

Sarasota County Schools

Venice Elementary School



2017-18 School Improvement Plan

Venice Elementary School

150 MIAMI AVE E, Venice, FL 34285

www.sarasotacountyschools.net/veniceelementary

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School KG-5	No	43%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	18%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Sarasota County School Board.

SIP Authority and Template

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>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Venice Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest - Julio Valle	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement

Venice Elementary School's faculty and staff are committed to providing students with exemplary instruction 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.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Teachers learn about students' cultures and build relationships through formal and informal interactions. An "Open House" event launches our school year where families are encouraged to attend and socialize with teachers so that the community gets to know one another in a positive, informal environment. We invite parents again for "Back to School Night" where students celebrate current curriculum and instructional goals that they are meeting or working towards through projects and work that is displayed. This is an opportunity for students to share success stories and for parents to learn about the routines that their child takes part in everyday on our campus. We collaborate with our SAC and PTO parents on the interests and desires of the community which has a direct impact on our PBS experiences that motivate our students to follow school wide expectations daily.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

We are very targeted in the assignment of staff members to campus locations both before and after school to assist students with any situation that may arise. As a Community of Caring school, VES focuses on the values of respect, responsibility, caring, trust, and family. The school Counselor uses on the VES live news show as a venue for reinforcing these values as well as lesson in the classroom. Students are constantly rewarded for making respectful choices before, during, and after school hours while on campus. Citizenship with monthly character traits is a focus for us this year. Students are taught character traits and then one student is selected from each classroom each month that showcased this trait in a way that was above and beyond the call of duty. These students are recognized in front of their peers during a lunch on stage celebration with administration as well as an awards breakfast with parents.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

VES is a Positive Behavior Program school and students are praised throughout the school day, in all campus locations for making choices that are “on P.A.R.R.” (be peaceful, be an achiever, be respectful, be responsible). Students receive Indian bucks as tokens for demonstrating these expectations throughout the day. Students are encouraged to spend their Indian Bucks to pay for entry into “milestone” events in which they experience a fun activity their teachers, administrators and peers during the school day. A "mini-milestone" and "End of Quarter" milestone event occur each quarter and students set goals for earning the required amount. At the end of each quarter, students who have earned enough bucks to have “bonus bucks” have the opportunity to purchase items in the school store.

One character trait per month is focused on through lessons from the School counselor and classroom teachers. One student per class is chosen at the end of each month as a model of that character trait. This student joins the other winners in his/her grade level in a celebration lunch with administrators and then an end of quarter breakfast award ceremony with parents in attendance.

Staff are trained on the effective implementation of the PBS program through team meetings that include the Guidance Counselor, Assistant Principal, and Principal. The VES School Counselor also conducts weekly Restorative Strategy Circles in classrooms as a way to facilitate a safe respectful environment for all. Teachers then use Restorative Strategies daily, weekly, or as needed to maintain a positive classroom community. Students who are not meeting expectations experience a series of verbal and nonverbal reminders and then if necessary, a series of classroom consequences. Students who need further redirection conference with either the School Counselor and/or Administration. During these conferences the student reflects upon the expectation that was not followed, the causes of their actions/behavior and the effects of the action/behavior. Re-entry to the classroom is the ultimate goal with student safety in mind at all times.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The social-emotional needs of all students are met through scheduled classroom lessons with the School Counselor. The School Counselor also meets individually with students for targeted counseling lessons and for mediation with other students. In addition, the counselor meets with families in crisis and assists in obtaining the assistance of outside providers for counseling when necessary. The School-wide support team also collaborates weekly to problem solve and reach out for services needed for struggling students and their families. A school social worker and school psychologist are on campus to service our students and families two times a week. The school social worker is also available to assist on a school referral basis. Students who exhibit a concern or make choices in the classroom that result in a visit to the office are asked to reflect on their behavior using an age-appropriate “think sheet” in which they identify the expectation that was not met as well as the cause of their action and the consequences of their actions.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance meetings are held monthly with the school-wide support team, district truancy officer, and school attendance clerk. These meetings are used to identify students with excessive absences and

follow district guidelines to provide documentation and intervention as needed. The SWST uses a tiered level system of support (3 levels) and interventions for the identified students. Response to intervention is reviewed monthly. If the initial level is not successful, the next level is put in place.

Students that are identified with a consistent pattern of more than two out of school suspensions are brought to the SWST team for possible FBA development. District support also comes in to provide behavior support, interventions, observations, and implementation of behavioral interventions. Parents are part of the process and provided consistent on-going communication.

Students are identified early with mid-term progress reports. Teachers meet to progress monitor and meet with the student and their parent(s) to identify the problem and a solution. If the student continues to have a failing grade at the 9 week marking period, they are brought to the SWST team for possible Tier 111 interventions. The guidance counselor or school social worker may be referred for emotional support. Students that receive a Level 1 in ELA or Math, or both, are identified and progressed monitored on a monthly basis. Remediation strategies are provided. iReady diagnostics are used to identify specific academic deficits. Ready toolbox is used to provide explicit instruction in small group or one to one daily. iReady has a growth monitor tool embedded in the program for progress monitor usage as well. In the 3rd quarter, students identified in the bottom quartile or limited academic growth, are invited to attend extra morning iReady lab 5 times/week.

b. Provide the following data related to the school's early warning system

1. 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	7

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Conferences are held at CARE Team meetings with parents to discuss attendance and behavior and its impact on academics. The Guidance Counselor regularly meets with students and families to provide a safe and confidential avenue for the discussion of issues impacting attendance. Students identified as struggling academically are monitored and assisted through the MTSS/Rtl process. Teachers are supported in the design of effective interventions and given additional assistance from the SWST Team. Students are also provided the opportunity to participate in the i-Ready Program in both Reading and Math at home and in third quarter as invited in the before school lab program every day.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Venice Elementary sets a target of participation by 95% of our parents in a school year. This participation includes attendance at one of our two Open House events, attendance at PTO sponsored events throughout the year, and attendance at parent conferences. All parents have been provided detailed directions to access the Parent Portal and VES staff work with parents at school to register families on the Parent Portal. We anticipate all of our families will access the Parent Portal to gain access to their child's report card on-line.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Venice Elementary sends out letters to every family asking for family partnerships and sponsorship through community businesses. The Assistant Principal and a designated PTO member collaborate to serve as Business Partner Coordinators and they work closely with the businesses in our community in the support of our school and student academic and behavioral achievement. We also include Community Business members as a part of the SAC membership. A local church is also committed to providing school supplies, clothes, shoes, and family support as needed. Social media is used to include parents through photos of events and activities, and general sharing of information. A new initiative this year to connect our students and families with our local community and make the connection to academic improvement is our Publix Family Math Night that will occur each quarter. Publix hosts this fun event in which students work to solve grade level specific math problems that involve recipes, measurement, money, etc. that can be found in a typical grocery shopping experience. We see this opportunity as a win-win, where students see the real world connection to math practice and our families get out to visit one of our most generous business partners. Publix has also partnered with us in our pursuit to praise our students for the character traits they display at our Citizenship Award breakfast. They will be donating to feed our families at this breakfast each quarter this year. Business partner relationships play a huge role in the PBS milestone events that take place each quarter. Parents and families support these milestone events which allows for many community members to interact in the pursuit of student success while making meaningful memories with our students!

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Del Castillo, Erin	Principal
Christie, Lori	Guidance Counselor
Clem, Stephanie	Teacher, K-12
Hicks, Amanda	Teacher, K-12
DiPillo, Karen	Teacher, K-12
Reynolds, Sarah	Teacher, K-12
Foster, Stephanie	Teacher, K-12
Randlett, Kaitlin	Assistant Principal
Banks, Susan	Teacher, K-12
Ellis, Kim	Other

b. Duties

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

Team Leaders facilitate all PLC meetings. Team Leaders review and collect all completed forms, graphs, and data. Team 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.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

ESE Liason and School Counselor work together to coordinate 504s and the MTSS/Rtl Process. The meet with teachers to discuss students struggling academically or behaviorally/emotionally. Training for MTSS process is provided to all Team Leaders and grade level team members. Team Leaders act as coordinators for the teachers on their team throughout the MTSS process. All necessary paperwork for teachers is on the staff website. The individual classroom teacher, reviews and collects all completed forms, graphs, and data. School Counselor and ESE liason schedule all school-based MTSS Team meetings. The MTSS Team meets once a week to discuss students, and interventions on all tiers.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Whitney Bartlett	Teacher
Erin del Castillo	Principal
Kaitlin Randlett	Education Support Employee
Bobbi Jo Barton	Business/Community
Bethany Burnett	Teacher
Rick Costa	Teacher
Heatherly Faulkner	Business/Community
Jill Flores	Teacher
Denise Harris	Teacher
Caitlyn Joyner	Parent
Heather Masden	Parent
Mollee McFarlane	Education Support Employee
Missy Mulvihill	Parent
Mary Pierre	Parent
Lena Reid	Parent
Chandra Reilly	Parent
Tatum Slack	Teacher
Wendy Smith	Teacher
Kelly Thornmalen	Parent
David Waring	Business/Community
Shannon Wright	Parent
Shirley Boone	Education Support Employee

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

SAC meetings are held monthly. Test results and data from the previous year are shared. The growth attained or not attained is discussed in terms of targets set in the previous year's SIP. Reasons for gains above the targeted growth, and possible reasons for a lack of growth are discussed and analyzed asking for input from all shareholders. Family involvement and community outreach is also discussed. Uniform policies are revised. A plus monies are discussed and voted on for disbursement. The SAC provides opportunities to discuss and progress with on-going school improvements, such as curriculum and technology needs.

b. Development of this school improvement plan

SAC will review, make suggestions, and adjustments to this plan and will be essential in the approval of this plan.

c. Preparation of the school's annual budget and plan

Preparation of the school's annual budget and plan is completed with input from the VES Shared Decision Making Team and SAC. This is completed in April of each year.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

All SAC funds will be used for instructional support materials. These projects and expenditures will be determined throughout the year at monthly SAC meetings.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Del Castillo, Erin	Principal
Clem, Stephanie	Teacher, K-12
Foster, Stephanie	Teacher, K-12
Hicks, Amanda	Teacher, K-12
DiPillo, Karen	Teacher, K-12
Reynolds, Sarah	Teacher, K-12
Christie, Lori	Guidance Counselor
Randlett, Kaitlin	Assistant Principal
Banks, Susan	Teacher, K-12
Ellis, Kim	Other

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The main focus this year will be the implementation of Inclusion through a flexible scheduling model. Through this approach teachers will differentiate instruction and scaffold students up to skills and strategies in order to be able to read and comprehend grade level text. The LLT will work towards building professional capacity regarding the best practices necessary for teaching students with varying needs.

Continued focus will be on best practices and deeper understanding of the Florida Standards in both Reading and Math as well as a deeper understanding of the expectations of the new Florida Standards Assessments. The LLT will also work with their respective PLCs to understand and fully implement all of the functions of the iReady program and Integration of Knowledge and Ideas standards. The Literacy team will initiate ideas/programs to present to the SDMT and SAC to enhance and improve ELA learning gains overall.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Positive relationships between teachers are highly valued at Venice Elementary School. Grade Level Teams have common planning time to allow for team meeting discussions and weekly Professional Learning Collaborations (PLC). Every grade level team also has common duty-free lunch times. This allows for non-school related conversation and camaraderie with one another. Meetings between grade levels above and below are scheduled during Staff meetings to allow for positive working relationships between grade levels. Teachers and staff are encouraged to share notes of gratitude through a "Connection Collection" that is located in a common area used by all staff. These notes are read aloud at faculty meetings and small prizes are awarded to a few of the receiving staff members whose names were included in the collection. Administration also selects two teachers per month who served as an example of the perspective month's citizenship character trait to honor at each monthly faculty meeting. The staff members who are chosen receive an award certificate, a mug of treats and picture book to use in their classroom that represents the trait of the month. These small actions help keep staff connected in a positive and meaningful way.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Administration meets with grade level teams monthly. The school has an established Shared Decision Making Team and Administration fully participates to make improvements to the school in order to retain staff. The Principal works closely with staff to address behavioral issues that arise in the classroom which has a direct relationship with teachers feeling supported in their work in the classroom. Venice is proud to have sustained teachers for many years of their career with very little turnover of staff. It is the vision of the school to continue to create an environment with passionate teachers who feel excited to come to work, feel supported by their administrators and peers, and where they can learn along students in a risk-free environment.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

All new teaching staff are assigned a school mentor to assist with learning and understanding the culture of our school as well as the routines and expectations. Mentors are placed with mentees based on certification and experience when possible. All VES mentors have been trained by the county and are designated as staff appropriate for this responsibility.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

This has been verified by the Sarasota County School Board curriculum staff working with the Florida Department of Education to ensure all core materials are aligned to the Florida Standards. Teachers have opportunities for continuous standards based instruction via the district Professional Development department and an online Instructional Focus Guide to assist teachers with standards based lesson planning. The administrative staff also provides seven professional development sessions in the teacher's professional learning communities.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

At the launch of the new school year classroom teacher and support staff are provided with year-end data for each of their students including FSA scores, iReady AP 3 diagnostic scores, and learning gains. Each classroom teacher is provided with a template to analyze the scale scores to determine necessary points for each individual student to make a learning gain in the current year for math and reading.

Progress Monitor meetings are held every 6 weeks to review current data on the lowest quartile grades 3-5. Instructional practices, strategies, small guided instruction, and review of RtI/MTSS that may be in place are reviewed and discussed.

Each grade level PLC's also uses one of their monthly meetings to review iReady growth monitor reports and share strategies and possible regrouping. The growth monitor reports gives teachers specific skill deficits to address with explicit instruction in the classroom with support materials from the Ready toolbox.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 1,200

The bottom quartile grades 3-5 are provided iReady core academic lab time daily 8-8:30 AM for eight weeks in the third quarter of school.

Strategy Rationale

Additional usage time in both reading and math iReady instruction has a direct correlation to increased achievement on the Florida Standards Assessment (FSA)

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Randlett, Kaitlin, kaitlin.randlett@sarasotacountyschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Each students data will be reviewed (that attends the extra lab session) and how it affects FSA results and learning gains.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Students are invited to an Open House in the spring prior to their Kindergarten year to tour the school and to meet school staff. All preschools in the community collect data on the progress of all students as they transition into Kindergarten. These data sheets are shared with Kindergarten staff so that our students have a smooth transition into school. In addition, the VES PTO offers many activities during the school year that prospective kindergarten students are invited to attend. Students leaving VES for their district school are invited to a field trip to visit Venice Middle School and understand the program. Staff from our district middle school, Venice Middle, are invited to conduct meetings with all 5th grade students as well as participate in school activities such as Pow Wow and the Little Indian Run. This year we will be collaborating with Venice High School Engineering program to support our STEM/Science fair. We will also be participating in the career cluster of the month to increase CTE awareness.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Our students have many opportunities to gain and practice leadership skills that will advance their college and career readiness. For example, fifth graders have the opportunity to apply for a Safety Patrol position where they have various responsibilities related to monitoring the safety of students. Fourth and fifth grade students also have the opportunity to serve on Student Council where they take part in multiple service opportunities where they practice their leadership skills. This year our Student Council members had a huge part in putting on our first PBS Milestone event, our Fall Festival. They also take on a huge role for our Veteran's Day celebration. The VES News crew is another leadership role that gives our students a chance to learn and apply skills that will benefit them as they move on to middle and high school. Additionally, this year we will be collaborating with Venice High School Engineering program to support our STEM/Science fair with a focus on Engineering.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

NA

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

NA

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

NA

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** If we implement inclusion through a flexible-scheduling model with an emphasis on growth mindset and differentiated instruction, then the percentage of students meeting or exceeding grade level expectations in ELA will increase by at least 6% (from 74%) and at least 70% of our students will exhibit learning gains as defined by the Florida DOE (from 64%). Learning gains of the lowest 25% will increase by 10% (from 50%).
- G2.** If we continue our work in providing rigorous math instruction with a focus on “upside down teaching” supported by collaboration among team members, then the percentage of students meeting or exceeding grade level expectations in Math will increase by at least 7% (from 83%) and at least 80% of our students will exhibit learning gains as defined by the Florida DOE (from 76%). Learning gains of the lowest 25% will increase by 6% (from 74%).
- G3.** If teachers deliberately plan and implement hands-on, engaging Science instruction in all grade levels, then the percentage of fifth graders meeting or exceeding grade level standards as measured by the Statewide Science Assessment will increase by 10% (from 73%).

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If we implement inclusion through a flexible-scheduling model with an emphasis on growth mindset and differentiated instruction, then the percentage of students meeting or exceeding grade level expectations in ELA will increase by at least 6% (from 74%) and at least 70% of our students will exhibit learning gains as defined by the Florida DOE (from 64%). Learning gains of the lowest 25% will increase by 10% (from 50%).

1a

G094187

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	80.0
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	60.0

Targeted Barriers to Achieving the Goal 3

- Lack of time for planning and collaborating between General Education teachers and ESE teachers.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Opportunities for Facilitated planning/PD for ESE teachers and Gen. Ed teachers supported by ESE Liason, Program specialists and FINS support.
- Supplemental Resources purchased to provide below grade level text that is high interest and scaffolded . (Reading A-Z, i-Ready Toolkit, Guided Reading sets)

Plan to Monitor Progress Toward G1. 8

iReady data, classroom performance assessments, lesson planning for differentiated instruction and rigorous tasks.

Person Responsible

Erin Del Castillo


Schedule

Quarterly, from 9/5/2017 to 5/31/2018

Evidence of Completion

Classroom performance task results, regular progress monitoring, ongoing classroom observations, lesson plans.

G2. If we continue our work in providing rigorous math instruction with a focus on “upside down teaching” supported by collaboration among team members, then the percentage of students meeting or exceeding grade level expectations in Math will increase by at least 7% (from 83%) and at least 80% of our students will exhibit learning gains as defined by the Florida DOE (from 76%). Learning gains of the lowest 25% will increase by 6% (from 74%). **1a**

 G094188

Targets Supported **1b**

Indicator	Annual Target
FSA Mathematics Achievement	90.0
Math Gains	80.0
Math Lowest 25% Gains	80.0

Targeted Barriers to Achieving the Goal **3**

- Lack of time for planning and collaboration among grade level teams.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- District organized and facilitated Math Planning and Rounding experiences
- Resources for extension and enrichment opportunities for students (i-Ready teacher toolbox, i-Ready instructional lessons, etc.)

Plan to Monitor Progress Toward G2. **8**

Classroom data, i-Ready diagnostic and student response to instruction data, and teacher observational data will be used to progress monitor progress towards the goal.

Person Responsible

Erin Del Castillo

Schedule

Monthly, from 10/3/2017 to 5/31/2018

Evidence of Completion

iReady diagnostic reports, growth monitor reports, classroom assessment products, lesson plans, student data chats.

G3. If teachers deliberately plan and implement hands-on, engaging Science instruction in all grade levels, then the percentage of fifth graders meeting or exceeding grade level standards as measured by the Statewide Science Assessment will increase by 10% (from 73%). 1a

G094189

Targets Supported 1b

Indicator	Annual Target
Statewide Science Assessment Achievement	83.0

Targeted Barriers to Achieving the Goal 3

- Resources for Hands-on Experiences

Resources Available to Help Reduce or Eliminate the Barriers 2

- Science Lab Teacher
- Manipulatives
- Venice High Engineering Connection

Plan to Monitor Progress Toward G3. 8

District Science Benchmark assessment data and mini assessments (from STEM teacher) will be used to progress monitor the goal.

Person Responsible

Erin Del Castillo

Schedule

Quarterly, from 10/23/2017 to 5/31/2018

Evidence of Completion

District Science Benchmark data should indicate if we are on target to meeting our goal.

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. If we implement inclusion through a flexible-scheduling model with an emphasis on growth mindset and differentiated instruction, then the percentage of students meeting or exceeding grade level expectations in ELA will increase by at least 6% (from 74%) and at least 70% of our students will exhibit learning gains as defined by the Florida DOE (from 64%). Learning gains of the lowest 25% will increase by 10% (from 50%). **1**

 G094187

G1.B2 Lack of time for planning and collaborating between General Education teachers and ESE teachers. **2**

 B252895

G1.B2.S1 General Education and ESE teachers will be provided multiple opportunities for facilitated planning where they will collaborate to plan for instruction, discuss resources and student needs with support from Administration, ESE Liason, Program Specialists, and FINS support. **4**

 S266892

Strategy Rationale

Communication and collaboration among the general education teachers and ESE teachers is essential for the success of all students. This type of planning can often require facilitation due to the variety of models of inclusion as well as the resources needed to provide the scaffolding necessary to reach all students' needs.

Action Step 1 **5**

General education teachers and ESE teachers will be provided facilitated planning support.

Person Responsible

Kaitlin Randlett

Schedule

Quarterly, from 9/5/2017 to 5/31/2018

Evidence of Completion

Planning documents

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Classroom observations, data chats, feedback sessions

Person Responsible

Erin Del Castillo

Schedule

Biweekly, from 9/5/2017 to 5/31/2018

Evidence of Completion

Observation notes, student data, teacher feedback

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Teacher observations will improve and positively impact student achievement.

Person Responsible

Erin Del Castillo

Schedule

Monthly, from 9/4/2017 to 5/31/2018

Evidence of Completion

Teacher evaluation data, student assessment data, student work.

G2. If we continue our work in providing rigorous math instruction with a focus on “upside down teaching” supported by collaboration among team members, then the percentage of students meeting or exceeding grade level expectations in Math will increase by at least 7% (from 83%) and at least 80% of our students will exhibit learning gains as defined by the Florida DOE (from 76%). Learning gains of the lowest 25% will increase by 6% (from 74%). **1**

 G094188

G2.B2 Lack of time for planning and collaboration among grade level teams. **2**

 B252899

G2.B2.S1 Teachers will meet for training and to collaborate around a lesson that will be taught and viewed in a math instructional round. Teachers will then debrief to reassess their plan and analyze student response to instruction so that they can make changes in their own classrooms. **4**

 S266909

Strategy Rationale

Teachers benefit from elongated planning opportunities that are dedicated to focusing on one unified goal (one lesson). More opportunities to analyze student work provide for data driven instruction.

Action Step 1 **5**

Math Planning/Rounding Sessions will take place for all grade levels twice a year.

Person Responsible

Kaitlin Randlett

Schedule

Semiannually, from 9/1/2017 to 5/31/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B2.S1 **6**

Classroom observations will take place to ensure the continued practices discussed and practiced during the professional development.

Person Responsible

Erin Del Castillo

Schedule

Monthly, from 10/3/2017 to 5/31/2018

Evidence of Completion

Classroom observation data, student work, teacher feedback.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Continued teacher feedback, analyzing lesson plans for evidence of teacher collaboration, analysis of student work to see evidence of teacher collaboration.

Person Responsible

Erin Del Castillo

Schedule

Quarterly, from 9/5/2017 to 5/31/2018

Evidence of Completion

Lesson plans, student tasks, on going progress monitoring data.

G3. If teachers deliberately plan and implement hands-on, engaging Science instruction in all grade levels, then the percentage of fifth graders meeting or exceeding grade level standards as measured by the Statewide Science Assessment will increase by 10% (from 73%). 1

G094189

G3.B2 Resources for Hands-on Experiences 2

B252908

G3.B2.S1 Provide teachers with supplemental materials for Science instruction. 4

S266911

Strategy Rationale

Due to the amount of time teachers focus on planning and finding resources for Reading and Math instruction, Science is often left to the last priority for planning. Teachers lack resources for creating engaging lessons with hands-on opportunities.

Action Step 1 5

Provide teachers will supplemental resources including Reading Science A-Z, Flocabulary subscription and various STEM materials.

Person Responsible

Erin Del Castillo

Schedule

Annually, from 10/3/2017 to 5/31/2018

Evidence of Completion

Materials are ordered and in use.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Classroom observations and analysis of lesson plans will be used to monitor the use of the supplemental materials.

Person Responsible

Erin Del Castillo

Schedule

Monthly, from 9/5/2017 to 5/31/2018

Evidence of Completion

Classroom observation notes, lesson plans, and student work will serve as evidence for fidelity of implementation.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Frequency of classroom observations and student work analysis will be tracked to monitor action plan.

Person Responsible

Kaitlin Randlett

Schedule

Quarterly, from 9/5/2017 to 5/31/2018

Evidence of Completion

Classroom observations notes will be collected as evidence.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Frequency of classroom observations and student work analysis will be tracked to monitor action plan.

Person Responsible

Kaitlin Randlett

Schedule

Quarterly, from 9/5/2017 to 5/31/2018

Evidence of Completion

Classroom observations notes will be collected as evidence.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Frequency of classroom observations and student work analysis will be tracked to monitor action plan.

Person Responsible

Kaitlin Randlett















Schedule

Quarterly, from 9/5/2017 to 5/31/2018

Evidence of Completion

Classroom observations notes will be collected as evidence.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1  M378334	iReady data, classroom performance assessments, lesson planning for differentiated instruction and...	Del Castillo, Erin	9/5/2017	Classroom performance task results, regular progress monitoring, ongoing classroom observations, lesson plans.	5/31/2018 quarterly
G2.MA1  M378338	Classroom data, i-Ready diagnostic and student response to instruction data, and teacher...	Del Castillo, Erin	10/3/2017	iReady diagnostic reports, growth monitor reports, classroom assessment products, lesson plans, student data chats.	5/31/2018 monthly
G3.MA1  M378341	District Science Benchmark assessment data and mini assessments (from STEM teacher) will be used to...	Del Castillo, Erin	10/23/2017	District Science Benchmark data should indicate if we are on target to meeting our goal.	5/31/2018 quarterly
G1.B2.S1.MA1  M378402	Teacher observations will improve and positively impact student achievement.	Del Castillo, Erin	9/4/2017	Teacher evaluation data, student assessment data, student work.	5/31/2018 monthly
G1.B2.S1.MA1  M378401	Classroom observations, data chats, feedback sessions	Del Castillo, Erin	9/5/2017	Observation notes, student data, teacher feedback	5/31/2018 biweekly
G1.B2.S1.A1  A354621	General education teachers and ESE teachers will be provided facilitated planning support.	Randlett, Kaitlin	9/5/2017	Planning documents	5/31/2018 quarterly
G2.B2.S1.MA1  M378404	Continued teacher feedback, analyzing lesson plans for evidence of teacher collaboration, analysis...	Del Castillo, Erin	9/5/2017	Lesson plans, student tasks, on going progress monitoring data.	5/31/2018 quarterly
G2.B2.S1.MA1  M378403	Classroom observations will take place to ensure the continued practices discussed and practiced...	Del Castillo, Erin	10/3/2017	Classroom observation data, student work, teacher feedback.	5/31/2018 monthly
G2.B2.S1.A1  A354622	Math Planning/Rounding Sessions will take place for all grade levels twice a year.	Randlett, Kaitlin	9/1/2017		5/31/2018 semiannually
G3.B2.S1.MA1  M378410	Frequency of classroom observations and student work analysis will be tracked to monitor action...	Randlett, Kaitlin	9/5/2017	Classroom observations notes will be collected as evidence.	5/31/2018 quarterly
G3.B2.S1.MA1  M378411	Frequency of classroom observations and student work analysis will be tracked to monitor action...	Randlett, Kaitlin	9/5/2017	Classroom observations notes will be collected as evidence.	5/31/2018 quarterly
G3.B2.S1.MA1  M378412	Frequency of classroom observations and student work analysis will be tracked to monitor action...	Randlett, Kaitlin	9/5/2017	Classroom observations notes will be collected as evidence.	5/31/2018 quarterly
G3.B2.S1.MA1  M378409	Classroom observations and analysis of lesson plans will be used to monitor the use of the...	Del Castillo, Erin	9/5/2017	Classroom observation notes, lesson plans, and student work will serve as evidence for fidelity of implementation.	5/31/2018 monthly
G3.B2.S1.A1  A354626	Provide teachers will supplemental resources including Reading Science A-Z, Flocabulary...	Del Castillo, Erin	10/3/2017	Materials are ordered and in use.	5/31/2018 annually

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If we implement inclusion through a flexible-scheduling model with an emphasis on growth mindset and differentiated instruction, then the percentage of students meeting or exceeding grade level expectations in ELA will increase by at least 6% (from 74%) and at least 70% of our students will exhibit learning gains as defined by the Florida DOE (from 64%). Learning gains of the lowest 25% will increase by 10% (from 50%).

G1.B2 Lack of time for planning and collaborating between General Education teachers and ESE teachers.

G1.B2.S1 General Education and ESE teachers will be provided multiple opportunities for facilitated planning where they will collaborate to plan for instruction, discuss resources and student needs with support from Administration, ESE Liason, Program Specialists, and FINS support.

PD Opportunity 1

General education teachers and ESE teachers will be provided facilitated planning support.

Facilitator

Kaitlin Randlett

Participants

Teachers

Schedule

Quarterly, from 9/5/2017 to 5/31/2018

G2. If we continue our work in providing rigorous math instruction with a focus on “upside down teaching” supported by collaboration among team members, then the percentage of students meeting or exceeding grade level expectations in Math will increase by at least 7% (from 83%) and at least 80% of our students will exhibit learning gains as defined by the Florida DOE (from 76%). Learning gains of the lowest 25% will increase by 6% (from 74%).

G2.B2 Lack of time for planning and collaboration among grade level teams.

G2.B2.S1 Teachers will meet for training and to collaborate around a lesson that will be taught and viewed in a math instructional round. Teachers will then debrief to reassess their plan and analyze student response to instruction so that they can make changes in their own classrooms.

PD Opportunity 1

Math Planning/Rounding Sessions will take place for all grade levels twice a year.

Facilitator

Sue D'Angelo

Participants

Teachers

Schedule

Semiannually, from 9/1/2017 to 5/31/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B2.S1.A1	General education teachers and ESE teachers will be provided facilitated planning support.	\$0.00
2	G2.B2.S1.A1	Math Planning/Rounding Sessions will take place for all grade levels twice a year.	\$0.00
3	G3.B2.S1.A1	Provide teachers will supplemental resources including Reading Science A-Z, Flocabulary subscription and various STEM materials.	\$0.00
Total:			\$0.00