

Sarasota County Schools

Venice Senior High School



2015-16 School Improvement Plan

Venice Senior High School

1 INDIAN AVE, Venice, FL 34285

www.sarasotacountyschools.net/venicehigh

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	33%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	15%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	B	B

**Preliminary 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 was approved by the Sarasota County School Board on 12/8/2015.

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.

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, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education'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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Venice High School in partnership with the entire community, will empower every student to become a lifelong learner who is responsible, productive and engaged citizen within a global society.

Provide the school's vision statement

Every student is achieving at his or her maximum potential in an engaging, inspiring learning environment.

School Environment

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

Venice High School's student population is not the most diverse, therefore our administration and staff is sensitive to celebrating cultural differences. VHS is proud to offer a wide variety of clubs, extracurricular activities and organizations that honor both our student population and the community as a whole. VHS administration believes strongly in relationship building as it is grounded and emphasized in all professional development activities and highlighted in our mission statement.

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

School supervision is paramount at Venice High School. Students, parents and campus visitors are regularly greeted by administration, support staff and security. This continuous visibility by our staff provides all stakeholders with a high level of comfort and safety. Besides safety, this approach to supervision fosters relationships with students and parents. At Venice High School supervision begins 45 minutes before the first bell rings and continues between all class transitions, lunch periods and after school. The security staff is comprised of four security monitors and two Venice Police Department School Resource Officers. All club sponsors and coaches have supervision plans and designated areas for students to meet them. Venice High School has high supervision expectations for our students at all times.

In addition to supervision, the school has an emergency plan on file and staff have been made familiar with the plan. To ensure familiarity with the procedures, Venice High School conducts monthly fire drills and once a semester a code white drill.

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

Venice High School employs a "Steps to Success" philosophy. The "Steps to Success" are embedded in the Venice High School student handbook provided to every student during the first week of school. These steps are: Be on Time, Be Prepared for Class, Be on Task, Be Respectful of Teachers & Students, Use Appropriate Language, Dress Appropriately, Turn Electronic Devices Off. The school also uses a Positive Behavior Support system which identifies and honors students for both their academic and behavioral successes. Through our Renaissance program, students are rewarded for quarterly academic performance and improvements.

To support students who are demonstrating disciplinary concerns, the school uses the School Wide Support Team to implement and monitor a multi-tiered support system.

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

Through Venice High School's School Wide Support Team students' social-emotional and educational needs are met. The team, with input from teachers, school counselors, school psychologist, social-worker, truancy officer and administrator provides students with resources to address various needs. The resources provided include, but are not limited to: one-on-one counseling from the school counselor, referral to mentor organizations (YMCA / JFCS / SPARCC) , social worker interaction with student and their family, group counseling and meeting with the school psychologist. Student groups are empowered to promote positive self-image. For the month of October, various school organizations took ownership of Diversity Month goals including bullying, honoring diversity, cyber bullying, texting and driving. Student leadership organizations have helped promote such programs as Rachel's Challenge, Pay-it-Forward, Up With People. These groups, in collaboration with the student body, promote self worth and positive self-image.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

Venice High School's identifies early warning indicators throughout the year. Student attendance data is reviewed on a weekly basis via attendance reports by our attendance committee. Students with 5 or more absences in 30 day period and 15 or more in a 90 day period are identified. Students with 5 or more absences receive school generated attendance letters to serve as notification. Parents of students with an excess of 15 absences are contacted by either school administrator or guidance counselor. A meeting with the family is scheduled and interventions are implemented based on the outcome. Discipline data is reviewed on a case by case basis by teachers, counselors and administrators. Teachers regularly communicate with counselors and administrators regarding student progress in all classes, including ELA, math, social studies, science and electives. As necessary, school counselors arrange conferences with student families to determine additional interventions and supports. Student performance on state assessments are used to identify students who are below proficiency. Student class schedules are then modified to provide the student with Intensive Language Arts or Intensive Math classes. Venice High School identifies students who are below proficiency in both ELA and math standardized assessments and provides these students with intervention classes. Student performance on national assessments including PSAT, SAT, ACT and PERT are used to provide direction for appropriate placement in academic courses.

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	106	102	138	129	475
One or more suspensions	28	20	43	17	108
Course failure in ELA or Math	0	0	0	0	
Level 1 on statewide assessment	52	64	25	20	161

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Students who are identified as exhibiting two or more of the aforementioned indicators are presented at the School Wide Support Team (SWST) to explore how the school can provide interventions and support through the Multi-tiered Support System (MTSS). SWST is comprised of school administrators, counselors, social worker, nurse, truancy officer, behavior specialist, psychologist and ESE Liaisons. The team reviews relevant student data, including, but not limited to, the student's previous evaluations, attendance history, discipline history, academic performance, state assessment performance, teacher observations and parental concerns.

Intervention strategies provided for students include math lab that is available both before and after school, intensive language arts classes, intensive math classes, our outstanding mentor program in conjunction with Big Brothers & Big Sisters serves over 100 students per year and the APEX program, a computer based, student self-paced curriculum program.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Venice High School continuously seeks ways to increase parent involvement. We sustain a high level of parent involvement through the various parent involvement opportunities we offer. These activities include Fall Student / Parent Orientation, Senior Class Information Night, Students With Disabilities Information Night, Open House Night, Junior Class Night, revised CARE calendar with a focus on parent attendance, AP / DE Night, IB Information Night, IB Pinning Ceremony, College Night, Student Parent Information Night, monthly School Advisory Council meetings, Rotary Futures College Resource Center monthly meetings, Sertoma Club / Rotary monthly meetings, PALS Volunteers, Booster Club Meetings, Venice Performing Arts Center advisory board.

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 High School pursues & maintains community partnerships through communication and invitations to school events, parent meetings, board meetings, booster meetings and advisory meetings. Throughout the year there is on-going volunteer recruiting for a variety of opportunities at the school, both inside and outside the classroom.

We are also proud of our internship program which provides over 50 students with internship opportunities within the community with multiple business partners, including STEM related opportunities

in both the medical and engineering fields.

All students are encouraged to visit the Rotary Futures office on campus to find support for post-secondary opportunities. This program, housed on campus, is fully funded by the community.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Turgeon, Jack	Principal
Burke, Lawrence	Teacher, K-12
Case, Stephen	Teacher, K-12
Jones, Kathleen	Teacher, K-12
Jones, Seth	Teacher, ESE
Leinweber, Joshua	Assistant Principal
Myers, Gretchen	Teacher, Career/Technical
Robertson, Wayne	Teacher, K-12
Ruthardt, Marilyn	Teacher, K-12
Tanaka, Danielle	Assistant Principal
Wheatley, Brian	Teacher, K-12
dunham, melanie	Assistant Principal
Case, Jonathan	Teacher, K-12
Kerpchar, Jo-Ann	Teacher, K-12
Baker, LeeAnne	Teacher, K-12

Duties

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

The School Leadership Team is comprised of department chairs and school based administration. Administration works collaboratively with department chairs to establish expectations and goals for the year. Department chairs act as instructional leaders and experts in their content and help determine meaningful professional development in their content area. Department chairs often attend district and state level professional development, and upon return to the school site share strategies for implementation.

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

Resources are aligned to support students in myriad areas. Data, including, but not limited to, FSA data, reading scores, Math scores (for incoming 9th grade students), FSA scores, Algebra, Geometry, Algebra II EOC scores, discipline data, average daily attendance data and anecdotal data collected

from staff drives the allocation of the school's resources.

Federal funding is earmarked for the support of specific students such as Students With Disabilities and Limited Language Proficiency students. Based on the needs of these students, staffing and additional resources are allocated. Administration, in conjunction with the ESE Liaisons, ESOL Liaison & staff determine appropriate level of support, accommodations, modifications and resources to help make students successful. These needs are reviewed throughout the school year through progress monitoring.

The school determines the distribution of personnel through the review of test data and graduation needs. Personnel shifts are made during the 1st quarter of school to ensure student needs are met. Weekly the master scheduler, guidance counselor and administration meet to review student and class status and make adjustments as necessary.

The School Wide Support Team (SWST) meets weekly, under the supervision of administration, and includes guidance counselors, liaisons, truancy officer, school psychologist, behavior specialist, social worker and teachers when available. During these meetings, students are identified who are struggling in academics or behaviors. The team reviews the available inventory and suggests how these resources can be used to support student success.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Jack Turgeon	Principal
Angela Alexander	Teacher
Andy Britton	Business/Community
Karen Blackburn	Education Support Employee
Lisa Callaghan	Parent
James Hanks	Business/Community
Greg Miller	Business/Community
Jeanette Gates	Business/Community
Ken Gerhls	Business/Community
Caryl Pennell	Business/Community
Steve Dembinski	Business/Community
Jose Velez	Parent
Victoria Stultz	Parent
Andrea Stultz	Student
Charles Powell	Business/Community
Joann Lingle	Parent
Brian Bradley	Student
Isabella Terzuoli	Student

Duties

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

Evaluation of last year's school improvement plan

The school improvement plan was presented and reviewed by the SAC. The SAC actively participated in questions and recommendations for changes. Overall, SAC believed the SIP was appropriate and implemented effectively during the 2014-2015 school year. Venice High School was the overall top performing comprehensive high school in our school district for the 2014-2015 school year. District Champs for four consecutive years!

Development of this school improvement plan

The SAC is involved with the school improvement plan (SIP) from both an oversight and creative perspective. From the creative perspective, the SAC provides potential suggestions and solutions to SIP. These suggestions may include funding sources, volunteers to assist with programs or ideas about increasing students learning, parental involvement and how to address the Early Warning Signs of at-risk students. With the addition of the IB Programme, the SAC team has contributed with input to help develop our early stages of the IB Programme and how to customize it to meet the Venice community needs.

Preparation of the school's annual budget and plan

The school's budget is presented to SAC and an explanation is provided regarding student enrollment, projections and staffing. The principal has dialogue with SAC in regard to school needs and district funding allocations. SAC must approve the use of Title II funds, other recommendations for school budget and staffing.

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

SIP funds were used to support IB Programme and professional development, the STEM program initiatives and Math lab.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Burke, Lawrence	Teacher, K-12
Leinweber, Joshua	Assistant Principal
Turgeon, Jack	Principal
Bowen, Debra	Teacher, K-12
Delgado, Coti	Teacher, K-12
Foster, Tarin	Teacher, K-12
Frimmel, LuAnn	Teacher, K-12
Gambo, Mary	Teacher, K-12
Harris, Charalise	Teacher, K-12
Lash, Robert	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Venice High School's LLT continues to support the implementation of differentiated instruction strategies and is supporting teachers with the implementation of Marzano's 6 Step Vocabulary Practice. The LLT is working within their content areas to provide 1:1 supports.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Venice High School provides teachers with common planning times. During the creation of the master schedule, it is paramount that teachers are provided common planning time based either on primarily content area and grade level. These Professional Learning Communities are required to meet weekly, and minutes of these PLC meetings are kept and highlighted in monthly department meetings to share best practices.

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

Venice High School is actively involved with recruiting fairs in conjunction with Sarasota County Human Resources to discover highly qualified, effective teachers. Department chairs and administration work closely together to orient teachers to Venice High School. This provides new teachers with a positive learning and collaborative learning culture to develop and grow professionally.

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

Venice High School's teacher mentoring plan is aligned with the Sarasota County Induction Program (SCIP). New teachers are assigned a mentor who is a current faculty member, often in the same curriculum area, and has demonstrated highly effective characteristics both inside and outside the classroom.

The SCIP program is a 2 year program that includes required monthly meetings with the mentors, maintenance and completion of a portfolio and meetings with district level personnel. During this time the new teacher is familiarized with both county and school policies.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Venice High School supports its teachers, and in turn instructional programs, and their alignment to Florida's standards. During the 2014 - 2015 school year, district curriculum specialists, met with departments individually to review the Florida standards.

During the pre-planning week of 2015-2016, administration provided professional development on implementing Accountable Talk strategies in the classroom. Departments selected accountable talk strategies for implementation during the 1st quarter of the year. Throughout the year, teachers will continue to grow their accountable talk knowledge base to include how this strategy can be used to increase cognitive complexity in the classroom.

Lesson plans, which are submitted weekly, include Florida standards, depth of knowledge, formative / summative assessments and differentiated instruction.

The Math department has adopted a new textbook for Algebra, Geometry & Algebra II that are directly aligned with the Florida standards providing different approaches to problem solving and thinking.

Instructional Strategies

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

The use of data to differentiate begins prior to school year begins. FCAT and FSA reading scores are used to provide differentiated instruction via support classes FUSION classes (Intensive Language Arts and English I or II blocked), homogeneous grouping by student performance data including ESE, ESOL and regular ed students by grade level (Intensive Language Arts & English I or II). These FUSION courses use Achieve 3000, an online program that adjusts the reading levels of text based on student readiness. As the students improve their reading skills the texts they are exposed to increase in complexity aligned with the students' growth. Teachers review student data and create small learning groups to focus on specific skills.

Algebra EOC scores are used to schedule students into an Intensive Math class where students are identified by both graduation needs, academic levels, and EOC criteria.

Students are further enrolled in the APEX program (alternative, self-paced computer instruction) based on data gathered by reviewing transcripts including GPA, EOC criteria and credits required for graduation.

Within classrooms, teachers use various formative assessments to differentiate their instruction. Assessments range from FAIR, Achieve 3000 Level Setting, district created benchmark assessments and teacher created formative and summative assessments. Teachers will also use feedback gathered from state and district EOCs to modify future instruction.

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: Extended School Day

Minutes added to school year: 11,340

Before and after school Math Lab. Teachers work individually and in small groups with students to provide direct instruction as needed. Peer tutors, through Mu Alpha Theta (Math club), are utilized to provide additional individualized help to meet student needs.

Strategy Rationale

Based on data analysis, the majority of students who are struggling to meet graduation requirements are behind in either math credit or are lacking passing End of Course math scores.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Turgeon, Jack, jack.turgeon@sarasotacountyschools.net

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

Students are monitored via sign in sheets. EOCs for Algebra, Algebra II, Geometry and benchmark data are tracked to determine student mastery of content.

Strategy: Summer Program

Minutes added to school year: 1,200

STEM Camp provides direct instruction and application for VHS Medical & Engineering Academies. Incoming 9th grade students participate in Project Based Learning as it relates to both the medical and engineering fields.

Strategy Rationale

STEM encompasses content areas that students struggle with: science & math. The camp provides students with the opportunity to see how science & math play a role in "real world" experiences including activities in technology & engineering. The opportunity to see math & science applied provides students with the understanding of "why" we learn.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Student participation is measured through teacher observation, student feedback and stakeholder input. The Venice Community Foundation supports this program and collects data through student survey.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Venice High School provides incoming students with an orientation day prior to the start of school. During this day, new students are placed in small groups lead by a current student. The current students are part of VHS's Link Crew, veteran students who take on a mentor role to new students. These groups tour the campus to become familiar with the facility and classroom locations as well as teachers and staff. Student leaders build relationships with their groups, so that the new students feel comfortable with their new learning environment.

Ninth grade students are also part of Cornerstone, the 9th Grade Academy. This Academy is comprised of Math, English, Physical Science and HOPE (Health Opportunities through Physical Education) teachers. These teachers are strategically located on one floor, in one hallway. The proximity these teachers have with each other allows for supervision and support of our new students. In addition, the teachers share a common planning time and meet weekly as a 9th Grade PLC. During this time, teachers address needs of struggling students and celebrate student successes.

As students prepare to exit VHS, we provide multiple opportunities for transition. The Rotary Futures College Resource Center provides multiple tiers of resources to help students reach their post secondary goals. These resources include, but are not limited to, career interest inventories, financial aid information, scholarship information, college application assistance, multiple parent information night, an on-campus college night with over 60 colleges and universities.

College and Career Readiness

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

The guidance department at VHS provides specific academic, career and post-secondary counseling for all students. Various programs throughout the year support a student's academic advisement such as: Tribe Advisory periods, guidance grade level presentations, parent information nights, VHS College Night, AP/DE night and IB Information night.

VHS is also proud to have Rotary Futures as part of our post-secondary advisory group which provides process specific support for college applications, financial aid (FASA) and scholarships on the local, state and national level.

The 2015 - 2016 school year has Venice High School as a fully accredited International Baccalaureate (IB) World School. This year is our first IB DP (Diploma Programme) cohort consisting of 29 11th grade students taking both HL (higher level) & SL (standard level) courses. We are providing 9th & 10th grade students with Preparatory IB classes so they are prepared for the IBDP, Also, VHS has a relationship with Sarasota Technical College. This program identifies students that would benefit from technical educational opportunities that prepare them for post-secondary careers. In addition to STC, VHS has strong Internship and On-The-Job Training programs that provide students with real world experiences in a broad range of careers ranging from medical industry to food services.

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

At Venice High School we have STEM Academies that focus on the Engineering and Medical fields. In addition to these career academies, VHS also offers career technical education in Culinary Arts, Digital Design, Visual and Performing Arts, Business Entrepreneurship, Early Childhood Education. These programs lead students to opportunities for internships and on the job training.

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

VHS will continue to make postsecondary opportunities available to its students. We will continue to provide our students with high level science education, and the continued growth of both STEM Academies will encourage students to engage with rigorous sciences specifically both physics and living sciences.

Besides providing a focus and relevance to the sciences, VHS provides academic remediation for students who need support in preparing for postsecondary math and reading through the Math for College Success and English for College Readiness courses. These courses are aligned with postsecondary expectations and students are encouraged to demonstrate their success by taking either the SAT, ACT or PERT.

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

Venice High School continues to encourage and prepare students for Level 3 math and science courses. Incoming 9th grade students are provided with a "block" of math instruction allowing them to earn more than the four credits required for graduation, and preparing them for the post-secondary level. Math success is further supported by the before and after school math labs.

Students, through both STEM programs, Engineering & Medical Academies, are encouraged to pursue rigorous level 3 sciences such as biology honors, anatomy & physiology honors, physics honors, AP Biology and AP Physics. This is continually supported by the school's summer bridge program and the real life experiences students have within the academies.

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

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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.

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.

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.** For the school year 2016, increase enrollment in rigorous coursework including AP, DE and IB courses by 4%.
- G2.** By the year 2016, 80% of students will have an average daily attendance rate of at least 90%.
- G3.** By the year 2016, 67% of students who take an Industry Certification Exam will earn their certification.
- G4.** By the year 2016, there will be a 2% increase the total number of students passing Advanced Placement exams.
- G5.** By the year 2016, 83% of students taking the US History EOC will demonstrate proficiency.
- G6.** For the senior cohort of 2016, 87% of students will earn their high school diploma.
- G7.** By the year 2016, 72% of 9th grade students will demonstrate proficiency on the reading portion of the Florida Standard Assessment.
- G8.** By the year 2016, 73% of all 10th grade students will demonstrate proficiency on the reading portion of the Florida Standards Assessment.
- G9.** By the year 2016, 73% of students taking the Algebra I FSA / EOC test demonstrate proficiency.
- G10.** By the year 2016, 72% of students taking the Geometry FSA / EOC will demonstrate proficiency.
- G11.** By the year 2016, 83% of students taking the Biology EOC will demonstrate proficiency.
- G12.** By the year 2016, 58% of students taking the Algebra II FSA / EOC will demonstrate proficiency.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. For the school year 2016, increase enrollment in rigorous coursework including AP, DE and IB courses by 4%. 1a

G072468

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- AP Predictability Report

Targeted Barriers to Achieving the Goal 3

- Communication with students and parents about opportunities.

G2. By the year 2016, 80% of students will have an average daily attendance rate of at least 90%. 1a

G072469

Targets Supported 1b

Indicator	Annual Target
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Attendance rate	80.0
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Resources Available to Support the Goal 2

- District truancy officer and social worker.

Targeted Barriers to Achieving the Goal 3

- Communication with parents.

Plan to Monitor Progress Toward G2. 8

Weekly attendance threshold reports.

Person Responsible

Joshua Leinweber

Schedule

Weekly, from 10/5/2015 to 6/3/2016

Evidence of Completion

Email communication between counselors, administrators & truancy officer.

G3. By the year 2016, 67% of students who take an Industry Certification Exam will earn their certification.

1a

G072470

Targets Supported 1b

Indicator	Annual Target
CTE Industry Certification Exam Passing Rate	67.0

Resources Available to Support the Goal 2

- District Program Support.

Targeted Barriers to Achieving the Goal 3

- Student attrition in both programs and school.

Plan to Monitor Progress Toward G3. 8

Industry certification data.

Person Responsible

melanie dunham

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Student data.

G4. By the year 2016, there will be a 2% increase the total number of students passing Advanced Placement exams. 1a

G072471

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- College Board

Targeted Barriers to Achieving the Goal 3

- Teacher training

Plan to Monitor Progress Toward G4. 8

Review of student assessments.

Person Responsible

Danielle Tanaka

Schedule

Quarterly, from 8/27/2015 to 5/27/2016

Evidence of Completion

Student data

G5. By the year 2016, 83% of students taking the US History EOC will demonstrate proficiency. 1a

G072472

Targets Supported 1b

Indicator	Annual Target
U.S. History EOC Pass	83.0

Resources Available to Support the Goal 2

- District personnel.

Targeted Barriers to Achieving the Goal 3

- Teacher training.

Plan to Monitor Progress Toward G5. 8

Review of benchmark data and teacher generated assessments.

Person Responsible

Danielle Tanaka

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Changes in assessments.

G6. For the senior cohort of 2016, 87% of students will earn their high school diploma. 1a

G072473

Targets Supported 1b

Indicator	Annual Target
	87.0

Resources Available to Support the Goal 2

- Senior requirement report generated through the SIS system.
- Registrars track new to Venice High School students and provide information to the appropriate school counselor.
- Project 10 collaboration with support from USF

Targeted Barriers to Achieving the Goal 3

- Students enroll at Venice High School for the first time during their senior year behind in credits and needing to take state required exams such as FCAT, Algebra & Geometry EOC and US History EOC.

Plan to Monitor Progress Toward G6. 8

Review of cohort 2016 data and preparedness.

Person Responsible

Joshua Leinweber

Schedule

Weekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

School counselor data sheets.

G7. By the year 2016, 72% of 9th grade students will demonstrate proficiency on the reading portion of the Florida Standard Assessment. 1a

G072474

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	72.0

Resources Available to Support the Goal 2

- Achieve 3000 Training.
- Progress monitoring of students using the FAIR assessments and Level Set assessments.
- Continued implementation of PLCs.
- Instructional Focus Guides.

Targeted Barriers to Achieving the Goal 3

- New reading program, Achieve 3000, is unfamiliar to most of the staff.

Plan to Monitor Progress Toward G7. 8

Benchmark data & Level Set data

Person Responsible

Joshua Leinweber

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Indicators of growth in FAIR and Level Set data.

G8. By the year 2016, 73% of all 10th grade students will demonstrate proficiency on the reading portion of the Florida Standards Assessment. 1a

G072475

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	73.0

Resources Available to Support the Goal 2

- Intensive Reading "Fusion" Classes
- Reading Progress Monitoring Documentation
- Professional Learning Communities
- FAIR Assessments

Targeted Barriers to Achieving the Goal 3

- New reading program, Achieve 3000, is unfamiliar to most of the staff.

Plan to Monitor Progress Toward G8. 8

Benchmark assessments.

Person Responsible

Jack Turgeon

Schedule

Semiannually, from 8/18/2014 to 5/29/2015

Evidence of Completion

Student data and growth.

G9. By the year 2016, 73% of students taking the Algebra I FSA / EOC test demonstrate proficiency. 1a

G072476

Targets Supported 1b

Indicator	Annual Target
Algebra I FSA EOC Pass Rate	73.0

Resources Available to Support the Goal 2

- TI Nspire calculators, Active Expressions,
- Block Scheduling.
- Math Lab
- PLC meetings
- Instructional Focus Calendar

Targeted Barriers to Achieving the Goal 3

- Students lacking pre-requisite knowledge of Algebra.
- New textbook adoption.

Plan to Monitor Progress Toward G9. 8

Benchmark data will demonstrate student growth.

Person Responsible

Jack Turgeon

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Benchmark data.

G10. By the year 2016, 72% of students taking the Geometry FSA / EOC will demonstrate proficiency. 1a

G072477

Targets Supported 1b

Indicator	Annual Target
Geometry EOC Pass Rate	72.0

Resources Available to Support the Goal 2

- TI Nspire calculators, Active Expressions
- Instructional Focus Guide
- PLC Meetings
- Math Lab

Targeted Barriers to Achieving the Goal 3

- Student lack of pre-requisite knowledge.
- New textbooks.

Plan to Monitor Progress Toward G10. 8

Benchmark data will demonstrate student growth.

Person Responsible

Jack Turgeon

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Benchmark data.

G11. By the year 2016, 83% of students taking the Biology EOC will demonstrate proficiency. 1a

G072478

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	81.0

Resources Available to Support the Goal 2

- TI Inspire calculators with intensive, on site, job embedded Professional Development.
- PLCs, with focus on the Instructional Focus Guide, CCSS, benchmark data analysis and common assessments.
- CPALMS

Targeted Barriers to Achieving the Goal 3

- Student attendance.

Plan to Monitor Progress Toward G11. 8

Student attendance reports will show regular attendance.

Person Responsible

Joshua Leinweber

Schedule

Weekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Attendance reports.

G12. By the year 2016, 58% of students taking the Algebra II FSA / EOC will demonstrate proficiency. 1a

G072479

Targets Supported 1b

Indicator	Annual Target
Algebra II EOC Pass Rate	58.0

Resources Available to Support the Goal 2

- Instructional Focus Guide
- PLCs

Targeted Barriers to Achieving the Goal 3

- Student readiness.

Plan to Monitor Progress Toward G12. 8

Teacher created assessments.

Person Responsible

Jack Turgeon

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Administrative observation and teacher data.

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. For the school year 2016, increase enrollment in rigorous coursework including AP, DE and IB courses by 4%. **1**


 G072468

G1.B1 Communication with students and parents about opportunities. **2**

 B188855

G1.B1.S1 Use of college board's predictability model to identify student's likely to succeed on AP tests.

4

 S200305

Strategy Rationale

Informs parents that their student has the potential to earn college credit.

Action Step 1 **5**

Complete mailings based on AP Potential.

Person Responsible

Danielle Tanaka

Schedule

On 3/1/2016

Evidence of Completion

Letters sent home to parents.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Letters will be mailed home to parents based on AP Potential list.

Person Responsible

Danielle Tanaka

Schedule

On 2/27/2016

Evidence of Completion

Letters home to parents.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Examine enrollment in AP classes for the 2016-2017 school year.

Person Responsible

Danielle Tanaka

Schedule

Annually, from 5/1/2016 to 5/27/2016

Evidence of Completion

There will be an increase in students enrolled in Advanced Placement courses.

G2. By the year 2016, 80% of students will have an average daily attendance rate of at least 90%. 1

G072469

G2.B1 Communication with parents. 2

B188856

G2.B1.S1 Increase communication with parents / guardians regarding their student's attendance. 4

S200306

Strategy Rationale

Parents are not always aware of the amount of time their child is missing.

Action Step 1 5

5 Day absence letter sent home weekly.

Person Responsible

Joshua Leinweber

Schedule

Weekly, from 10/7/2015 to 6/3/2016

Evidence of Completion

Spreadsheet documenting student absences and date 5 Day Letter was mailed.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Counselors and administrators will review list of students receiving letters and students who have exceeded 15 absences in 90 day window.

Person Responsible

Joshua Leinweber

Schedule

Weekly, from 10/5/2015 to 6/3/2016

Evidence of Completion

Spreadsheet of communication and minutes from parent conferences.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Weekly review of absences.

Person Responsible

Joshua Leinweber

Schedule

On 6/3/2016

Evidence of Completion

Weekly spreadsheet, SWST minutes and conference minutes.


G3. By the year 2016, 67% of students who take an Industry Certification Exam will earn their certification. 1

 G072470

G3.B1 Student attrition in both programs and school. 2

 B188857

G3.B1.S2 Advisory boards and community partnerships. 4

 S200308

Strategy Rationale

Provide students with real world applications.

Action Step 1 5

Create new advisory boards with local companies and continue to support existing boards.

Person Responsible

melanie dunham

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Minutes and agendas.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Minutes and agendas.

Person Responsible

melanie dunham

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Minutes and agendas of board meetings.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Review of minutes and agendas.

Person Responsible

melanie dunham

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Minutes and agendas will reflect opportunities for students to be exposed to real world scenarios.

G4. By the year 2016, there will be a 2% increase the total number of students passing Advanced Placement exams. 1

G072471

G4.B1 Teacher training 2

B188858

G4.B1.S1 Provide new teachers and veteran teachers opportunities for continued professional development. 4

S200309

Strategy Rationale

The AP tests continue to evolve and staff benefits from new approaches to teaching the curriculum.

Action Step 1 5

Teachers who have not previously attended College Board training will attend professional development opportunities.

Person Responsible

Danielle Tanaka

Schedule

Semiannually, from 8/24/2015 to 5/27/2016

Evidence of Completion

Change in teacher delivery of material.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Ongoing observations of teacher classrooms.

Person Responsible

Jack Turgeon

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Teacher delivery.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Review of teacher formative assessments.

Person Responsible

Jack Turgeon

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

There will be an increase in student assessment data.


G5. By the year 2016, 83% of students taking the US History EOC will demonstrate proficiency. 1

 G072472

G5.B1 Teacher training. 2

 B188859

G5.B1.S1 Provide teachers with continued professional development with an emphasis on Document Based Questioning. 4

 S200310

Strategy Rationale

Students will need to determine evidence through the use of primary sources.

Action Step 1 5

Continued teacher training.

Person Responsible

Danielle Tanaka

Schedule

On 5/27/2016

Evidence of Completion

Lesson plans reflecting DBQ.

Action Step 2 5

Continued teacher training.

Person Responsible

Danielle Tanaka

Schedule

On 5/27/2016

Evidence of Completion

Lesson plans reflecting DBQ.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Review of lesson plans.

Person Responsible

Danielle Tanaka

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Lesson plans will reflect integration of DBQ strategy.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Benchmark & summative data.

Person Responsible

Danielle Tanaka

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Change in student performance on assessments.

G6. For the senior cohort of 2016, 87% of students will earn their high school diploma. 1

G072473

G6.B1 Students enroll at Venice High School for the first time during their senior year behind in credits and needing to take state required exams such as FCAT, Algebra & Geometry EOC and US History EOC. 2

B188860

G6.B1.S1 School registrars identify new to Venice High School students and notify school counselors.

4

S200311

Strategy Rationale

School registrars are the first people to meet the student and parents when they enroll at Venice High School.

Action Step 1 5

School registrars maintain regular communication with school counselor and administrator of the guidance department.

Person Responsible

Joshua Leinweber

Schedule

Weekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Email correspondence between registrars and school counselors.

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

School registrar emails will reflect changes in enrollment and new additions to cohort 2016.

Person Responsible

Joshua Leinweber

Schedule

Weekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

School registrar email will reflect communication.

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Ongoing email communication.

Person Responsible

Joshua Leinweber

Schedule

Weekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Correspondence between registrars & counselors.

G6.B1.S2 Project 10 4

 S200312

Strategy Rationale

Identification of students who are at-risk of graduation based on GPA.

Action Step 1 5

Review of Project 10 at-risk data

Person Responsible

Danielle Tanaka

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Increase in graduation rate.

Plan to Monitor Fidelity of Implementation of G6.B1.S2 6

Review of monthly reports.

Person Responsible

Danielle Tanaka

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Communication between administrators and counselors reflecting the monitoring of identified at-risk seniors.

Plan to Monitor Effectiveness of Implementation of G6.B1.S2 7

Verification of meetings between students, their families, counselors and administrators.

Person Responsible

Danielle Tanaka

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Monthly notes.

G7. By the year 2016, 72% of 9th grade students will demonstrate proficiency on the reading portion of the Florida Standard Assessment. 1

G072474

G7.B1 New reading program, Achieve 3000, is unfamiliar to most of the staff. 2

B188861

G7.B1.S1 Achieve 3000 trainer meets with Intensive Language Arts staff to assist with implementation.

4

S200313

Strategy Rationale

The Achieve 3000 program is new to staff.

Action Step 1 5

Professional development by Achieve 3000 experts to assist with implementation.

Person Responsible

Joshua Leinweber

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Professional development calendar.

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

Conversations during PLCs, department meetings & department chair meetings. Achieve 3000 data reports.

Person Responsible

Joshua Leinweber

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

PD sign-in sheets; changes in Achieve 3000 student and teacher data.

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Classroom observation data. Teachers struggling with implementation of standards will be coached by administration and other master teachers.

Person Responsible

Joshua Leinweber

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Lesson plans, student engagement and student work.

G8. By the year 2016, 73% of all 10th grade students will demonstrate proficiency on the reading portion of the Florida Standards Assessment. 1


 G072475

G8.B1 New reading program, Achieve 3000, is unfamiliar to most of the staff. 2

 B188862

G8.B1.S1 Achieve 3000 trainer meets with Intensive Language Arts staff to assist with implementation.

4

 S200314

Strategy Rationale

The Achieve 3000 program is new to staff.

Action Step 1 5

Professional development by Achieve 3000 experts to assist with implementation.

Person Responsible

Joshua Leinweber

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Professional development calendar.

Plan to Monitor Fidelity of Implementation of G8.B1.S1 6

Conversations during PLCs, department meetings & department chair meetings. Achieve 3000 data reports.

Person Responsible

Joshua Leinweber

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

PD sign-in sheets; changes in Achieve 3000 student and teacher data.

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 7

Classroom observation data. Teachers struggling with implementation of standards will be coached by administration and other master teachers.

Person Responsible

Joshua Leinweber

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Lesson plans, student engagement and student work.

G9. By the year 2016, 73% of students taking the Algebra I FSA / EOC test demonstrate proficiency. 1

G072476

G9.B1 Students lacking pre-requisite knowledge of Algebra. 2

B188863

G9.B1.S1 Weekly PLC meetings Algebra teachers to work on curriculum, common assessments, monitoring student progress and Common Core State Standards. 4

S200315

Strategy Rationale

Teachers can identify common gaps among their students and plan accordingly.

Action Step 1 5

Teacher will attend weekly PLC meetings with other Algebra teachers.

Person Responsible

Jack Turgeon

Schedule

Weekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Meeting minutes and observation.

Plan to Monitor Fidelity of Implementation of G9.B1.S1 6

Teacher feedback to administration and administrative observations.

Person Responsible

Jack Turgeon

Schedule

Weekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

PLC minutes.

Plan to Monitor Effectiveness of Implementation of G9.B1.S1 7

Benchmark assessments, teacher feedback and administrative observations.

Person Responsible


Schedule

Quarterly, from 8/24/2015 to 5/27/2016


Evidence of Completion

PLC minutes, benchmark data and administrative observation.

G9.B2 New textbook adoption. 2

 B188864

G9.B2.S1 Professional development focused on use of the tools associated with the new textbook. 4

 S200316

Strategy Rationale

The new textbook is aligned with the new standards and provides a plethora of resources that our teachers are not familiar with.

Action Step 1 5

Math teachers will receive professional development with an emphasis on using new textbooks.

Person Responsible

Jack Turgeon

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Lesson plans and classroom observations reflecting implementation of new text.

Plan to Monitor Fidelity of Implementation of G9.B2.S1 6

Ongoing classroom observations.

Person Responsible

Jack Turgeon

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Classroom observations.

Plan to Monitor Effectiveness of Implementation of G9.B2.S1 7

Classroom observations.

Person Responsible

Jack Turgeon

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Anecdotal notes and observations.

G10. By the year 2016, 72% of students taking the Geometry FSA / EOC will demonstrate proficiency. 1

G072477

G10.B1 Student lack of pre-requisite knowledge. 2

B188865

G10.B1.S1 Provide students with before and after school math resource opportunities. 4

S200317

Strategy Rationale

Students can receive small group and individual support.

Action Step 1 5

Math lab opportunities to students.

Person Responsible

Jack Turgeon

Schedule

Weekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Student sign in sheets.

Plan to Monitor Fidelity of Implementation of G10.B1.S1 6

Student sign in sheets.

Person Responsible

Jack Turgeon

Schedule

Weekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Review of sign in sheets will provide evidence of student attendance.

Plan to Monitor Effectiveness of Implementation of G10.B1.S1 7

Student attendance sheets.

Person Responsible

Jack Turgeon

Schedule

Weekly, from 8/24/2015 to 5/27/2016


Evidence of Completion

Sign sheets will provide evidence of student attendance.

G10.B2 New textbooks. 2

 B188866

G10.B2.S1 Professional development focused on use of the tools associated with the new textbook. 4

 S200318

Strategy Rationale

The new textbook is aligned with the new standards and provides a plethora of resources that our teachers are not familiar with.

Action Step 1 5

Math teachers will receive professional development with an emphasis on using new textbooks.

Person Responsible

Jack Turgeon

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Lesson plans and classroom observations reflecting implementation of new text.

Plan to Monitor Fidelity of Implementation of G10.B2.S1 6

Ongoing classroom observations.

Person Responsible

Jack Turgeon

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Classroom observations.

Plan to Monitor Effectiveness of Implementation of G10.B2.S1 7

Classroom observations.

Person Responsible

Jack Turgeon

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Anecdotal notes and observations.

G11. By the year 2016, 83% of students taking the Biology EOC will demonstrate proficiency. 1

G072478

G11.B1 Student attendance. 2

B188867

G11.B1.S1 Attendance will be monitored on a weekly basis. Students demonstrating truancy indicators will be brought to SWST. 4

S200319

Strategy Rationale

Students who are not present and missing vital instruction.

Action Step 1 5

Weekly monitoring of student attendance.

Person Responsible

Joshua Leinweber

Schedule

Weekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Reports to guidance counselors and SWST.

Plan to Monitor Fidelity of Implementation of G11.B1.S1 6

Weekly reports reviewed.

Person Responsible

Joshua Leinweber

Schedule

Weekly, from 8/24/2105 to 8/24/2105

Evidence of Completion

SWST Minutes; emails to administration and counselors.

Plan to Monitor Effectiveness of Implementation of G11.B1.S1 7

Review of impact of implemented intervention.

Person Responsible

Joshua Leinweber

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Student attendance history since implementation of intervention.

G12. By the year 2016, 58% of students taking the Algebra II FSA / EOC will demonstrate proficiency. 1

 G072479

G12.B1 Student readiness. 2

 B188868

G12.B1.S1 Identification of learning gaps via formative assessments. 4

 S200320

Strategy Rationale

Knowing what the learning gaps are.

Action Step 1 5

PLCs review and analyze student data.

Person Responsible

Jack Turgeon

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

PLC minutes.

Plan to Monitor Fidelity of Implementation of G12.B1.S1 6

Review of PLC minutes.

Person Responsible

Jack Turgeon

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

PLC minutes will reflect data discussions regarding Algebra II students and how to address their deficiencies.

Plan to Monitor Effectiveness of Implementation of G12.B1.S1 7

Summative data review.

Person Responsible

Jack Turgeon

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Student data will reflect growth toward proficiency.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Complete mailings based on AP Potential.	Tanaka, Danielle	2/1/2016	Letters sent home to parents.	3/1/2016 one-time
G2.B1.S1.A1	5 Day absence letter sent home weekly.	Leinweber, Joshua	10/7/2015	Spreadsheet documenting student absences and date 5 Day Letter was mailed.	6/3/2016 weekly
G3.B1.S2.A1	Create new advisory boards with local companies and continue to support existing boards.	dunham, melanie	8/24/2015	Minutes and agendas.	5/27/2016 quarterly
G4.B1.S1.A1	Teachers who have not previously attended College Board training will attend professional development opportunities.	Tanaka, Danielle	8/24/2015	Change in teacher delivery of material.	5/27/2016 semiannually
G5.B1.S1.A1	Continued teacher training.	Tanaka, Danielle	8/24/2015	Lesson plans reflecting DBQ.	5/27/2016 one-time

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Venice Senior High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G6.B1.S1.A1	School registrars maintain regular communication with school counselor and administrator of the guidance department.	Leinweber, Joshua	8/24/2015	Email correspondence between registrars and school counselors.	5/27/2016 weekly
G6.B1.S2.A1	Review of Project 10 at-risk data	Tanaka, Danielle	8/24/2015	Increase in graduation rate.	5/27/2016 monthly
G7.B1.S1.A1	Professional development by Achieve 3000 experts to assist with implementation.	Leinweber, Joshua	8/24/2015	Professional development calendar.	5/27/2016 quarterly
G8.B1.S1.A1	Professional development by Achieve 3000 experts to assist with implementation.	Leinweber, Joshua	8/24/2015	Professional development calendar.	5/27/2016 quarterly
G9.B1.S1.A1	Teacher will attend weekly PLC meetings with other Algebra teachers.	Turgeon, Jack	8/24/2015	Meeting minutes and observation.	5/27/2016 weekly
G9.B2.S1.A1	Math teachers will receive professional development with an emphasis on using new textbooks.	Turgeon, Jack	8/24/2015	Lesson plans and classroom observations reflecting implementation of new text.	5/27/2016 quarterly
G10.B1.S1.A1	Math lab opportunities to students.	Turgeon, Jack	8/24/2015	Student sign in sheets.	5/27/2016 weekly
G10.B2.S1.A1	Math teachers will receive professional development with an emphasis on using new textbooks.	Turgeon, Jack	8/24/2015	Lesson plans and classroom observations reflecting implementation of new text.	5/27/2016 quarterly
G11.B1.S1.A1	Weekly monitoring of student attendance.	Leinweber, Joshua	8/24/2015	Reports to guidance counselors and SWST.	5/27/2016 weekly
G12.B1.S1.A1	PLCs review and analyze student data.	Turgeon, Jack	8/24/2015	PLC minutes.	5/27/2016 monthly
G5.B1.S1.A2	Continued teacher training.	Tanaka, Danielle	8/24/2015	Lesson plans reflecting DBQ.	5/27/2016 one-time
G1.B1.S1.MA1	Examine enrollment in AP classes for the 2016-2017 school year.	Tanaka, Danielle	5/1/2016	There will be an increase in students enrolled in Advanced Placement courses.	5/27/2016 annually
G1.B1.S1.MA1	Letters will be mailed home to parents based on AP Potential list.	Tanaka, Danielle	2/1/2016	Letters home to parents.	2/27/2016 one-time
G2.MA1	Weekly attendance threshold reports.	Leinweber, Joshua	10/5/2015	Email communication between counselors, administrators & truancy officer.	6/3/2016 weekly
G2.B1.S1.MA1	Weekly review of absences.	Leinweber, Joshua	10/5/2015	Weekly spreadsheet, SWST minutes and conference minutes.	6/3/2016 one-time
G2.B1.S1.MA1	Counselors and administrators will review list of students receiving letters and students who have exceeded 15 absences in 90 day window.	Leinweber, Joshua	10/5/2015	Spreadsheet of communication and minutes from parent conferences.	6/3/2016 weekly
G3.MA1	Industry certification data.	dunham, melanie	8/24/2015	Student data.	5/27/2016 quarterly
G3.B1.S2.MA1	Review of minutes and agendas.	dunham, melanie	8/24/2015	Minutes and agendas will reflect opportunities for students to be exposed to real world scenarios.	5/27/2016 quarterly
G3.B1.S2.MA1	Minutes and agendas.	dunham, melanie	8/24/2015	Minutes and agendas of board meetings.	5/27/2016 quarterly
G4.MA1	Review of student assessments.	Tanaka, Danielle	8/27/2015	Student data	5/27/2016 quarterly
G4.B1.S1.MA1	Review of teacher formative assessments.	Turgeon, Jack	8/24/2015	There will be an increase in student assessment data.	5/27/2016 monthly
G4.B1.S1.MA1	Ongoing observations of teacher classrooms.	Turgeon, Jack	8/24/2015	Teacher delivery.	5/27/2016 monthly
G5.MA1	Review of benchmark data and teacher generated assessments.	Tanaka, Danielle	8/24/2015	Changes in assessments.	5/27/2016 quarterly
G5.B1.S1.MA1	Benchmark & summative data.	Tanaka, Danielle	8/24/2015	Change in student performance on assessments.	5/27/2016 quarterly

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Venice Senior High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B1.S1.MA1	Review of lesson plans.	Tanaka, Danielle	8/24/2015	Lesson plans will reflect integration of DBQ strategy.	5/27/2016 monthly
G6.MA1	Review of cohort 2016 data and preparedness.	Leinweber, Joshua	8/24/2015	School counselor data sheets.	5/27/2016 weekly
G6.B1.S1.MA1	Ongoing email communication.	Leinweber, Joshua	8/24/2015	Correspondence between registrars & counselors.	5/27/2016 weekly
G6.B1.S1.MA1	School registrar emails will reflect changes in enrollment and new additions to cohort 2016.	Leinweber, Joshua	8/24/2015	School registrar email will reflect communication.	5/27/2016 weekly
G6.B1.S2.MA1	Verification of meetings between students, their families, counselors and administrators.	Tanaka, Danielle	8/24/2015	Monthly notes.	5/27/2016 monthly
G6.B1.S2.MA1	Review of monthly reports.	Tanaka, Danielle	8/24/2015	Communication between administrators and counselors reflecting the monitoring of identified at-risk seniors.	5/27/2016 monthly
G7.MA1	Benchmark data & Level Set data	Leinweber, Joshua	8/24/2015	Indicators of growth in FAIR and Level Set data.	5/27/2016 quarterly
G7.B1.S1.MA1	Classroom observation data. Teachers struggling with implementation of standards will be coached by administration and other master teachers.	Leinweber, Joshua	8/24/2015	Lesson plans, student engagement and student work.	5/27/2016 quarterly
G7.B1.S1.MA1	Conversations during PLCs, department meetings & department chair meetings. Achieve 3000 data reports.	Leinweber, Joshua	8/24/2015	PD sign-in sheets; changes in Achieve 3000 student and teacher data.	5/27/2016 quarterly
G8.MA1	Benchmark assessments.	Turgeon, Jack	8/18/2014	Student data and growth.	5/29/2015 semiannually
G8.B1.S1.MA1	Classroom observation data. Teachers struggling with implementation of standards will be coached by administration and other master teachers.	Leinweber, Joshua	8/24/2015	Lesson plans, student engagement and student work.	5/27/2016 quarterly
G8.B1.S1.MA1	Conversations during PLCs, department meetings & department chair meetings. Achieve 3000 data reports.	Leinweber, Joshua	8/24/2015	PD sign-in sheets; changes in Achieve 3000 student and teacher data.	5/27/2016 quarterly
G9.MA1	Benchmark data will demonstrate student growth.	Turgeon, Jack	8/24/2015	Benchmark data.	5/27/2016 quarterly
G9.B1.S1.MA1	Benchmark assessments, teacher feedback and administrative observations.		8/24/2015	PLC minutes, benchmark data and administrative observation.	5/27/2016 quarterly
G9.B1.S1.MA1	Teacher feedback to administration and administrative observations.	Turgeon, Jack	8/24/2015	PLC minutes.	5/27/2016 weekly
G9.B2.S1.MA1	Classroom observations.	Turgeon, Jack	8/24/2015	Anecdotal notes and observations.	5/27/2016 monthly
G9.B2.S1.MA1	Ongoing classroom observations.	Turgeon, Jack	8/24/2015	Classroom observations.	5/27/2016 monthly
G10.MA1	Benchmark data will demonstrate student growth.	Turgeon, Jack	8/24/2015	Benchmark data.	5/27/2016 quarterly
G10.B1.S1.MA1	Student attendance sheets.	Turgeon, Jack	8/24/2015	Sign sheets will provide evidence of student attendance.	5/27/2016 weekly
G10.B1.S1.MA1	Student sign in sheets.	Turgeon, Jack	8/24/2015	Review of sign in sheets will provide evidence of student attendance.	5/27/2016 weekly
G10.B2.S1.MA1	Classroom observations.	Turgeon, Jack	8/24/2015	Anecdotal notes and observations.	5/27/2016 monthly
G10.B2.S1.MA1	Ongoing classroom observations.	Turgeon, Jack	8/24/2015	Classroom observations.	5/27/2016 monthly
G11.MA1	Student attendance reports will show regular attendance.	Leinweber, Joshua	8/24/2015	Attendance reports.	5/27/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G11.B1.S1.MA1	Review of impact of implemented intervention.	Leinweber, Joshua	8/24/2015	Student attendance history since implementation of intervention.	5/27/2016 quarterly
G11.B1.S1.MA1	Weekly reports reviewed.	Leinweber, Joshua	8/24/2105	SWST Minutes; emails to administration and counselors.	8/24/2105 weekly
G12.MA1	Teacher created assessments.	Turgeon, Jack	8/24/2015	Administrative observation and teacher data.	5/27/2016 quarterly
G12.B1.S1.MA1	Summative data review.	Turgeon, Jack	8/24/2015	Student data will reflect growth toward proficiency.	5/27/2016 quarterly
G12.B1.S1.MA1	Review of PLC minutes.	Turgeon, Jack	8/24/2015	PLC minutes will reflect data discussions regarding Algebra II students and how to address their deficiencies.	5/27/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G4. By the year 2016, there will be a 2% increase the total number of students passing Advanced Placement exams.

G4.B1 Teacher training

G4.B1.S1 Provide new teachers and veteran teachers opportunities for continued professional development.

PD Opportunity 1

Teachers who have not previously attended College Board training will attend professional development opportunities.

Facilitator

College Board

Participants

New teachers

Schedule

Semiannually, from 8/24/2015 to 5/27/2016

G5. By the year 2016, 83% of students taking the US History EOC will demonstrate proficiency.

G5.B1 Teacher training.

G5.B1.S1 Provide teachers with continued professional development with an emphasis on Document Based Questioning.

PD Opportunity 1

Continued teacher training.

Facilitator

District personnel

Participants

Social Studies instructors.

Schedule

On 5/27/2016

PD Opportunity 2

Continued teacher training.

Facilitator

District personnel

Participants

Social Studies instructors.

Schedule

On 5/27/2016

G7. By the year 2016, 72% of 9th grade students will demonstrate proficiency on the reading portion of the Florida Standard Assessment.

G7.B1 New reading program, Achieve 3000, is unfamiliar to most of the staff.

G7.B1.S1 Achieve 3000 trainer meets with Intensive Language Arts staff to assist with implementation.

PD Opportunity 1

Professional development by Achieve 3000 experts to assist with implementation.

Facilitator

District personnel.

Participants

All staff.

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

G8. By the year 2016, 73% of all 10th grade students will demonstrate proficiency on the reading portion of the Florida Standards Assessment.

G8.B1 New reading program, Achieve 3000, is unfamiliar to most of the staff.

G8.B1.S1 Achieve 3000 trainer meets with Intensive Language Arts staff to assist with implementation.

PD Opportunity 1

Professional development by Achieve 3000 experts to assist with implementation.

Facilitator

District personnel.

Participants

All staff.

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Complete mailings based on AP Potential.	\$0.00
2	G10.B1.S1.A1	Math lab opportunities to students.	\$0.00
3	G10.B2.S1.A1	Math teachers will receive professional development with an emphasis on using new textbooks.	\$0.00
4	G11.B1.S1.A1	Weekly monitoring of student attendance.	\$0.00
5	G12.B1.S1.A1	PLCs review and analyze student data.	\$0.00
6	G2.B1.S1.A1	5 Day absence letter sent home weekly.	\$0.00
7	G3.B1.S2.A1	Create new advisory boards with local companies and continue to support existing boards.	\$0.00
8	G4.B1.S1.A1	Teachers who have not previously attended College Board training will attend professional development opportunities.	\$0.00
9	G5.B1.S1.A1	Continued teacher training.	\$0.00
10	G5.B1.S1.A2	Continued teacher training.	\$0.00
11	G6.B1.S1.A1	School registrars maintain regular communication with school counselor and administrator of the guidance department.	\$0.00
12	G6.B1.S2.A1	Review of Project 10 at-risk data	\$0.00
13	G7.B1.S1.A1	Professional development by Achieve 3000 experts to assist with implementation.	\$0.00
14	G8.B1.S1.A1	Professional development by Achieve 3000 experts to assist with implementation.	\$0.00
15	G9.B1.S1.A1	Teacher will attend weekly PLC meetings with other Algebra teachers.	\$0.00
16	G9.B2.S1.A1	Math teachers will receive professional development with an emphasis on using new textbooks.	\$0.00
Total:			\$0.00