

Sarasota County Schools

Venice Elementary School



2018-19 School Improvement Plan

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Venice Elementary School

150 MIAMI AVE E, Venice, FL 34285

www.sarasotacountyschools.net/veniceelementary

School Demographics

School Type and Grades Served
 (per MSID File)

Elementary School
 KG-5

2018-19 Title I School

No

2018-19 Economically Disadvantaged (FRL) Rate
 (As Reported on Survey 3)

44%

Primary Service Type
 (per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
 (Reported as Non-white on Survey 2)

19%

School Grades History

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

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 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 providing students with exemplary instruction that nurtures curiosity, critical thinking, and a passion for learning resulting in students who are healthy individuals academically, artistically, physically, and emotionally. We will work collaboratively with all stakeholders to prepare our students for success that far surpasses high school graduation. Our vision is that every child views learning as achievable and that every staff member believes in the collective efforts of the people that serve our children so that every student has an equitable chance at success.

School Leadership Team

Membership

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

Name	Title
Hutchinson, Kirk	Principal
Christie, Lori	Guidance Counselor
Hicks, Amanda	Teacher, K-12
DiPillo, Karen	Teacher, K-12
Randlett, Kaitlin	Assistant Principal
Banks, Susan	Teacher, K-12
Spivey, Rachel	Other
Bader, Linda	Teacher, K-12
Hines, Chris	Teacher, K-12
Callan, Jeff	Teacher, K-12

Duties

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

The instructional leadership team members facilitate all CPT meetings. They also review and collect all completed forms, graphs, and data. ILT leaders review data contained in

the SIP with their respective teams. Leadership team members who serve on the MTSS committee review graphs, assist in the development of interventions, and at the conclusion of Tier III, review the response to intervention, use data to support recommendations for conclusion or further evaluations needed to examine instructional/emotional supports for the student. The ILT members provide feedback and guidance to the VES administration and serve as advocates for their teams and students. ILT members meet monthly to discuss school needs and plan appropriate responses to identified needs.

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	8	8	9	6	9	9	0	0	0	0	0	0	0	49
One or more suspensions	0	2	1	1	1	2	0	0	0	0	0	0	0	7
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	14	17	17	0	0	0	0	0	0	0	48

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	2	2	3	0	0	0	0	0	0	0	7

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	2	3	0	1	0	0	0	0	0	0	0	0	0	6
Retained Students: Previous Year(s)	4	1	0	2	0	0	0	0	0	0	0	0	0	7

Date this data was collected

Wednesday 10/3/2018

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	8	4	5	9	15	4	0	0	0	0	0	0	0	45
One or more suspensions	3	0	3	0	1	1	0	0	0	0	0	0	0	8
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	12	8	12	0	0	0	0	0	0	0	32

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	1	0	0	2	3	1	0	0	0	0	0	0	0	7

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	8	4	5	9	15	4	0	0	0	0	0	0	0	45
One or more suspensions	3	0	3	0	1	1	0	0	0	0	0	0	0	8
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	12	8	12	0	0	0	0	0	0	0	32

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	1	0	0	2	3	1	0	0	0	0	0	0	0	7

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 Quartile Learning Gains. Yes, this is a trend.

Which data component showed the greatest decline from prior year?

Math learning gains of the lowest quartile

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

N/A - all school grade components exceeded the state average.

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

ELA proficiency increased by 1 percentage point. This is not a trend.

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

Departmentalization of 4th and 5th grades.

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	75%	66%	56%	74%	68%	55%
ELA Learning Gains	62%	57%	55%	64%	63%	57%
ELA Lowest 25th Percentile	50%	46%	48%	50%	54%	52%
Math Achievement	82%	72%	62%	83%	72%	61%
Math Learning Gains	68%	63%	59%	76%	68%	61%
Math Lowest 25th Percentile	65%	51%	47%	74%	57%	51%
Science Achievement	68%	66%	55%	73%	64%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	8 (8)	8 (4)	9 (5)	6 (9)	9 (15)	9 (4)	49 (45)
One or more suspensions	0 (3)	2 (0)	1 (3)	1 (0)	1 (1)	2 (1)	7 (8)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	14 (12)	17 (8)	17 (12)	48 (32)

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
03	2018	77%	68%	9%	57%	20%
	2017	76%	71%	5%	58%	18%
Same Grade Comparison		1%				
Cohort Comparison						
04	2018	78%	67%	11%	56%	22%
	2017	76%	69%	7%	56%	20%
Same Grade Comparison		2%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		2%				
05	2018	66%	66%	0%	55%	11%
	2017	69%	66%	3%	53%	16%
Same Grade Comparison		-3%				
Cohort Comparison		-10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	72%	72%	0%	62%	10%
	2017	82%	71%	11%	62%	20%
Same Grade Comparison		-10%				
Cohort Comparison						
04	2018	86%	71%	15%	62%	24%
	2017	89%	73%	16%	64%	25%
Same Grade Comparison		-3%				
Cohort Comparison		4%				
05	2018	87%	72%	15%	61%	26%
	2017	75%	70%	5%	57%	18%
Same Grade Comparison		12%				
Cohort Comparison		-2%				

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	78	66	55	82	68	60	73				
HSP	63	39		81	60	73					
SWD	46	53	50	57	58	50	32				
FRL	64	59	48	77	60	64	54				
ELL	40	36		80	55						

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	75	61	41	85	76	74	73				
HSP	63	71		70	71						
ASN				100							
MUL	80			73							
SWD	31	33	38	48	63	52	33				
FRL	63	56	48	70	72	72	56				
ELL	50	50		63	69						

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 ELA Proficiency

Rationale Our school-wide ELA proficiency levels have remained fairly consistent over the past three years, with only a one point fluctuation during that period.

Intended Outcome Through the implementation of high expertise teaching strategies, the percent of students meeting or exceeding grade level expectations on the FSA ELA assessment will increase from 75% to 78% for the 2018-2019 school year. Additionally, our ELL students will increase their percentage from 40% to 45%.

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

Action Step

Description Our grade 3, 4, and 5 teachers will participate in targeted ELA professional development. As such, they will be able to provide instructional interventions to meet the overall needs of our grades 3-5 students. Each ELA teacher will have a dedicated ELA period where the students will work with their grade level teacher and ESE teacher, as appropriate, to master the grade level expectations called for in the ELA standards. Strong initial instruction will provide students with a clear path to mastery. A new initiative this year to connect our students and families with our local community and make the connection to academic improvement is our Books a Million Family Reading Night that will occur each semester. BAM hosts this fun event in which students and their families learn at-home strategies to support reading mastery. We see this opportunity as a win-win, where students see the real world connection to reading practice and our families get out to visit one of our business partners. Parents and families support these family engagement events which allows for many community members to interact in the pursuit of student success while making meaningful memories with our students!

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

Plan to Monitor Effectiveness

Description Ongoing progress monitoring through iReady and curriculum assessments will allow for the monitoring of student progress towards mastery of the standards. The use of the LAFS targeted instruction and standards mastery assessments will allow for continued monitoring and adjustments as necessary.

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

Activity #2

Title ELA Learning Gain

Rationale ELA learning gains have decreased two percentage points from the prior year.

Intended Outcome Through the implementation of high expertise teaching strategies, the percent of students making a learning gain, as measured by the FSA ELA assessment, will increase from 62% to 68% for the 2018-2019 school year. Additionally, our ELL students will increase their percentage from 36% to 45%.

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

Action Step

Description The implementation of ELA professional development for our teachers will empower them with high expertise teaching instructional strategies. These strategies will enable our teachers to meet the instructional needs of the students. Furthermore, a dedicated intervention block has been added to our master schedule allowing for targeted instructional interventions on a daily basis. This 30 minute period allows our teachers to utilize research-based interventions to target the individual student needs. The design of the master schedule also enables each ELA teacher to have a dedicated ELA period where the students will work with their grade level teacher and ESE teacher, as appropriate, to master the grade level expectations called for in the ELA standards. These interventions will also enable the student to build their stamina as they begin to experience successful outcomes.

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

Plan to Monitor Effectiveness

Description Ongoing progress monitoring through iReady and curriculum assessments will allow for the monitoring of student progress towards mastery of the standards. The use of the LAFS targeted instruction and standards mastery assessments will allow for continued monitoring and adjustments as necessary. Additionally, student performance will be observed during the intervention block and data conversations will also monitor student progress.

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

Activity #3

Title ELA Learning Gain of Lowest Quartile

Rationale The ELA learning gains of the students in the lowest quartile have remained consistent for the past two school years.

Intended Outcome Through the implementation of high expertise teaching strategies, the percent of students in the lowest quartile making a learning gain, as measured by the FSA ELA assessment, will increase from 50% to 60% for the 2018-2019 school year.

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

Action Step

Description The implementation of ELA professional development for our teachers will empower them with high expertise teaching instructional strategies. These strategies will enable our teachers to meet the instructional needs of the students. Furthermore, a dedicated intervention block has been added to our master schedule allowing for targeted instructional interventions on a daily basis. This 30 minute period allows our teachers to utilize research-based interventions to target the individual student needs. The design of the master schedule also enables each ELA teacher to have a dedicated ELA period where the students will work with their grade level teacher and ESE teacher, as appropriate, to master the grade level expectations called for in the ELA standards. The specific and early intervention and assessment outcomes will allow us to know more about our students and provide them with the resources needed for them to achieve success.

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

Plan to Monitor Effectiveness

Description Ongoing progress monitoring through iReady and curriculum assessments will allow for the monitoring of student progress towards mastery of the standards. The use of the LAFS targeted instruction and standards mastery assessments will allow for continued monitoring and adjustments as necessary. Additionally, student performance will be observed during the intervention block and data conversations will also monitor student progress. The students in the lowest quartile will be identified and monitored by the teacher and the school support staff and administration.

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

Activity #4

Title Mathematics Proficiency

Rationale Our school-wide mathematics proficiency levels have remained fairly consistent over the past two years, with only a one point fluctuation during that period.

Intended Outcome Through the implementation of high expertise teaching strategies, the percent of students meeting or exceeding grade level expectations, as measured by the FSA Mathematics assessment, will increase from 82% to 85% for the 2018-2019 school year.

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

Action Step

Description Our grade 3, 4, and 5 teachers will participate in targeted mathematics professional development. As such, they will be able to provide instructional interventions to meet the overall needs of our grades 3-5 students. Each math teacher will have a dedicated mathematics period where the students will work with their grade level teacher and ESE teacher, as appropriate, to master the grade level expectations called for in the mathematics standards. This will allow for the enrichment of students who have mastered the standards, as well as intensive work to help close the gap for the students who have not yet demonstrated mastery.

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

Plan to Monitor Effectiveness

Description Ongoing progress monitoring through iReady and curriculum assessments will allow for the monitoring of student progress towards mastery of the standards. The use of the mathematics toolbox targeted instruction and standards mastery assessments will allow for continued monitoring and adjustments as necessary.

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

Activity #5

Title Mathematics Learning Gain

Rationale Mathematics learning gains have decreased six percentage points from the prior year.

Intended Outcome Through the implementation of high expertise teaching strategies, the percent of students making a learning gain, as measured by the FSA Mathematics assessment, will increase from 68% to 75% for the 2018-2019 school year. Additionally, our ELL students will increase their percentage from 55% to 60%.

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

Action Step

Description The implementation of mathematics professional development for our teachers will empower them with high expertise teaching instructional strategies. These strategies will enable our teachers to meet the instructional needs of the students. Furthermore, a dedicated intervention block has been added to our master schedule allowing for targeted instructional interventions on a daily basis. This 30 minute period allows our teachers to utilize research-based interventions to target the individual student skill needs. The design of the master schedule also enables each math teacher to have a dedicated instructional period where the students will work with their grade level teacher and ESE teacher, as appropriate, to master the grade level expectations called for in the mathematics standards.

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

Plan to Monitor Effectiveness

Description Ongoing progress monitoring through iReady and curriculum assessments will allow for the monitoring of student progress towards mastery of the standards. The use of the mathematics toolbox targeted instruction and standards mastery assessments will allow for continued monitoring and adjustments as necessary. Additionally, student performance will be observed during the intervention block and data conversations will also monitor student progress.

Person Responsible Scott Lempe (scott.lempe@sarasotacountyschools.net)

Activity #6

Title Mathematics Learning Gain of Lowest Quartile

Rationale The mathematics learning gains of the students in the lowest quartile decreased nine percentage points over the last two school years.

Intended Outcome Through the implementation of high expertise teaching strategies, the percent of students in the lowest quartile making a learning gain, as measured by the FSA Mathematics assessment, will increase from 65% to 70% for the 2018-2019 school year.

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

Action Step

Description The implementation of mathematics professional development for our teachers will empower them with high expertise teaching instructional strategies. These strategies will enable our teachers to meet the instructional needs of the students. Furthermore, a dedicated intervention block has been added to our master schedule allowing for targeted instructional interventions on a daily basis. This 30 minute period allows our teachers to utilize research-based interventions to target the individual student needs. The design of the master schedule also enables each math teacher to have a dedicated instructional period where the students will work with their grade level teacher and ESE teacher, as appropriate, to master the grade level expectations called for in the mathematics standards. This focus will also allow our students to work with our teachers in smaller group settings, thereby promoting a greater amount of individualized attention.

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

Plan to Monitor Effectiveness

Description Ongoing progress monitoring through iReady and curriculum assessments will allow for the monitoring of student progress towards mastery of the standards. The use of the mathematics toolbox targeted instruction and standards mastery assessments will allow for continued monitoring and adjustments as necessary. Additionally, student performance will be observed during the intervention block and data conversations will also monitor student progress. The students in the lowest quartile will be identified and monitored by the teacher and the school support staff and administration.

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

Activity #7

Title Science Proficiency

Rationale Our school-wide science proficiency results have decreased five percentage points over the past two school years.

Intended Outcome Through the implementation of high expertise teaching strategies, the percent of students meeting or exceeding grade level expectations, as measured by the SSA Science assessment, will increase from 68% to 75% for the 2018-2019 school year. Additionally, our SWD students will increase their percentage from 32% to 40%.

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

Action Step

Description Each science teacher will have a dedicated science period where the students will work with their grade level teacher and ESE teacher, as appropriate, to master the grade level expectations called for in the science standards. Additionally, the students will work to increase their vocabulary application. If students are able to apply the vocabulary knowledge they can then connect the vocabulary to the content.

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

Plan to Monitor Effectiveness

Description Ongoing progress monitoring through curriculum assessments will allow for the monitoring of student progress towards mastery of the standards. The use of the District Science Benchmark assessments will allow for continued monitoring and adjustments as necessary.

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

Part V: Budget

Total:	\$20,000.00
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