyaga@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description	<p>Effectiveness of Action steps will be achieved using the following data points:</p> <ul style="list-style-type: none"> * Classroom grades and assessments aligned to state standards (ongoing) * i-Ready Diagnostic test results from September, December, and April for progress monitoring of growth * i-Ready lesson pass rates (goal is for students to pass lessons with a 75% or better which are ongoing through out the year) * FSA results from 2017-18 compared to 2018-19 school year
Person Responsible	[no one identified]

Activity #7	
Title	By 2019, there will be 100% Proficiency in Algebra 1. 2017=100% 2018=100% 2019=100%
Rationale	To ensure students in Algebra 1 are receiving the instructional support necessary to demonstrate proficiency as outlined in this Area of Focus.
Intended Outcome	For all students in Algebra 1 to demonstrate 100% proficiency as outlined in this Area of Focus.
Point Person	Tomas Dinverno (tomas.dinverno@sarasotacountyschools.net)

Action Step

Description	<ol style="list-style-type: none"> 1. i-Ready online instructional program to provide on level lessons that are aligned to student gaps and needs. 2. Instructional strategies and best practices that are aligned to Hattie's and Saphier's research based instructional models. A group of leaders and teacher (Mr. Dinverno, Mr. Idoyaga, and Ms. Quigley) are receiving ongoing PD to continue the implementation of both philosophies at the school level. 3. Data chats with all Math students through core Math and iReady classes. Data chats are to ensure there is clarity related to current placement, instructional goals, and program expectations for all students. 4. Additional targeted instruction during the school day to assist accelerated students who need ongoing support with mastering Algebra 1 concepts and standards. Certified teachers are used during this small group instructional period 4. 5. During our progress monitoring efforts if a student is identified as needing higher levels of support we then contact parents to communicate the support plan to include the addition of an 8th period Algebra 1 support class. Certified teachers are used during this small group instructional period 8 class. 6. After school program to be staffed with certified teachers to provide additional support beyond regular school hours for any Math accelerated student. 7. Common Planning time for Math teachers to build collective efficacy in determining and developing high impact instructional strategies and lessons. 8. Open house, ongoing communications, and partnering programs with parents and families about our instructional programs and focus to best support our students collectively as a school community too include all stakeholders. 9. Students who are ELL, ESE, 504 or a combination there of are provided program support and monitored as approved and outlined by the district, state, and federal guidelines.
Person Responsible	Eric Idoyaga (eric.idoyaga@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description	<p>Effectiveness of Action steps will be achieved using the following data points:</p> <ul style="list-style-type: none"> * Classroom grades and assessments aligned to state standards (ongoing) * District Benchmark Testing to compare progress at the school and district level * i-Ready Diagnostic test results from September, December, and April for progress monitoring of growth * i-Ready lesson pass rates (goal is for students to pass lessons with a 75% or better which are ongoing through out the year) * FSA Algebra EOC results from 2017-18 compared to 2018-19 school year
Person Responsible	Eric Idoyaga (eric.idoyaga@sarasotacountyschools.net)

Activity #8	
Title	By 2019, there will be a 100% proficiency in Geometry. 2017=100% 2018=100% 2019=100%
Rationale	To ensure students in Geometry are receiving the instructional support necessary to demonstrate proficiency as outlined in this Area of Focus.
Intended Outcome	For all students in Geometry to demonstrate 100% proficiency as outlined in this Area of Focus.
Point Person	Tomas Dinverno (tomas.dinverno@sarasotacountyschools.net)

Action Step

Description	<ol style="list-style-type: none"> 1. i-Ready online instructional program to provide on level lessons that are aligned to student gaps and needs. 2. Instructional strategies and best practices that are aligned to Hattie's and Saphier's research based instructional models. A group of leaders and teacher (Mr. Dinverno, Mr. Idoyaga, and Ms. Quigley) are receiving ongoing PD to continue the implementation of both philosophies at the school level. 3. Data chats with all Math students through core Math and iReady classes. Data chats are to ensure there is clarity related to current placement, instructional goals, and program expectations for all students. 4. Additional targeted instruction during the school day to assist accelerated students who need ongoing support with mastering Geometry concepts and standards. Certified teachers are used during this small group instructional period 4. 5. During our progress monitoring efforts if a student is identified as needing higher levels of support we then contact parents to communicate the support plan which would include the addition of an 8th period Geometry support class. Certified teachers are used during this small group instructional period 8 class. 6. After school program to be staffed with certified teachers to provide additional support beyond regular school hours for all Math accelerated students. 7. Common Planning time for Math teachers to build collective efficacy in determining and developing high impact instructional strategies and lessons. 8. Open house, ongoing communications, and partnering programs with parents and families about our instructional programs and focus to best support our students collectively as a school community too include all stakeholders. 9. Students who are ELL, ESE, 504 or a combination there of are provided program support and monitored as approved and outlined by the district, state, and federal guidelines.
Person Responsible	Eric Idoyaga (eric.idoyaga@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description	<p>Effectiveness of Action steps will be achieved using the following data points:</p> <ul style="list-style-type: none"> * Classroom grades and assessments aligned to state standards (ongoing) * District Benchmark Testing to compare progress at the school and district level * i-Ready Diagnostic test results from September, December, and April for progress monitoring of growth * i-Ready lesson pass rates (goal is for students to pass lessons with a 75% or better which are ongoing through out the year) * FSA Geometry EOC results from 2017-18 compared to 2018-19 school year
Person Responsible	Eric Idoyaga (eric.idoyaga@sarasotacountyschools.net)

Activity #9	
Title	By 2019, students in Civics will demonstrate at least a 2% point increase in the Percent proficient. 2016=76% 2018=81% 2019=83%
Rationale	To ensure students in Civics are receiving the instructional support necessary to demonstrate proficiency as outlined in this Area of Focus for the 2018-19 school year.
Intended Outcome	For all students in Civics to demonstrate a 2% increase in proficiency over the 2017-18 school year of 81%..
Point Person	Tomas Dinverno (tomas.dinverno@sarasotacountyschools.net)
Action Step	
Description	<ol style="list-style-type: none"> 1. i-Ready online instructional program to provide on level lessons that are aligned to student gaps and needs. 2. Instructional strategies and best practices that are aligned to Hattie's and Saphier's research based instructional models. A group of leaders and teacher (Mr. Dinverno, Mr. Idoyaga, and Ms. Quigley) are receiving ongoing PD to continue the implementation of both philosophies at the school level. 3. Ongoing District PD related to the Civics standers and Instructional Best practices for the VMS Civics teachers Ms. Olsen, Ms. Wiles, and Ms. Maas-Lyon. 4. Data chats with all Reading students through core Reading and iReady classes. Data chats are to ensure there is clarity related to current placement, instructional goals, and program expectations for all students. 5. After school program to be staffed with certified teachers to provide additional support beyond regular school hours. 6. Common Planning time for Civics teachers to build collective efficacy in determining and developing high impact instructional strategies and lessons. 7. Open house, ongoing communications, and partnering programs with parents and families about our instructional programs and focus to best support our students collectively as a school community too include all stakeholders. 8. Students who are ELL, ESE, 504 or a combination there of are provided program support and monitored as approved and outlined by the district, state, and federal guidelines.
Person Responsible	Eric Idoyaga (eric.idoyaga@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	<p>Effectiveness of Action steps will be achieved using the following data points:</p> <ul style="list-style-type: none"> * Classroom grades and assessments aligned to state standards (ongoing) * District Benchmark Testing to compare progress at the school and district level (4 times per year) * i-Ready Diagnostic test results from September, December, and April for progress monitoring of growth * i-Ready lesson pass rates (goal is for students to pass lessons with a 75% or better which are ongoing through out the year) * FSA Civics EOC results from 2017-18 compared to 2018-19 school year
Person Responsible	Eric Idoyaga (eric.idoyaga@sarasotacountyschools.net)

Activity #10	
Title	By 2019, there will be a 4% increase in students demonstrating proficiency in Science. 2017=66% 2018=68% 2019=72%
Rationale	To ensure students in Science are receiving the instructional support necessary to demonstrate proficiency as outlined in this Area of Focus for the 2018-19 school year.
Intended Outcome	For all students in Science to demonstrate a 4% increase in proficiency over the 2017-18 school year of 68%.
Point Person	Tomas Dinverno (tomas.dinverno@sarasotacountyschools.net)

Action Step

Description	<ol style="list-style-type: none"> 1. i-Ready online instructional program to provide on level lessons that are aligned to student gaps and needs. 2. Instructional strategies and best practices that are aligned to Hattie's and Saphier's research based instructional models. A group of leaders and teacher (Mr. Dinverno, Mr. Idoyaga, and Ms. Quigley) are receiving ongoing PD to continue the implementation of both philosophies at the school level. 3. Ongoing District PD related to the Science standers and Instructional Best Practices for the VMS Science teachers. 4. Data chats with all Reading students through core Reading and iReady classes. Data chats are to ensure there is clarity related to current placement, instructional goals, and program expectations for all students. 5. After school program to be staffed with certified teachers to provide additional support beyond regular school hours. 6. Common Planning time for Science teachers to build collective efficacy in determining and developing high impact instructional strategies and lessons. 7. Open house, ongoing communications, and partnering programs with parents and families about our instructional programs and focus to best support our students collectively as a school community too include all stakeholders. 8. Students who are ELL, ESE, 504 or a combination there of are provided program support and monitored as approved and outlined by the district, state, and federal guidelines.
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Person Responsible	Erin Rice-Smith (erin.rice-smith@sarasotacountyschools.net)
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Plan to Monitor Effectiveness

Description	<p>Effectiveness of Action steps will be achieved using the following data points:</p> <ul style="list-style-type: none"> * Classroom grades and assessments aligned to state standards (ongoing) * District Benchmark Testing to compare progress at the school and district level (4 times per year) * i-Ready Diagnostic test results from September, December, and April for progress monitoring of growth * i-Ready lesson pass rates (goal is for students to pass lessons with a 75% or better which are ongoing through out the year) * FSA Science results from 2017-18 compared to 2018-19 school year
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Person Responsible	Erin Rice-Smith (erin.rice-smith@sarasotacountyschools.net)
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Activity #11	
Title	By 2019, there will be a 4% reduction of suspensions in comparison to the previous year. 2017=11% 2018=20% 2019=16%
Rationale	To be proactive and reviewing expectations to decrease students inappropriate behaviors.
Intended Outcome	To reduce our suspensions as compared to the 2017-18 school year.
Point Person	Tomas Dinverno (tomas.dinverno@sarasotacountyschools.net)

Action Step

Description	<ol style="list-style-type: none"> 1. Chart and track discipline data 2. PLC and School Wide Support Team (SWST) will identify priority social and behavioral strategies. 3. Individual, small group, and assembly behavior programs 4. Parent conferences/communications
Person Responsible	Erin Rice-Smith (erin.rice-smith@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description	<ul style="list-style-type: none"> * Plan effectiveness is to be monitored during monthly Positive Behavior Support or Staff meetings. * Student Intervention Reports (SIR) forms, Referrals, and Classroom/Campus walk thoughts.
Person Responsible	Erin Rice-Smith (erin.rice-smith@sarasotacountyschools.net)

Activity #12

Title	By 2019, there will be a 2% increase in the students demonstrating satisfactory attendance in comparison to the previous year. 2018=79% (students that are in attendance 162+/180 days)
Rationale	To ensure student attendance stays within acceptable levels to avoid negative impacts on student achievement.
Intended Outcome	To increase our students attendance by 2% over the 2017-18 school year.
Point Person	Tomas Dinverno (tomas.dinverno@sarasotacountyschools.net)

Action Step

Description	<ol style="list-style-type: none"> 1. Daily notification via the Community Engagement messaging system to inform parents and families when students are absent. 2. Personal calls to parents and Families by attendance secretary when a student misses more than 3 days. 3. Attendance counseling groups for students with excessive absences.
Person Responsible	Erin Rice-Smith (erin.rice-smith@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description	Monitoring daily attendance reports.
Person Responsible	Erin Rice-Smith (erin.rice-smith@sarasotacountyschools.net)

Part V: Budget

Total:	\$0.00
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