

Sarasota County Schools

# Venice Middle School

A word cloud graphic featuring various educational and school-related terms. The words are arranged in a cluster, with 'students' and 'school improvement' being the largest. Other prominent words include 'learning', 'success', 'teaching', 'relationships', 'leadership', 'growth', 'instruction', 'areas of focus', 'vision', 'collaboration', 'strategic planning', 'supportive environment', 'resources', 'achievement', 'ambitious', 'analysis', 'college and career', 'Florida', 'mission', 'family and community involvement', and 'needs assessment'. The Venice Middle School logo is positioned on the left side of the word cloud. The logo is circular, featuring a stylized sun rising over a path that leads to a graduation cap.

## 2018-19 School Improvement Plan

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## Venice Middle School

1900 CENTER RD, Venice, FL 34292

[www.sarasotacountyschools.net/venicemiddle](http://www.sarasotacountyschools.net/venicemiddle)

### School Demographics

**School Type and Grades Served**  
 (per MSID File)  
 Middle School  
 6-8

**2018-19 Title I School**

No

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

50%

**Primary Service Type**  
 (per MSID File)

K-12 General Education

**Charter School**

No

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

20%

### School Grades History

**Year**  
**Grade**

**2017-18**  
A

**2016-17**  
B

**2015-16**  
B

**2014-15**  
B\*

### School Board Approval

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

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement

The mission of the Venice Middle School is to develop self-directed, life-long learners.

#### Provide the school's vision statement

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

### School Leadership Team

#### Membership

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

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

#### Duties

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

Members serve to implement, monitor, and adjust School Wide Literacy Strategies, Math acceleration initiatives, along with targeted instruction in Reading and Math for our students who are in the lower 25% as it related to overall proficiency .  
For Reading - Initiatives include; reading across the curriculum, student choice books, WOW Words Program (Greek and Latin Roots), iReady instruction (targeted instruction in

Reading), and leadership team members are each assigned to a group of Reading students who are in the current lower25% in proficiency to monitor progress and support student growth.

For Math - Students are placed in Math courses based on a set of criteria that qualifies them for placements ranging from sixth grade math all the way up to Geometry for high school credit, Accelerated students are eligible for additional support to help ensure mastery learning of concepts. iReady instruction (targeted instruction in Math), and the leadership team members are each assigned to a group of Math students who are in the current lower 25% in proficiency to monitor progress and support student growth. All instructional practices are derived through the implementation of district initiatives and when additional strategies or supports are used all leadership team members share in the decision making process followed by approval by the Shared Decision Making Team (SDMT) and the School Advisory Council (SAC).

## Early Warning Systems

### Year 2017-18

#### The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	29	39	58	0	0	0	0	126
One or more suspensions	0	0	0	0	0	0	19	28	31	0	0	0	0	78
Course failure in ELA or Math	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	0	0	52	45	0	32	0	0	0	129
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

#### The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	2	1	0	0	0	0	0	3
Retained Students: Previous Year(s)	0	0	0	0	0	0	1	0	0	0	0	0	0	1

#### Date this data was collected

Thursday 9/27/2018

### Year 2016-17 - As Reported

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	27	38	43	0	0	0	0	108
One or more suspensions	0	0	0	0	0	0	10	32	23	0	0	0	0	65
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	36	35	55	0	0	0	0	126
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

**Year 2016-17 - Updated**

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	27	38	43	0	0	0	0	108
One or more suspensions	0	0	0	0	0	0	10	32	23	0	0	0	0	65
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	36	35	55	0	0	0	0	126
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

**Part II: Needs Assessment/Analysis**

**Assessment & Analysis**

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

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

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

**Which data component showed the greatest decline from prior year?**

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

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

ELA Lowest 25 Percentile.

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

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

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

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

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

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

**EWS Indicators as Input Earlier in the Survey**

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

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
	0 (0)	0 (0)	0 (0)	0 (0)
	(0)	(0)	(0)	0 (0)

**Grade Level Data**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	59%	63%	-4%	52%	7%
	2017	61%	65%	-4%	52%	9%
Same Grade Comparison		-2%				
Cohort Comparison						
07	2018	59%	62%	-3%	51%	8%
	2017	63%	64%	-1%	52%	11%
Same Grade Comparison		-4%				
Cohort Comparison		-2%				
08	2018	71%	70%	1%	58%	13%
	2017	59%	65%	-6%	55%	4%
Same Grade Comparison		12%				
Cohort Comparison		8%				

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



<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2018					
2017	100%	69%	31%	63%	37%
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2018	79%	80%	-1%	71%	8%
2017	0%	97%	-97%	69%	-69%
Compare		79%			
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2018					
2017					
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2018	100%	77%	23%	62%	38%
2017	100%	71%	29%	60%	40%
Compare		0%			
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2018	0%	71%	-71%	56%	-56%
2017	100%	70%	30%	53%	47%
Compare		-100%			

**Subgroup Data**

<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2016-17</b>	<b>C &amp; C Accel 2016-17</b>
WHT	65	59	46	77	72	61	69	80	73		
BLK	64	55		45	42						
HSP	45	49	48	68	70	68	60	82	86		
MUL	72	67		84	71						
SWD	22	40	38	35	58	52	22	43			
FRL	53	54	45	66	68	58	55	76	68		
ELL	36	50	53	59	64	58					

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	64	52	36	73	61	40	66		52		
BLK				40	60						
HSP	49	48	52	59	48	35	67		57		
MUL	54	52		68	76	60	73				
SWD	16	22	12	20	27	21	29				
FRL	49	48	41	59	52	37	53		36		
ELL	20	39	36	40	61						

### Part III: Planning for Improvement

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

#### Areas of Focus:

Activity #1	
<b>Title</b>	By 2019, There will be a 4% increase in students demonstrating a learning gain in the lowest quartile in Reading. 2017=39% 2018=46% 2019 =50%
<b>Rationale</b>	To ensure students in the lowest quartile receive the instructional support necessary to attain the required learning gains in Reading as outlined in this Area of Focus.
<b>Intended Outcome</b>	For our lowest quartile students in Reading to demonstrate a 4% increase in learning gains over the 2017-18 school year.
<b>Point Person</b>	Tomas Dinverno (tomas.dinverno@sarasotacountyschools.net)
Action Step	
<b>Description</b>	<p>1. Students who are experiencing academic difficulties can be referred to the School Wide Support Team (SWST). The SWST team meets weekly and can assist teachers when making decisions on how to best support our students academically, behaviorally, socially, and emotionally.</p> <p>2. Open house, ongoing communications, and partnering programs with parents and families about our instructional programs and focus to best support the current lowest quartile and their related subgroup students collectively as a school community too include all stakeholders.</p> <p>3. Pull out support for English Language Arts (ELA) students in the lower quartile with a particular efficiencies on our subgroup populations. The subgroups referenced and their 2017-18 FSA Reading Learning Gains (LG) data is outlined below:                      *HSP achieved 48% LGs                      *SWD achieved 38% LGs                      *FRL achieved 45% LGs                      *ELL achieved 53% LGs</p> <p>The intervention we are implementing are aligned to the Level Literacy Intervention (LLI) philosophy utilizing targeted small group instruction. The strategy calls for the identification of our students in the lower quartile with a particular focus on subgroup population outlined above who are not achieving grade-level expectations in reading. The LLI systems are intended to deepen and expand comprehension with close reading while increasing student engagement with books that develop comprehension skills in both literary and informational text. The added volume of reading also builds the student knowledge while providing a successful reading experience with the ability to intervene as needed to help ensure and maximize student growth. The goal is to increase student learning gains in the lower quartile by a minimum of 4% points with a review of the subgroup populations also attaining these same goals respectively.</p> <p>4. i-Ready online instructional program to provide on level lessons that are aligned to subgroup and/or lower quartile student gaps and needs. The i-Ready program integrates powerful assessments and rich insights with effective and engaging instruction in Reading to address student individual needs which better allow for the tracking of student progress in our subgroup populations while also motivating these students with access to their own personalized path to growth. For teachers, the program allows for informed instructional decisions making to better address subgroup student needs instructionally by allowing for more targeted and focused lessons and activities.</p>

5. Intensive Language Arts (ILA) classes are scheduled daily for additional support for our subgroup populations and/or students in the lower quartile in proficiency beyond that which is provided in their regular ELA classes. The instructional program that is being utilized incorporates the materials and curriculum (aligned to Florida State Standards) provided in the i-Ready Teacher Toolbox. The Toolbox gives access to a host of multilevel resources, such as instructional support, online lessons, and lessons for prerequisite skills. Toolbox lessons and activities provide the following:

- \* activities requiring close reading, re-reading, and frequent interactions with test.
- \* guidance Models that show the good habits that successful readers employ.
- \* all lessons and activities require student to cite text evidence with reinforces throughout the lesson that reiterate the importance of using text evidence to validate the readers interpretations.
- \* A variety of text are available to the student related to the range of genres and text types as required in the LAFS.
- \* all lesson are thematically aligned of which many are linked to science and social studies content. Theme activities provide opportunities for students to see relationships between topics and deepen their content knowledge.
- \* all lesson include real world texts including website texts, newspaper and magazine articles, etc.
- \* including Media Features that allow students to integrate audio and visual media into their reading experience.
- \* Differentiation of groups with a focus on phonics.

6. ILA teachers Ms. Lee and Ms. Wilson will be receiving ongoing PD for the 2018-19 school year directly related to best practices in Intensive Reading instruction with a particular focus on our lower quartile students and the schools various subgroup population . Our ILA teachers recently participated in the District's ILA workshop where opportunities for collective efficacy were provided by reviewing past successes and challenges, new available Dashboard student data to better target instructional strategies, reviewing of the Striving Reader Plan, and continued iReady development and support related to the program and the Toolbox instructional materials.

7. Instructional strategies and best practices are aligned to Hattie's and Saphier's research based instructional models. A group of leaders and teacher (Mr. Dinverno, Mr. Idoyaga, and Ms. Quigley) are receiving ongoing PD to continue the implementation and integration of both philiophies at the school level. The school is continuing to infuse these philosophies working with our curriculum leaders and providing ongoing PD so that all teachers are utilizing best practices aligned to Hattie's and Sapphire's work. Focus strategies for VMS include the following:

- \* Clear Learning Intentions
- \* Well developed Success Criteria to ensure Teacher Clarity
- \* Teacher/Student Relationships
- \* Formative Evaluation with timely feedback and opportunities for editing
- \* Reflection related to Hattie's effect sizes and how they can impact a teacher's classroom
- \* The Skillful Teacher Framework - Planning, Instruction, Motivation, and Classroom Management
- \* An understanding that research plays a significant roll in the use of instructional practices and that Research Based Teaching with a focus on our lowest quartile and the subgroups within that population is at the foundation

of our instructional models.

8. Leadership Team (Mr. Dinverno, Mr. Idoyaga, Ms. Rice, Ms. Wilson, Ms. Baily, Ms. Singer, Ms. Evans, and Ms. Doyle) will each be assigned a group of 30 to 40 students with a focus on those who are in our subgroup populations to meet with on a regular basis to help with ongoing support, progress monitoring, motivation, and student accountability. When the group meets with each student we document the meeting using our LQ Tracking Sheet. The Tracking Sheet documents dates and times of meetings along with discussion points and related academic and discipline data. From this information goals can be established on an individual basis and provide motivation for the students.

9. Data chats with the lower quarter and students within subgroup population to ensure there is clarity related to current placement, instructional goals, and program expectations.

10. After school program to be staffed with certified teachers to provide additional support beyond regular school hours. This afterschool program builds a connection between the content area teacher and a teacher after school who collaborate to provide additional support for our lower quartile students and the subgroups within this population. Core teachers review instructional data and provide lessons and activities for targeted students so they have additional opportunities to revisit/relearn concepts and consolidate their thinking as they move toward mastery learning. Students work in small groups or one on one to ensure they have the necessary supports to be successful.

11. Common Planning time for ELA and ILA teachers to build collective efficacy in determining and developing high impact instructional strategies and lessons that ensure all subgroup students needs are being.

12. Students who are in the lowest quartile along with their subgroup populations and are also ELL, ESE, 504 or a combination there of are provided program support through the Co-Teacher model and monitored as approved and outlined by the district, state, and federal guidelines. Strategies and interventions are developed and implemented using a collaborative approach where evaluations, student data, and student, parent, teacher(s), and committee members (i.e. CARE Team, Conferences, SWST, Reevaluation Reviews, etc.) feedback are all incorporated to create an educational plan that best supports that student and provides the least restrictive environment in accordance with the MTSS/RTI process.

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

#### Plan to Monitor Effectiveness

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

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

### Activity #2

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

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

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

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

### Action Step

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

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

### Plan to Monitor Effectiveness

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

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

<b>Activity #3</b>	
<b>Title</b>	By 2019, there will be a 4% increase in students demonstrating proficiency in Reading. 2017=62% 2018=63% 2019=67%
<b>Rationale</b>	To ensure students in Reading are receiving the instructional support necessary to demonstrate proficiency as outlined in this Area of Focus.
<b>Intended Outcome</b>	For all students in Reading to demonstrate a 4% increase in proficiency over the 2017-18 school year of 63%..
<b>Point Person</b>	Tomas Dinverno (tomas.dinverno@sarasotacountyschools.net)
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Implementation of school wide monitoring and motivational programs to support student achievement which includes the following:                     <ol style="list-style-type: none"> <li>a. i-Challenge - A program the tracks student growth in i-Ready along with the number of lessons passed with a 75% or better. Grade level classes and individual students can earn rewards and attend related activities.</li> <li>b. The school wide Positive Behavior Support plan that includes Positive Notes Home, Positive Acknowledgement Tickets (for rewards), Student of the Month program, and the implementation of the Civility Squad initiative to promote positive change in our community.</li> <li>c. AMPing - A monitoring program where all teachers and core teachers participate in monitoring and responding to On-line instruction in i-Ready. This process ensures students are being success as they complete assigned lessons that target their individual needs.</li> </ol> </li> <li>2. The monitoring and use of the district's student Dashboard data to identify trends related to instructional practices that are be successful as well as re-evaluating areas of need to ensure lesson effectiveness and student achievement.</li> <li>3. i-Ready online instructional program to provide on level lessons that are aligned to student gaps and needs.</li> <li>4. Instructional strategies and best practices that are aligned to Hattie's and Saphier's research based instructional models. A group of leaders and teacher (Mr. Dinverno, Mr. Idoyaga, and Ms. Quigley) are receiving ongoing PD to continue the implementation of both philosophies at the school level.</li> <li>5. Data chats with all Reading students through core Reading and iReady classes. Data chats are to ensure there is clarity related to current placement, instructional goals, and program expectations for all students.</li> <li>6. After school program to be staffed with certified teachers to provide additional support beyond regular school hours.</li> <li>7. Common Planning time for ELA and ILA teachers to build collective efficacy in determining and developing high impact instructional strategies and lessons.</li> <li>8. Open house, ongoing communications, and partnering programs with parents and families about our instructional programs and focus to best support our students collectively as a school community too include all stakeholders.</li> <li>9. Students who are ELL, ESE, 504 or a combination there of are provided program support and monitored as approved and outlined by the district, state, and federal guidelines.</li> </ol>
<b>Person Responsible</b>	Erin Rice-Smith (erin.rice-smith@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Effectiveness of Action steps will be achieved using the following data points:

- \* Classroom grades and assessments aligned to state standards (ongoing)

- \* i-Ready Diagnostic test results from September, December, and April for

**Description** progress monitoring of growth

- \* i-Ready lesson pass rates (goal is for students to pass lessons with a 75% or better which are ongoing through out the year)

- \* FSA results from 2017-18 compared to 2018-19 school year

**Person**

**Responsible**

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



<b>Activity #4</b>	
<b>Title</b>	By 2019, there will be a 4% increase in students demonstrating a learning gain in the lowest quartile in Math. 2017=41% 2018=61% 2019=65%
<b>Rationale</b>	To ensure students in the lowest quartile receive the instructional support necessary to attain the required learning gains in Math as outlined in this Area of Focus.
<b>Intended Outcome</b>	For our lowest quartile students in Math to demonstrate a 4% increase in learning gains from the 2017-18 school year.
<b>Point Person</b>	Tomas Dinverno (tomas.dinverno@sarasotacountyschools.net)
<b>Action Step</b>	
<b>Description</b>	<p>1. Students who are in the lower 25% for proficiency with a focus on their related subgroup populations who are experiencing academic difficulties can be referred to the School Wide Support Team (SWST). The subgroups referenced and their 2017-18 FSA Math Learning Gains (LG) data is outlined below:</p> <ul style="list-style-type: none"> <li>* HSP achieved 68% LGs</li> <li>* SWD achieved 52% LGs</li> <li>* FRL achieved 58% LGs</li> <li>* ELL achieved 58% LGs</li> </ul> <p>The SWST team meets weekly and can assist teachers when making decisions on how to best support our students academically, behaviorally, socially, and emotionally.</p> <p>2. i-Ready online instructional program to provide on level lessons that provide support to our lower quartile students and the related subgroups within that population to ensure their gaps and needs are being addressed. The i-Ready program integrates powerful assessments and rich insights with effective and engaging instruction in Math to address student individual needs which better allow for the tracking of student progress in our subgroup populations while also motivating these students with access to their own personalized path to growth. For teachers, the program allows for informed instructional decisions making to better address subgroup students needs instructionally by allowing for more targeted and focused lessons and activities.</p> <p>3. Math teachers Mr. Ryan, Ms. McCutcheon, Mr. Nell, and Mr. Hansen will be receiving ongoing PD (Maximizing Math Mentality) for the 2018-19 school year in the Math to collaborate with prior year's group so as to continue building collective efficacy with an emphasis on instructional strategies that will positively impact our subgroup populations who are in the lowest quartile. The program includes opportunities to work collaboratively with teachers here at VMS and across the district Middle Schools. Teachers also participate in instructional rounds where they observe lesson and are asked to document (Look Fors), what do you see and hear from teachers and students during the lesson. Once observations are complete norms are established followed by a Debrief session, and concludes with a reflective Q&amp; A session as they work to build collective efficacy. This is year 2 of the PD and the goal is to include all math teachers at all three grade levels.</p> <p>4. Instructional strategies and best practices are aligned to Hattie's and Saphier's research based instructional models. A group of leaders and teacher (Mr. Dinverno, Mr. Idoyaga, and Ms. Quigley) are receiving ongoing PD to</p>

continue the implementation and integration of both philosophies at the school level. At the school we are continuing to infuse these philosophies working with our curriculum leaders and providing ongoing PD so that all teachers are utilizing best practices aligned to Hattie's and Sapphire's work. Focus strategies for VMS include the following:

- \* Clear Learning Intentions
- \* Well developed Success Criteria to ensure Teacher Clarity
- \* Teacher/Student Relationships
- \* Formative Evaluation with timely feedback and opportunities for editing
- \* Reflection related to Hattie's effect sizes and how they can impact a teacher's classroom
- \* The Skillful Teacher Framework - Planning, Instruction, Motivation, and Classroom Management
- \* An understanding that research plays a significant roll in the use of instructional practices and that Research Based Teaching with a focus on our lowest quartile and the subgroups within that population is at the foundation of our instructional models.

5. Leadership Team (Mr. Dinverno, Mr. Idoyaga, Ms. Rice, Ms. Wilson, Ms. Baily, Ms. Singer, Ms. Evans, and Ms. Doyle) will each be assigned a group of 30 to 40 who are in the lowest quartile with a focus on the subgroups within that group of students. The team will have meet with the students on a regular basis to help with ongoing support, progress monitoring , motivation, and student accountability.

6. Data chats with the lower quarter students and their subgroups to ensure there is clarity related to current placement, instructional goals, and program expectations. The assigned staff member meets with the student and documents the meeting using our Lower Quartile Tracking Sheet which reviews academic progress, grades, missing assignments, FSA data and goal setting, I-Ready Data and goal setting, and i-Ready lessons passed data.

7. After school program to be staffed with certified teachers to provide additional support beyond regular school hours for student in the lower quartile with an emphasis on subgroups. This afterschool program builds a connection between the content area teacher and a teacher after school who collaborate to provide additional support for a struggling student. Core teachers review instructional data and provide lessons and activities for targeted students so they have additional opportunities to revisit/relearn concepts and consolidate their thinking as they move toward mastery learning. Students work in small groups or one on one to ensure they have the necessary supports to be successful.

8. Common Planning time for ELA and ILA teachers to build collective efficacy in determining and developing high impact instructional strategies and lessons that will also ensure all subgroup students needs are being.

9. Open house, ongoing communications, and partnering programs with parents and families about our instructional programs and focus to best support the lowest quartile students and their related subgroup populations collectively as a school community too include all stakeholders.

10. Students who are in the lowest quartile along with their subgroup populations and are also ELL, ESE, 504 or a combination there of are provided program support through the Co-Teacher model and monitored as approved and outlined by the district, state, and federal guidelines. Strategies and interventions are developed and implemented using a collaborative approach where evaluations, student data, and student, parent, teacher(s), and

committee members (i.e. CARE Team, Conferences, SWST, Reevaluation Reviews, etc.) feedback are all incorporated to create an educational plan that best supports that student and provides the least restrictive environment in accordance with the MTSS/RTI process.

**Person Responsible** Eric Idoyaga (eric.idoyaga@sarasotacountyschools.net)

Plan to Monitor Effectiveness

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

**Person Responsible** Eric Idoyaga (eric.idoyaga@sarasotacountyschools.net)

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

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

<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	Effectiveness of Action steps will be achieved using the following data points: * Classroom grades and assessments aligned to state standards (ongoing) * i-Ready Diagnostic test results from September, December, and April for progress monitoring of growth * i-Ready lesson pass rates (goal is for students to pass lessons with a 75% or better which are ongoing through out the year) * FSA results from 2017-18 compared to 2018-19 school year
<b>Person Responsible</b>	[no one identified]

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

**Action Step**

<b>Description</b>	<ol style="list-style-type: none"> <li>1. The monitoring and use of the district's student Dashboard data to identify trends related to instructional practices that are be successful as well as re-evaluating areas of need to ensure lesson effectiveness and student achievement.</li> <li>2. Implementation of school wide monitoring and motivational programs to support student achievement which includes the following:                     <ol style="list-style-type: none"> <li>a. i-Challenge - A program the tracks student growth in i-Ready along with the number of lessons passed with a 75% or better. Grade level classes and individual students can earn rewards and attend related activities.</li> <li>b. The school wide Positive Behavior Support plan that includes Positive Notes Home, Positive Acknowledgement Tickets (for rewards), Student of the Month program, and the implementation of the Civility Squad initiative to promote positive change in our community.</li> <li>c. AMPing - A monitoring program where all teachers and core teachers participate in monitoring and responding to On-line instruction in i-Ready. This process ensures students are being success as they complete assigned lessons that target their individual needs.</li> </ol> </li> <li>3. The monitoring and use of the district's student Dashboard data to identify trends related to instructional practices that are be successful as well as re-evaluating areas of need to ensure lesson effectiveness and student achievement.</li> <li>4. i-Ready online instructional program to provide on level lessons that are aligned to student gaps and needs.</li> <li>5. Instructional strategies and best practices that are aligned to Hattie's and Saphier's research based instructional models. A group of leaders and teacher (Mr. Dinverno, Mr. Idoyaga, and Ms. Quigley) are receiving ongoing PD to continue the implementation of both philosophies at the school level.</li> <li>6. Data chats with all Math students through core Math and iReady classes. Data chats are to ensure there is clarity related to current placement, instructional goals, and program expectations for all students.</li> <li>7. After school program to be staffed with certified teachers to provide additional support beyond regular school hours.</li> <li>8. Common Planning time for Math teachers to build collective efficacy in determining and developing high impact instructional strategies and lessons.</li> <li>9. Open house, ongoing communications, and partnering programs with parents and families about our instructional programs and focus to best support our students collectively as a school community too include all stakeholders.</li> <li>10. Students who are ELL, ESE, 504 or a combination there of are provided</li> </ol>
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program support and monitored as approved and outlined by the district, state, and federal guidelines.

**Person Responsible** Eric Idoyaga (eric.idoyaga@sarasotacountyschools.net)

Plan to Monitor Effectiveness

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

**Person Responsible** [no one identified]

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

**Action Step**

<b>Description</b>	<ol style="list-style-type: none"> <li>1. Accelerated Algebra 1 Honor students who need additional support with Algebra concepts are identified and progress monitored. If additional support is required those students are provided targeted instruction during the school day beyond what is provided during the assigned class period. A certified teacher is used during this small group instruction which is scheduled during the student's fourth period.</li> <li>2. Common Planning time for Math teachers to build collective efficacy in determining and developing high impact instructional strategies and lessons.</li> <li>3. The use and integration of online instruction through the Blackboard district platform to build a consistent curriculum aligned to state standards for all Algebra Honors classes. Teachers are able to build collective efficacy and common learning targets that help ensure student achievement and success.</li> <li>4. i-Ready online instructional program to provide on level lessons that are aligned to student gaps and needs.</li> <li>5. Instructional strategies and best practices that are aligned to Hattie's and Saphier's research based instructional models. A group of leaders and teacher (Mr. Dinverno, Mr. Idoyaga, and Ms. Quigley) are receiving ongoing PD to continue the implementation of both philosophies at the school level.</li> <li>6. Data chats with all Math students through core Math and iReady classes. Data chats are to ensure there is clarity related to current placement, instructional goals, and program expectations for all students.</li> <li>7. During our progress monitoring efforts if a student is identified as needing higher levels of support we then contact parents to communicate the updated plan to include the addition of an 8th period Algebra 1 support class. Certified teachers are used during this small group instructional period 8 class.</li> <li>8. After school program to be staffed with certified teachers to provide additional support beyond regular school hours for any Math accelerated student.</li> <li>9. Open house, ongoing communications, and partnering programs with parents and families about our instructional programs and focus to best support our students collectively as a school community too include all stakeholders.</li> <li>10. Students who are ELL, ESE, 504 or a combination there of are provided program support and monitored as approved and outlined by the district, state, and federal guidelines.</li> </ol>
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<b>Person Responsible</b>	Eric Idoyaga (eric.idoyaga@sarasotacountyschools.net)
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**Plan to Monitor Effectiveness**

Effectiveness of Action steps will be achieved using the following data points:

- \* Classroom grades and assessments aligned to state standards (ongoing)
- \* District Benchmark Testing to compare progress at the school and district level

**Description** \* i-Ready Diagnostic test results from September, December, and April for progress monitoring of growth  
\* i-Ready lesson pass rates (goal is for students to pass lessons with a 75% or better which are ongoing through out the year)  
\* FSA Algebra EOC results from 2017-18 compared to 2018-19 school year

**Person Responsible** Eric Idoyaga (eric.idoyaga@sarasotacountyschools.net)



<b>Activity #8</b>	
<b>Title</b>	By 2019, there will be a 100% proficiency in Geometry. 2017=100% 2018=100% 2019=100%
<b>Rationale</b>	To ensure students in Geometry are receiving the instructional support necessary to demonstrate proficiency as outlined in this Area of Focus.
<b>Intended Outcome</b>	For all students in Geometry to demonstrate 100% proficiency as outlined in this Area of Focus.
<b>Point Person</b>	Tomas Dinverno (tomas.dinverno@sarasotacountyschools.net)
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. During our progress monitoring efforts if a student is identified as needing higher levels of support we then contact parents to communicate the support plan which would include the addition of an 8th period Geometry support class. Certified teachers are used during this small group instructional period 8 class.</li> <li>2. i-Ready online instructional program to provide on level lessons that are aligned to student gaps and needs.</li> <li>3. Instructional strategies and best practices that are aligned to Hattie's and Saphier's research based instructional models. A group of leaders and teacher (Mr. Dinverno, Mr. Idoyaga, and Ms. Quigley) are receiving ongoing PD to continue the implementation of both philosophies at the school level.</li> <li>4. Data chats with all Math students through core Math and iReady classes. Data chats are to ensure there is clarity related to current placement, instructional goals, and program expectations for all students.</li> <li>5. Additional targeted instruction during the school day to assist accelerated students who need ongoing support with mastering Geometry concepts and standards. Certified teachers are used during this small group instructional period 4.</li> <li>6. After school program to be staffed with certified teachers to provide additional support beyond regular school hours for all Math accelerated students.</li> <li>7. The use and integration of online instruction through the Blackboard district platform to build a consistent curriculum aligned to state standards for all Geometry Honors classes. Teachers are able to build collective efficacy and common learning targets that help ensure student achievement and success.</li> <li>8. Common Planning time for Math teachers to build collective efficacy in determining and developing high impact instructional strategies and lessons.</li> <li>9. Open house, ongoing communications, and partnering programs with parents and families about our instructional programs and focus to best support our students collectively as a school community too include all stakeholders.</li> <li>10. Students who are ELL, ESE, 504 or a combination there of are provided program support and monitored as approved and outlined by the district, state, and federal guidelines.</li> </ol>
<b>Person Responsible</b>	Eric Idoyaga (eric.idoyaga@sarasotacountyschools.net)

**Plan to Monitor Effectiveness**

**Description** Effectiveness of Action steps will be achieved using the following data points:  
 \* Classroom grades and assessments aligned to state standards (ongoing)

- \* District Benchmark Testing to compare progress at the school and district level
- \* i-Ready Diagnostic test results from September, December, and April for progress monitoring of growth
- \* i-Ready lesson pass rates (goal is for students to pass lessons with a 75% or better which are ongoing through out the year)
- \* FSA Geometry EOC results from 2017-18 compared to 2018-19 school year

**Person  
Responsible**

Eric Idoyaga (eric.idoyaga@sarasotacountyschools.net)

**Activity #9**

**Title** By 2019, students in Civics will demonstrate at least a 2% point increase in the Percent proficient. 2016=76% 2018=81% 2019=83%

**Rationale** To ensure students in Civics are receiving the instructional support necessary to demonstrate proficiency as outlined in this Area of Focus for the 2018-19 school year.

**Intended Outcome** For all students in Civics to demonstrate a 2% increase in proficiency over the 2017-18 school year of 81%.

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

**Action Step**

**Description**

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

**Person Responsible** Eric Idoyaga (eric.idoyaga@sarasotacountyschools.net)

**Plan to Monitor Effectiveness**

**Description**

Effectiveness of Action steps will be achieved using the following data points:

- \* Classroom grades and assessments aligned to state standards (ongoing)
- \* District Benchmark Testing to compare progress at the school and district level (4 times per year)
- \* i-Ready Diagnostic test results from September, December, and April for progress monitoring of growth
- \* i-Ready lesson pass rates (goal is for students to pass lessons with a 75% or better which are ongoing through out the year)
- \* FSA Civics EOC results from 2017-18 compared to 2018-19 school year

**Person Responsible** Eric Idoyaga (eric.idoyaga@sarasotacountyschools.net)

<b>Activity #10</b>	
<b>Title</b>	By 2019, there will be a 4% increase in students demonstrating proficiency in Science. 2017=66% 2018=68% 2019=72%
<b>Rationale</b>	To ensure students in Science are receiving the instructional support necessary to demonstrate proficiency as outlined in this Area of Focus for the 2018-19 school year.
<b>Intended Outcome</b>	For all students in Science to demonstrate a 4% increase in proficiency over the 2017-18 school year of 68%.
<b>Point Person</b>	Tomas Dinverno (tomas.dinverno@sarasotacountyschools.net)
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Ongoing District PD related to the Science standers and Instructional Best Practices for the VMS Science teachers.</li> <li>2. Adding addition Science classes as an elective to provide students additional opportunities to experience science concepts in a different environment while also building interest within the student body school wide. Attrititional programs include; Science CSI encore class, CET/STEM related encore courses, and Odyssey for Mind Club.</li> <li>3. To utilize district developed common assessments to progress monitor student achievement. This data is also used to evaluate instructional best practices and provides opportunities to build collective efficacy during PLCs.</li> <li>4. Common Planning time for Science teachers to build collective efficacy in determining and developing high impact instructional strategies and lessons.</li> <li>5. Instructional strategies and best practices that are aligned to Hattie's and Saphier's research based instructional models. A group of leaders and teacher (Mr. Dinverno, Mr. Idoyaga, and Ms. Quigley) are receiving ongoing PD to continue the implementation of both philosophies at the school level.</li> <li>6. i-Ready online instructional program to provide on level lessons that are aligned to student gaps and needs.</li> <li>7. Data chats with all Reading students through core Reading and iReady classes. Data chats are to ensure there is clarity related to current placement, instructional goals, and program expectations for all students.</li> <li>8. After school program to be staffed with certified teachers to provide additional support beyond regular school hours.</li> <li>9. Open house, ongoing communications, and partnering programs with parents and families about our instructional programs and focus to best support our students collectively as a school community too include all stakeholders.</li> <li>10. Students who are ELL, ESE, 504 or a combination there of are provided program support and monitored as approved and outlined by the district, state, and federal guidelines.</li> </ol>
<b>Person Responsible</b>	Erin Rice-Smith (erin.rice-smith@sarasotacountyschools.net)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	Effectiveness of Action steps will be achieved using the following data points: * Classroom grades and assessments aligned to state standards (ongoing) * District Benchmark Testing to compare progress at the school and district level (4 times per year) * i-Ready Diagnostic test results from September, December, and April for

progress monitoring of growth

\* i-Ready lesson pass rates (goal is for students to pass lessons with a 75% or better which are ongoing through out the year)

\* FSA Science results from 2017-18 compared to 2018-19 school year

**Person  
Responsible**

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

**Activity #11**

**Title** By 2019, there will be a 4% reduction of suspensions in comparison to the previous year. 2017=11% 2018=20% 2019=16%

**Rationale** To be proactive and reviewing expectations to decrease students inappropriate behaviors.

**Intended Outcome** To reduce our suspensions as compared to the 2017-18 school year.

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

**Action Step**

**Description**

1. Chart and track discipline data, put plans in place for students with repeated referrals and/or SIRS. Data is shared at staff meeting so teachers are aware of number of referrals and SIR's at each grade level and any trends. All referrals can be viewed on the school SharePoint Tracking System.
2. PLC and School Wide Support Team (SWST) will identify priority social and behavioral strategies. School psychologist and social worker referral when appropriate. Behavior Specialist to work with and provide teacher with Behavior Intervention Plans (BIPs) and support for students requiring TIRE 3 interventions.
3. Individual, small group, and assembly behavior programs to include bullying, school rules/procedures, dress code, emotional control.
4. Parent conferences/communications to learn what does/does not work for students at home or in past educational situations.
5. Positive Behaviors Support monthly meetings (Open to all staff members). Committees include PBS Rewards, School Culture, CHAMPS implementation, Civility Squad implementation, Student of the Month and nominations/selections.
6. Assigned mentors to work with students that have frequent behavior concerns. These mentors meet with students proactively to discuss behavior, attendance, and grades.
7. Behavior contracts written for students for use with specific teachers. These contracts are developed in a meeting with student, teacher, and behavior specialist present.
8. Incorporation of CHAMPS for students to understand how to be respectful, responsible, and safe.

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

**Plan to Monitor Effectiveness**

**Description**

- \* Plan effectiveness is to be monitored during monthly Positive Behavior Support or Staff meetings.
- \* Student Intervention Reports (SIR) forms, Referrals, and Classroom/Campus walk thoughts.

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

**Activity #12**

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

**Action Step**

<b>Description</b>	<ol style="list-style-type: none"> <li>1. Daily notification via the Community Engagement messaging system to inform parents and families when students are absent.</li> <li>2. Personal calls to parents and Families by attendance secretary when a student misses more than 3 days.</li> <li>3. Attendance counseling groups for students with excessive absences.</li> <li>4. School Wide Support Team (SWST) discusses student with truancy worker and comes up with a plan for monitoring</li> <li>5. Monitor satisfactory attendance through district Attendance Works (Bi-Weekly)</li> <li>6. Calls made home by counselors to see if supports need to be put in place</li> <li>7. Attendance contracts and rewards for meeting goals</li> <li>8. Monthly Attendance letter sent through SIS report to those students with 10% absent days. This keeps parents aware of students that are currently in the moderate/severe chronic absentee category.</li> <li>9. Rewards for Perfect Attendance provided by a business partner</li> <li>10. PBS positive reinforcement through positive staff interactions, nominations for civility squad</li> </ol>
<b>Person Responsible</b>	Erin Rice-Smith (erin.rice-smith@sarasotacountyschools.net)

**Plan to Monitor Effectiveness**

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

**Part V: Budget**

<b>Total:</b>	<b>\$0.00</b>
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