

Sarasota County Schools

Student Leadership Academy of Venice

200 Field Ave., E., Venice, FL 34285

Principal: Jonathan Cooley

2018–2019 Annual Student Achievement Goals

School Type and Grades Served: Middle School 6 - 8

Title I school: No

Economically Disadvantaged (FRL) Rate (2017-18): 44%

Minority Rate (2018-19): 23%

DA Category: Not in DA

School Grades History

2018	2017	2016	2015	2014
A	A	A	A	A

Student Leadership Academy of Venice has identified the following student achievement goals for the 2018–2019 school year.

ENGLISH LANGUAGE ARTS
Goal #1
Measurable School Goal: Seventy percent of SLA students across all grade levels will demonstrate proficiency (Level 3 and above) on the Spring 2019 FSA ELA assessment.
Baseline: Sixty-six percent of SLA students across all grade levels demonstrated proficiency (Level 3 and above) on the Spring 2018 FSA ELA assessment.
Goal #2
Measurable School Goal: Fifty-nine percent of SLA students across all grade levels will make learning gains in ELA, as demonstrated on the Spring 2019 FSA ELA assessment.
Baseline: Fifty-five percent of SLA students demonstrated learning gains on the Spring 2018 FSA ELA assessment.

Goal #3

Measureable School Goal: Thirty-nine of SLA students in the lowest 25% will demonstrate learning gains on the Spring 2019 FSA ELA assessment.

Baseline: Thirty-five percent of SLA students in the lowest 25% demonstrated learning gains on the Spring 2018 FSA ELA assessment.

Anticipated Outcome: Measureable goals will be met.

Action Steps to Achieve Goal #1, #2, and #3

- Utilize ELA baseline assessments, formative and summative assessments, and classroom observation to monitor student progress, guide instruction and identify students in need of differentiated instruction.
- Integrate literacy-related instructional strategies across all content areas with a focus on reading, writing, and vocabulary for deeper learning.
- Provide ongoing opportunities for extensive practice to increase reading comprehension for both long and short reading passages with complex text.
- Communicate learning goals and monitor student progress toward meeting established goals.
- Monitor progress using a variety of higher order thinking assignments, assessments and classroom observation.
- Level 1 and 2 students will be enrolled in a middle grades Intensive Reading course for remediation.
- Level 1 and 2 students will be enrolled in a daily Academic Skills class during first period club.
- Provide additional support services to ESE students using a push-in/pull out model.
- All students will use Achieve3000 to build close reading and comprehension skills through non-fiction informational text. Teachers will monitor student lexile measures for increased text complexity and comprehension.
- Daily teacher common planning time for collaboration and problem solving by subject area and by grade level.
- Engage in aligned and cooperative collaboration through regular cross-curricular team meetings.
- Effective implementation of the Florida Standards for middle grades English Language Arts.

Available Resources:

- Scientific American for Level 1 and 2 students
- Achieve3000
- Middle grades Intensive Reading for Level 1 and 2 students.
- Daily Academic Skills class
- Houghton Mifflin Harcourt *Collections*
- FSA ELA online portal

MATHEMATICS

Goal #4

Measurable School Goal: Eighty-six percent of SLA students across all grade levels will demonstrate proficiency (Level 3 and above) on the Spring 2019 FSA Mathematics assessment.

Baseline: Eighty-four percent of SLA students across all grade levels demonstrated proficiency on the Spring 2018 FSA Mathematics assessment.

Goal #5

Measurable School Goal: Seventy-two percent of SLA students across all grade levels will make learning gains in math, as demonstrated on the Spring 2019 FSA Mathematics assessment.

Baseline: Seventy percent of SLA students across all grade levels made learning gains in math, as demonstrated on the Spring 2018 FSA Mathematics assessment.

Goal #6

Measurable School Goal: Seventy-nine percent of SLA students in the lowest 25% will demonstrate learning gains on the Spring 2019 FSA Mathematics assessment.

Baseline: Seventy-seven percent of SLA students in the lowest 25% demonstrated learning gains on the Spring 2018 FSA Mathematics assessment.

Anticipated Outcome: Measureable goals will be met.

Action Steps to Achieve Goals:

- Utilize baseline math assessments, formative and summative assessments, and classroom to monitor student progress, guide instruction and identify students in need of differentiated instruction.
- Integrate math across all content areas.
- Communicate learning goals and monitor student progress toward meeting established goals.
- Teachers will engage in aligned and cooperative collaboration through cross-curricular teams for deeper student learning.
- Level 1 and Level 2 students will be enrolled in a middle grades Intensive Math and/or Intensive Reading for remediation.
- Level 1 and Level 2 students will be enrolled in a daily Academic Skills class for remediation.
- Provide additional support services to ESE students using a push-in/pull out model.

- All students will use Achieve3000 to build close reading and comprehension skills through non-fiction informational text. Teachers will monitor student lexile measures for increased text complexity and comprehension.
- Daily teacher planning time for collaboration and problem solving by subject area and by grade level.
- Effective implementation of the Florida Standards for middle grades mathematics.
- Teachers and administrators will monitor student progress on benchmark assessments, classroom formative and summative assessments and classroom observation.

Available Resources:

- Middle grades Intensive Math and Intensive Reading for Level 1 and Level 2 students.
- Daily Academic Skills class.
- Achieve3000
- FSA Mathematics online portal

ALGEBRA I EOC

Goal #7

Measurable School Goal: During the 2018 – 2019 school year, Ninety-seven percent of SLA 8th grade students taking the Spring 2019 FSA Algebra I EOC exam will demonstrate proficiency (Level 3 or above), thereby earning a passing score.

Baseline: Ninety-five percent of SLA 8th grade students who took the Spring 2018 FSA Algebra I EOC exam will demonstrate proficiency (Level 3 or above), thereby earning a passing score

Anticipated Outcome: Measureable goal will be met.

Action Steps to Achieve Goal:

- Utilize baseline assessments, formative and summative assessments, and classroom observation to monitor student progress, guide instruction and determine need for differentiated instruction.
- Communicate learning goals and monitor student progress toward meeting established goals.
- Provide academic support to students whose class average is below 70% in math.
- Provide additional support services to ESE students using a push-in/pull out model.
- Teachers will engage in aligned and cooperative collaboration through cross-curricular teams for deeper student learning.
- Effective implementation of the Florida Standards.

Available Resources:

<ul style="list-style-type: none"> • Middle grades Intensive Math and Intensive Reading for Level 1 and Level 2 students. • Daily Academic Skills class for Level 1 and Level 2 students. • Academic supports for struggling students. • FSA Algebra I online portal
SCIENCE
Goal #8
Measurable School Goal: Seventy-two percent of eighth grade SLA student will demonstrate proficiency (Level 3 and above) on the Spring 2019 Next Generation Sunshine State Science Standards FSSA exam, thereby earning a passing score.
Baseline: Sixty-eight percent of eighth grade students demonstrated proficiency on the Spring 2018 Next Generation Sunshine State Science Standards FSSA exam, thereby earning a passing score.
Anticipated Outcome: Measureable goal will be met.
<p>Action Steps to Achieve Goal:</p> <ul style="list-style-type: none"> • Implement cross-curricular instruction for deeper student learning. • Utilize high-level, text-specific questions, tasks and assignments across all subject areas to support learning and identify students in need of differentiated instruction. • Provide ongoing opportunities for extensive practice to increase reading comprehension for both long and short reading passages with complex text. • Utilize higher order thinking assignments, assessments, science experiments, projects and classroom observation and monitor student progress. • Communicate learning goals and monitor student progress toward meeting established goals. • Teachers will increase the number of science experiments to at least one time per week. • Students will engage in hands-on science activities at least one time per week. • Expand real world experiences to allow students to apply what they have learned. • Level 1 and Level 2 students will be enrolled in a middle grades Intensive Reading and/or Intensive Math for remediation. • Level 1 and Level 2 students will be enrolled in a daily Academic Skills class. • All students will use Achieve3000 to build close reading and comprehension skills through non-fiction informational text. Teachers will monitor student Lexile measures for increased text complexity and comprehension. • School-wide collaboration of ELA, Social Studies and Science teachers for planning and problem solving.
CIVICS
Goal #9

Measurable School Goal: Ninety percent of seventh grade students will demonstrate proficiency on the Spring 2019 Next Generation Sunshine State Science Standards Civics EOC exam, thereby earning a passing score.

Baseline: Eighty-eight percent of seventh grade students demonstrated proficiency on the Spring 2018 Next Generation Sunshine State Science Standards Civics EOC exam, thereby earning a passing score.

Available Resources:

- Achieve3000
- Middle grades Intensive Reading and Intensive Math for Level 1 and Level 2 students.
- Daily Academic Skills class.
- Effective implementation of middle grades science curriculum aligned with NGSSS scope and sequence.
- Florida Department of Education Science assessment test design, reports and practice tests.

Anticipated Outcome: Measureable goal will be met.

Action Steps to Achieve Goal:

- Implement cross curriculum instruction for deeper student learning.
- Utilize high-level, text-specific questions, tasks and assignments across all subject areas to support learning and identify students in need of differentiated instruction.
- Integrate literacy-related instructional strategies with a focus on reading, writing, and vocabulary for deeper learning.
- Provide ongoing opportunities for extensive practice to increase reading comprehension for both long and short reading passages with complex text.
- Utilize higher order thinking assignments, assessments, projects and classroom observation and monitor student progress.
- Communicate learning goals and monitor student progress toward meeting established goals.
- School-wide collaboration of ELA, Social Studies and Science teachers for planning and problem-solving.
- All students will use Achieve3000 to build close reading and comprehension skills through non-fiction informational text. Teachers will monitor student lexile measures for increased text complexity and comprehension.
- Level 1 and 2 students will be enrolled in a middle grades Intensive Reading and/or Intensive Math for remediation.
- Level 1 and 2 students (Spring 2018 FSA ELA) will be enrolled in a middle grades Intensive Reading course for remediation

Available Resources:

- Florida Standards/NGSSS
- Achieve3000
- Middle grades Intensive Reading and Math for Level 1 and 2 students
- Academic Skills class 5x/week
- Practice Civics EOC test questions

- Curriculum-based professional development
- PLC's and Leading Impact Teams
- Teacher common planning time

EARLY WARNING INDICATORS

Goal #10

Measurable School Goal: SLA will reduce the number of students with attendance below 90% by 10% and the number of students exhibiting two or more early warning indicators by 5%.

Baseline: During 2017–2018, 20% of students had attendance below 90% and 8% exhibited two or more early warning indicators.

Anticipated Outcome: Measureable goal will be met.

Action Steps to Achieve Goal:

- Administration will monitor attendance daily, counsel students and increase awareness and communicate with parents regarding tardies and unexcused absences.
- Administration will review attendance bi-weekly to identify trends.
- Teachers will take a proactive role by working with students to reduce the number of tardies and unexcused absences.
- Beginning with the 2018–2019 school year, SLA has hired a part-time truancy worker (Bill Miller) who retired from Sarasota County School District, to coordinate with administration on issues related to chronic student absences, tardies, and truancy, and make home visits, as needed.

Available Resources:

- Academic Skills class 5x/week for students needing intervention services.
- Middle grades Intensive Reading and Math for Level 1 and 2 students
- Achieve3000
- Teachers work with students one-on-one to help them experience success.

PROFESSIONAL DEVELOPMENT

1. Teachers and administrators will have access to more than 100 on-line professional development courses offered by Education Impact and made available through an agreement with the Florida Consortium of Public Charter Schools. Staff will select targeted course content that best meets the needs of their professional growth plan and student learning goals. Education Impact professional development courses have been approved by Sarasota County School district, and the Florida Department of Education through the Florida Consortium of Public Charter Schools Master In Service Plan.