

Sarasota County Schools

Venice Senior High School



2016-17 Schoolwide Improvement Plan

Venice Senior High School

1 INDIAN AVE, Venice, FL 34285

www.sarasotacountyschools.net/venicehigh

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	36%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	15%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	B

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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 a monitoring status of "Former F" (see page 4). 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	28
Appendix 1: Implementation Timeline	42
Appendix 2: Professional Development and Technical Assistance Outlines	44
Professional Development Opportunities	44
Technical Assistance Items	47
Appendix 3: Budget to Support Goals	47

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Venice Senior High School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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.

b. Provide the school's vision statement.

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

2. School Environment

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

Due to Venice High School's student population lacking diversity, our administration and staff is sensitive to celebrating cultural differences. To recognize diversity VHS has added the International Baccalaureate Programme encouraging students to explore different cultures. VHS also celebrates Diversity Month, recognizing different backgrounds and lifestyles of our students. In addition, VHS is home of the Venice Performing Arts Center which hosts various, diverse programs including Shen Yun and the showing of "He Named Me Malala".

VHS has implemented monthly, grade level assemblies for the 2016-2017 school year. The content of the assemblies differ for each grade level aligned with the group's specific needs. For instance, 12th grade student assemblies may focus on senior pictures, graduation requirements or FAFSA while 9th grade student assemblies address issues such as cyber bullying and managing social media.

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.

b. 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, tornado drills, evacuation drills, and limited and full lock down drills.

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

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.

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

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 / Big Brothers, Big Sisters), social worker interaction with student and their family, group counseling and meeting with the school psychologist.

The school has implemented a Steps to Success program which pairs at risk students with teacher-mentors. Students were identified as being at-risk due to either low FSA test scores, low GPA or attendance concerns. Students meet with their teacher-mentors weekly with the goal of establishing a relationship to advocate on behalf of the student.

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.

3. Early Warning Systems

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

a. 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 monthly on a case by case basis by teachers, counselors and administrators via the MTSS system.

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 families of students 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	106	102	138	129	475
One or more suspensions	0	0	0	0	0	0	0	0	0	28	20	43	17	108
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	14	36	39	13	102
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	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
	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	0	0	0	10	16	6	1	33

c. 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 Tier 1 and Tier 2 interventions in the classroom, 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.

B. Family and Community Engagement

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

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

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

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Venice High School continuously seeks ways to increase parent involvement. We sustain a high level of parent involvement through the various school-based 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.

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

Venice High School pursues and 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Jackson, Eric	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
Ruthardt, Marilyn	Teacher, K-12
Tanaka, Danielle	Assistant Principal
Wheatley, Brian	Teacher, K-12
Case, Jonathan	Teacher, K-12
Kerpchar, Jo-Ann	Teacher, K-12
Baker, LeeAnne	Teacher, K-12
Ritter, Melanie	Assistant Principal
Lash, Robert	Teacher, K-12
Schmidt, Rosemary	Assistant Principal

b. Duties

1. 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.

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

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 and 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Eric Jackson	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
Victoria Stultz	Parent
Andrea Stultz	Student
Charles Powell	Business/Community
Joann Lingle	Parent
Brian Bradley	Student
Isabella Terzuoli	Student
Mary Dembinski	Teacher
Justin Hanley	Student

b. Duties

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

a. 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 2015-2016 school year.

Venice High School was one of the top performing comprehensive high school in our school district for the 2015-2016 school year earning an "A" rating by the state.

b. 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.

c. 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.

2. 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.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Burke, Lawrence	Teacher, ESE
Leinweber, Joshua	Assistant Principal
Frimmel, LuAnn	Teacher, K-12
Jackson, Eric	Principal
Botti, Christine	Teacher, K-12
Burkett, Sarah	Teacher, K-12
Corso, Monique	Teacher, K-12
Dembinski, Mary	Teacher, K-12
Donofrio, Elizabeth	Teacher, K-12
Hudson, Pamela	Teacher, K-12
Little, Keith	Teacher, K-12
Schmucker, Eileen	Teacher, K-12
Slaton, Mia	School Counselor
Tanaka, Danielle	Assistant Principal
Watson, Jennifer	Teacher, ESE

b. Duties

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

Venice High School's ILT (Instructional Leadership Team) is focused on providing faculty with on-going targeted professional development opportunities. These opportunities include the creation of common assessments, implementation of Depth of Knowledge 3 tasks leading to Student Accountable Talk, and the use of new technologies to aid in the classroom. The ILT also uses a need assessment survey allowing for a fluid calendar based on staff needs. Another aspect of the ILT is the continuation of Venice High School's Annual Guest Author. The school contracts an author to visit and speak to the student body. This visit is supported by the school and surrounding community, reading the author's novel.

D. Public and Collaborative Teaching

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

1. 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.

2. 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Venice High School supports its teachers, and in turn instructional programs, and their alignment to Florida's standards.

During the pre-planning week of 2016-2017, administration, in conjunction with the Instructional Leadership Team (ILT) provided a professional development menu including Accountable Task strategies in the classroom, Restorative Practices, Data Analysis, Student Involvement and use of the district digital grade book (ESD).

For the 2016-2017 school year, VHS has invested in a software program, USA Test Prep, to assist teachers in creating common assessments. The results of these assessments will provide teachers with valuable feedback regarding their students and their mastery of the standards.

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

b. Instructional Strategies

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

The use of data to differentiate begins prior to school year begins. 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 an increase in complexity aligned with the students' growth. Teachers review student data and create small learning groups to focus on specific skills.

FSA scores play a role in placing incoming 9th grade students in their math classes. Students struggling in math are provided a year long Algebra IA class while students demonstrating proficiency are placed in a block of Algebra IA & IB. 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 include USA Test Prep diagnostics, 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.

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

Strategy: 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

Jackson, Eric, eric.jackson@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: Extended School Day

Minutes added to school year: 1,440

The first two weeks of summer are reserved for seniors who missed meeting graduation requirements or other students who are academically behind to participate in the APEX program (computer based instruction). During these two weeks, students are provided with 3 hours a day, 4 days a week to complete or finish credits.

Strategy Rationale

District wide summer school opportunities are minimal and not often available in the immediate Venice area. By providing this opportunity we can offer remediation to students in all content areas.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Jackson, Eric, eric.jackson@sarasotacountyschools.net

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

Student attendance and credits earned.

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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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 led by a current student. The current students are part of VHS's Warriors, 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.

b. College and Career Readiness

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

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: monthly grade level assemblies, 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 2017 school year VHS will have its first IB Graduates with currently 28 seniors. Our IB Programme continues to grow with 53 juniors starting the program this year. Students take 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.

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 students take advantage of an articulation agreement with State College of Florida (SCF) with close to 100 students taking college level courses either here on campus or on an SCF campus.

VHS has strong Executive 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.

2. 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.

VHS is expanding its relationship with IB as we are actively applying to become an IBCP School(International Baccalaureate Career Programme) with an intention of providing this educational track for the 2018 school year. This program combines technical education program with rigorous course work; providing students with the best of both academic tracks.

3. 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. VHS acknowledges the importance of integrating CTE and academics leading us to IBCP Programme.

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.

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

Venice High School continues to prepare students for the postsecondary level through various avenues. Currently, VHS offers Dual Enrollment opportunities in both English and Science on campus in addition to encouraging students to attend SCF on both full and part-time enrollments.

For the 2017 school year, VHS offers 4 levels of English courses for juniors and seniors: on-level, AP, DE and IB. The removal of the English honors course is intended to help prepare our students for the postsecondary level.

Students, through both STEM programs, Engineering and Medical Academies, are encouraged to pursue rigorous level 3 sciences such as biology honors, anatomy and 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** By the year 2017, there will be a 1% reduction in student suspensions.
- G2.** By the year 2017, 71% of all students at Venice High School will demonstrate proficiency on the FSA Reading assessment.
- G3.** By the year 2017, 87% of students taking the US History EOC will demonstrate proficiency.
- G4.** For the senior cohort of 2017, 95% of students will earn their high school diploma.
- G5.** By the year 2017, there will be an increase of 2% of students taking the Algebra I and Geometry EOC tests demonstrating proficiency.
- G6.** By the year 2017, 64% of students taking the Algebra II EOC will demonstrate proficiency.
- G7.** By the year 2017, 80% of students taking the Biology EOC will demonstrate proficiency.

Strategic Goals Detail

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

G1. By the year 2017, there will be a 1% reduction in student suspensions. 1a

G085673

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	4.0

Targeted Barriers to Achieving the Goal 3

- Former discipline responses to behaviors were more punitive than necessary.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District guidelines and support.

Plan to Monitor Progress Toward G1. 8

Discipline data

Person Responsible

Eric Jackson

Schedule

Annually, from 9/28/2016 to 5/26/2017

Evidence of Completion

School based discipline data.

G2. By the year 2017, 71% of all students at Venice High School will demonstrate proficiency on the FSA Reading assessment. 1a

G085674

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	71.0

Targeted Barriers to Achieving the Goal 3

- Data reflects that the cluster of Integration of Knowledge & Ideas is an area of struggle for our students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District curriculum specialists will provide targeted PD across content areas.

Plan to Monitor Progress Toward G2. 8

USA Test Prep Data will be gathered and analyzed.

Person Responsible

Joshua Leinweber

Schedule

Quarterly, from 11/16/2016 to 11/16/2016

Evidence of Completion

USA Test Prep data will show if students are mastering the skills or if additional teaching is necessary.

G3. By the year 2017, 87% of students taking the US Hlstory EOC will demonstrate proficiency. 1a

G085675

Targets Supported 1b

Indicator	Annual Target
U.S. History EOC Pass	87.0

Targeted Barriers to Achieving the Goal 3

- Data reflects teacher strengths and challenges in specific US History clusters.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Common Planning Time
- In house experts in certain areas as evidenced by previous EOC data.
- District Curriculum Specialists
- Development of common assessments.

Plan to Monitor Progress Toward G3. 8

Review of common assessments (USA Test Prep).

Person Responsible

Danielle Tanaka

Schedule

Quarterly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Changes in assessments and student proficiency.

G4. For the senior cohort of 2017, 95% of students will earn their high school diploma. 1a

G085676

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	95.0

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 FSA, Algebra & Geometry EOC and US History EOC.

Resources Available to Help Reduce or Eliminate the Barriers 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

Plan to Monitor Progress Toward G4. 8

Review of cohort 2017 data and preparedness.

Person Responsible

Danielle Tanaka

Schedule

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

Evidence of Completion

School counselor data sheets.

G5. By the year 2017, there will be an increase of 2% of students taking the Algebra I and Geometry EOC tests demonstrating proficiency. 1a

G085677

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	82.0
Geometry EOC Pass Rate	74.0

Targeted Barriers to Achieving the Goal 3

- Students lacking pre-requisite knowledge and/or experiences.

Resources Available to Help Reduce or Eliminate the Barriers 2

- TI Nspire calculators, Active Expressions,
- Block Scheduling.
- Math Lab
- PLC meetings
- Instructional Focus Guide
- USA Test Prep for common assessments and progress monitoring

Plan to Monitor Progress Toward G5. 8

Benchmark data and EOC results will demonstrate student growth.

Person Responsible

Rosemary Schmidt

Schedule

Quarterly, from 8/29/2016 to 5/29/2017

Evidence of Completion

Benchmark data.

G6. By the year 2017, 64% of students taking the Algebra II EOC will demonstrate proficiency. 1a

G085678

Targets Supported 1b

Indicator	Annual Target
Algebra II EOC Pass Rate	64.0

Targeted Barriers to Achieving the Goal 3

- Student lack of pre-requisite knowledge.

Resources Available to Help Reduce or Eliminate the Barriers 2

- TI Nspire calculators, Active Expressions
- Instructional Focus Guide
- PLC Meetings
- Math Lab
- USA Test Prep = Common Assessments

Plan to Monitor Progress Toward G6. 8

Benchmark data via USA Test Prep and Algebra II EOC scores will demonstrate student growth.

Person Responsible

Rosemary Schmidt

Schedule

Quarterly, from 8/29/2016 to 5/29/2017

Evidence of Completion

Benchmark data.

G7. By the year 2017, 80% of students taking the Biology EOC will demonstrate proficiency. 1a

G085679

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	80.0

Targeted Barriers to Achieving the Goal 3

- Scientific vocabulary causes instruction to focus in the knowledge areas instead of Webb's DoK level 3.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Accountable Talk / task training.
- Training in Integration of Knowledge & Ideas literacy cluster.
- USA Test Prep = Common Assessments

Plan to Monitor Progress Toward G7. 8

Student success on common assessments (USA Test Prep) and teacher created assessments.

Person Responsible

Melanie Ritter

Schedule

Weekly, from 8/29/2016 to 5/29/2017

Evidence of Completion

Data from multiple assessments.

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. By the year 2017, there will be a 1% reduction in student suspensions. **1**

 G085673

G1.B1 Former discipline responses to behaviors were more punitive than necessary. **2**

 B227653

G1.B1.S1 Explore alternatives to suspension that are aligned with behavioral infraction which may be restorative in nature. **4**

 S240193

Strategy Rationale

Aligning responses to violations of student code of conduct with the behavior provides a learning opportunity for the student and keeps the student in school.

Action Step 1 **5**

Revisit previous administrative responses and create alternatives.

Person Responsible

Eric Jackson

Schedule

Annually, from 8/29/2016 to 5/29/2017

Evidence of Completion

Reduction in student suspensions.

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

Review of discipline data.

Person Responsible

Eric Jackson

Schedule

On 5/29/2017

Evidence of Completion

Administrative agendas.

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

Discipline data will reflect reduction in suspensions.

Person Responsible

Eric Jackson

Schedule

Quarterly, from 8/29/2016 to 5/29/2017

Evidence of Completion

Review of discipline reports will reflect reduced suspensions.

G2. By the year 2017, 71% of all students at Venice High School will demonstrate proficiency on the FSA Reading assessment. 1

G085674

G2.B1 Data reflects that the cluster of Integration of Knowledge & Ideas is an area of struggle for our students. 2

B227654

G2.B1.S1 Professional development, led by district curriculum specialist, can help staff revisit standards leading to additional instruction in the areas. 4

S240194

Strategy Rationale

VHS data reveals that the cluster of Integration of Knowledge & Ideas is an area, across all content areas, that many of our students struggle with. As teachers establish a deeper understanding of the standards aligned with this cluster and implement pedagogical changes to address these standards, our students will master the skills. This standard is also relevant to the sciences and social studies departments.

Action Step 1 5

Professional Development on November 2, November 10 and December 16.

Person Responsible

Joshua Leinweber

Schedule

On 5/26/2017

Evidence of Completion

Teacher lesson plans and observation.

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

Classroom observations and teacher lesson plans.

Person Responsible

Joshua Leinweber

Schedule

Monthly, from 11/16/2016 to 5/26/2017

Evidence of Completion

Administrative observations and teacher lesson plans.

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

USA Test Prep common assessments focused on the standards aligned with Integration of Knowledge & Ideas.

Person Responsible

Joshua Leinweber

Schedule

Quarterly, from 11/16/2016 to 5/26/2017

Evidence of Completion

USA Test Prep reports.

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

Review of both USA Test Prep data and FSA data.

Person Responsible

Joshua Leinweber

Schedule

Annually, from 5/26/2017 to 5/26/2017

Evidence of Completion

An increase in the percentage of correct answers in the Integration of Knowledge & Ideas cluster.

G3. By the year 2017, 87% of students taking the US History EOC will demonstrate proficiency. 1

G085675

G3.B1 Data reflects teacher strengths and challenges in specific US History clusters. 2

B227655

G3.B1.S1 Using previous years' EOC data, teachers are able to identify standards they need to address. In addition, teachers will address the Integration of Knowledge literacy cluster. 4

S240195

Strategy Rationale

Teachers that identify standard(s) where there students struggled, they are able to focus their growth on the pedagogy of teaching specific standards.

Action Step 1 5

Continued teacher training focused on sharing of best practices and deconstructing standards.

Person Responsible

Danielle Tanaka

Schedule

On 5/26/2017

Evidence of Completion

PLC notes / minutes; attendance sheet from training.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Review of lesson plans, PLC minutes and classroom observations.

Person Responsible

Danielle Tanaka

Schedule

Monthly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Minutes will reflect best practice discussions, lesson plans will reflect implementation of these best practices and an emphasis on Integration of Knowledge literacy standard while observations will demonstrate the fulfillment of the implementation.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

USA Test Prep Common Assessments

Person Responsible

Danielle Tanaka

Schedule

Quarterly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Change in student performance on assessments.

G4. For the senior cohort of 2017, 95% of students will earn their high school diploma. 1

G085676

G4.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 FSA, Algebra & Geometry EOC and US History EOC. 2

B227656

G4.B1.S1 School registrars identify new to Venice High School students and notify school counselors.

4

S240196

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 counselors and administrator.

Person Responsible

Danielle Tanaka

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 G4.B1.S1 6

School registrar emails will reflect changes in enrollment and new additions to cohort 2017.

Person Responsible

Danielle Tanaka

Schedule

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

Evidence of Completion

School registrar email will reflect communication; SWST minutes reflect additional students from 2017 cohort.

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

Ongoing email communication.

Person Responsible

Danielle Tanaka

Schedule

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

Evidence of Completion

Correspondence between registrars, administrators & counselors.

G4.B1.S2 Project 10 4

S240197

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 G4.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 G4.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.

G5. By the year 2017, there will be an increase of 2% of students taking the Algebra I and Geometry EOC tests demonstrating proficiency. 1

G085677

G5.B1 Students lacking pre-requisite knowledge and/or experiences. 2

B227657

G5.B1.S1 Weekly PLC meetings Algebra teachers to work on curriculum, common assessments via USA Test Prep, monitoring student progress and Common Core State Standards. 4

S240198

Strategy Rationale

In PLCs teachers will unpack standards for deeper understanding. Scales will be developed for the standards to define levels of progress towards the goal of mastery. Student progress is tracked via benchmark assessments with students tracking their progress along side of teachers.

Action Step 1 5

Professional development on Design to Align Guides.

Person Responsible

Rosemary Schmidt

Schedule

Weekly, from 8/29/2016 to 5/29/2017

Evidence of Completion

Lesson plans and observations.

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

Teacher feedback to administration and administrative observations and feedback to teachers.

Person Responsible

Rosemary Schmidt

Schedule

Weekly, from 8/29/2016 to 5/29/2017

Evidence of Completion

PLC minutes, observation notes

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

Benchmark assessments via USA Test Prep, teacher feedback and administrative observations.

Person Responsible

Schedule

Quarterly, from 8/29/2016 to 5/29/2017

Evidence of Completion

PLC minutes, benchmark data and administrative observation.

G6. By the year 2017, 64% of students taking the Algebra II EOC will demonstrate proficiency. 1

G085678

G6.B1 Student lack of pre-requisite knowledge. 2

B227658

G6.B1.S1 Weekly PLC meetings teachers will deconstruct standards for clarity. 4

S240199

Strategy Rationale

In PLC's teachers will unpack standards for deeper understanding. Scales will be developed for the standards to define levels of progress towards the goal of mastery. Student progress is tracked via benchmark assessments with students tracking their progress along side of teachers.

Action Step 1 5

Professional development on Design to Align Guides.

Person Responsible

Rosemary Schmidt

Schedule

Weekly, from 8/29/2016 to 5/29/2017

Evidence of Completion

Lesson plans and observations.

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

Teacher feedback to administration and administrative observations and feedback to teachers.

Person Responsible

Rosemary Schmidt

Schedule

Weekly, from 8/29/2016 to 5/29/2017

Evidence of Completion

PLC minutes, observation notes

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

Benchmark assessments via USA Test Prep, teacher feedback and administrative observations.

Person Responsible

Schedule

Quarterly, from 8/29/2016 to 5/29/2017

Evidence of Completion

PLC minutes, benchmark data and administrative observation.

G7. By the year 2017, 80% of students taking the Biology EOC will demonstrate proficiency. 1

G085679

G7.B1 Scientific vocabulary causes instruction to focus in the knowledge areas instead of Webb's DoK level 3. 2

B227659

G7.B1.S1 Through the Instructional Leadership Team, and in conjunction with the district experts, provide professional development. 4

S240200

Strategy Rationale

Teachers will be able to challenge student understanding through cognitively complex tasks.

Action Step 1 5

Review of teacher lesson plans and classroom observations.

Person Responsible

Melanie Ritter

Schedule

Weekly, from 8/29/2016 to 5/29/2017

Evidence of Completion

Lesson plans and anecdotal evidence.

Action Step 2 5

Student participation in district STEM Smart Competition.

Person Responsible

Melanie Ritter

Schedule

Annually, from 8/22/2016 to 2/28/2017

Evidence of Completion

Student submitted research projects.

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

Review of lesson plans.

Person Responsible

Melanie Ritter

Schedule

Weekly, from 8/29/2016 to 5/29/2017

Evidence of Completion

Observable student engagement.

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

Formative assessments through USA Test Prep.

Person Responsible

Melanie Ritter

Schedule

Quarterly, from 8/29/2016 to 5/29/2017

Evidence of Completion

Student proficiency / success on assessments.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G4.MA1 M319165	Review of cohort 2017 data and preparedness.	Tanaka, Danielle	8/24/2015	School counselor data sheets.	5/27/2016 weekly
G4.B1.S1.MA1 M319161	Ongoing email communication.	Tanaka, Danielle	8/24/2015	Correspondence between registrars, administrators & counselors.	5/27/2016 weekly
G4.B1.S1.MA1 M319162	School registrar emails will reflect changes in enrollment and new additions to cohort 2017.	Tanaka, Danielle	8/24/2015	School registrar email will reflect communication; SWST minutes reflect additional students from 2017 cohort.	5/27/2016 weekly
G4.B1.S1.A1 A310924	School registrars maintain regular communication with school counselors and administrator.	Tanaka, Danielle	8/24/2015	Email correspondence between registrars and school counselors.	5/27/2016 weekly
G4.B1.S2.MA1 M319163	Verification of meetings between students, their families, counselors and administrators.	Tanaka, Danielle	8/24/2015	Monthly notes.	5/27/2016 monthly
G4.B1.S2.MA1 M319164	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
G4.B1.S2.A1 A310925	Review of Project 10 at-risk data	Tanaka, Danielle	8/24/2015	Increase in graduation rate.	5/27/2016 monthly
G2.MA1 M319157	USA Test Prep Data will be gathered and analyzed.	Leinweber, Joshua	11/16/2016	USA Test Prep data will show if students are mastering the skills or if additional teaching is necessary.	11/16/2016 quarterly
G7.B1.S1.A2 A310929	Student participation in district STEM Smart Competition.	Ritter, Melanie	8/22/2016	Student submitted research projects.	2/28/2017 annually
G1.MA1 M319153	Discipline data	Jackson, Eric	9/28/2016	School based discipline data.	5/26/2017 annually
G3.MA1 M319160	Review of common assessments (USA Test Prep).	Tanaka, Danielle	8/29/2016	Changes in assessments and student proficiency.	5/26/2017 quarterly
G2.B1.S1.MA1 M319154	Review of both USA Test Prep data and FSA data.	Leinweber, Joshua	5/26/2017	An increase in the percentage of correct answers in the Integration of Knowledge & Ideas cluster.	5/26/2017 annually
G2.B1.S1.MA1 M319155	Classroom observations and teacher lesson plans.	Leinweber, Joshua	11/16/2016	Administrative observations and teacher lesson plans.	5/26/2017 monthly
G2.B1.S1.MA3 M319156	USA Test Prep common assessments focused on the standards aligned with Integration of Knowledge &...	Leinweber, Joshua	11/16/2016	USA Test Prep reports.	5/26/2017 quarterly
G2.B1.S1.A1 A310922	Professional Development on November 2, November 10 and December 16.	Leinweber, Joshua	11/10/2016	Teacher lesson plans and observation.	5/26/2017 one-time
G3.B1.S1.MA1 M319158	USA Test Prep Common Assessments	Tanaka, Danielle	8/29/2016	Change in student performance on assessments.	5/26/2017 quarterly
G3.B1.S1.MA1 M319159	Review of lesson plans, PLC minutes and classroom observations.	Tanaka, Danielle	8/29/2016	Minutes will reflect best practice discussions, lesson plans will reflect implementation of these best practices and an emphasis on Integration of Knowledge literacy standard while observations will demonstrate the fulfillment of the implementation.	5/26/2017 monthly
G3.B1.S1.A1 A310923	Continued teacher training focused on sharing of best practices and deconstructing standards.	Tanaka, Danielle	8/29/2016	PLC notes / minutes; attendance sheet from training.	5/26/2017 one-time

Sarasota - 0221 - Venice Senior High School - 2016-17 SIP
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.MA1 M319168	Benchmark data and EOC results will demonstrate student growth.	Schmidt, Rosemary	8/29/2016	Benchmark data.	5/29/2017 quarterly
G6.MA1 M319171	Benchmark data via USA Test Prep and Algebra II EOC scores will demonstrate student growth.	Schmidt, Rosemary	8/29/2016	Benchmark data.	5/29/2017 quarterly
G7.MA1 M319174	Student success on common assessments (USA Test Prep) and teacher created assessments.	Ritter, Melanie	8/29/2016	Data from multiple assessments.	5/29/2017 weekly
G1.B1.S1.MA1 M319151	Discipline data will reflect reduction in suspensions.	Jackson, Eric	8/29/2016	Review of discipline reports will reflect reduced suspensions.	5/29/2017 quarterly
G1.B1.S1.MA1 M319152	Review of discipline data.	Jackson, Eric	8/29/2016	Administrative agendas.	5/29/2017 one-time
G1.B1.S1.A1 A310921	Revisit previous administrative responses and create alternatives.	Jackson, Eric	8/29/2016	Reduction in student suspensions.	5/29/2017 annually
G5.B1.S1.MA1 M319166	Benchmark assessments via USA Test Prep, teacher feedback and administrative observations.		8/29/2016	PLC minutes, benchmark data and administrative observation.	5/29/2017 quarterly
G5.B1.S1.MA1 M319167	Teacher feedback to administration and administrative observations and feedback to teachers.	Schmidt, Rosemary	8/29/2016	PLC minutes, observation notes	5/29/2017 weekly
G5.B1.S1.A1 A310926	Professional development on Design to Align Guides.	Schmidt, Rosemary	8/29/2016	Lesson plans and observations.	5/29/2017 weekly
G6.B1.S1.MA1 M319169	Benchmark assessments via USA Test Prep, teacher feedback and administrative observations.		8/29/2016	PLC minutes, benchmark data and administrative observation.	5/29/2017 quarterly
G6.B1.S1.MA1 M319170	Teacher feedback to administration and administrative observations and feedback to teachers.	Schmidt, Rosemary	8/29/2016	PLC minutes, observation notes	5/29/2017 weekly
G6.B1.S1.A1 A310927	Professional development on Design to Align Guides.	Schmidt, Rosemary	8/29/2016	Lesson plans and observations.	5/29/2017 weekly
G7.B1.S1.MA1 M319172	Formative assessments through USA Test Prep.	Ritter, Melanie	8/29/2016	Student proficiency / success on assessments.	5/29/2017 quarterly
G7.B1.S1.MA1 M319173	Review of lesson plans.	Ritter, Melanie	8/29/2016	Observable student engagement.	5/29/2017 weekly
G7.B1.S1.A1 A310928	Review of teacher lesson plans and classroom observations.	Ritter, Melanie	8/29/2016	Lesson plans and anecdotal evidence.	5/29/2017 weekly

V. Professional Development Opportunities

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

G2. By the year 2017, 71% of all students at Venice High School will demonstrate proficiency on the FSA Reading assessment.

G2.B1 Data reflects that the cluster of Integration of Knowledge & Ideas is an area of struggle for our students.

G2.B1.S1 Professional development, led by district curriculum specialist, can help staff revisit standards leading to additional instruction in the areas.

PD Opportunity 1

Professional Development on November 2, November 10 and December 16.

Facilitator

District Personnel & Instructional Leadership Team (ILT)

Participants

ELA Teachers; Science Teachers; Social Studies Teachers

Schedule

On 5/26/2017

G3. By the year 2017, 87% of students taking the US History EOC will demonstrate proficiency.

G3.B1 Data reflects teacher strengths and challenges in specific US History clusters.

G3.B1.S1 Using previous years' EOC data, teachers are able to identify standards they need to address. In addition, teachers will address the Integration of Knowledge literacy cluster.

PD Opportunity 1

Continued teacher training focused on sharing of best practices and deconstructing standards.

Facilitator

District personnel and school based experts.

Participants

Social Studies instructors.

Schedule

On 5/26/2017

G5. By the year 2017, there will be an increase of 2% of students taking the Algebra I and Geometry EOC tests demonstrating proficiency.

G5.B1 Students lacking pre-requisite knowledge and/or experiences.

G5.B1.S1 Weekly PLC meetings Algebra teachers to work on curriculum, common assessments via USA Test Prep, monitoring student progress and Common Core State Standards.

PD Opportunity 1

Professional development on Design to Align Guides.

Facilitator

Teacher trainers from June 2016 PD.

Participants

Algebra I & Geometry teachers.

Schedule

Weekly, from 8/29/2016 to 5/29/2017

G6. By the year 2017, 64% of students taking the Algebra II EOC will demonstrate proficiency.

G6.B1 Student lack of pre-requisite knowledge.

G6.B1.S1 Weekly PLC meetings teachers will deconstruct standards for clarity.

PD Opportunity 1

Professional development on Design to Align Guides.

Facilitator

Teacher trainers from June PD.

Participants

Algebra II teachers

Schedule

Weekly, from 8/29/2016 to 5/29/2017

G7. By the year 2017, 80% of students taking the Biology EOC will demonstrate proficiency.

G7.B1 Scientific vocabulary causes instruction to focus in the knowledge areas instead of Webb's DoK level 3.

G7.B1.S1 Through the Instructional Leadership Team, and in conjunction with the district experts, provide professional development.

PD Opportunity 1

Review of teacher lesson plans and classroom observations.

Facilitator

Instructional Leadership Team & District Curriculum Specialists

Participants

Biology teachers

Schedule

Weekly, from 8/29/2016 to 5/29/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Revisit previous administrative responses and create alternatives.	\$0.00
2	G2.B1.S1.A1	Professional Development on November 2, November 10 and December 16.	\$0.00
3	G3.B1.S1.A1	Continued teacher training focused on sharing of best practices and deconstructing standards.	\$0.00
4	G4.B1.S1.A1	School registrars maintain regular communication with school counselors and administrator.	\$0.00
5	G4.B1.S2.A1	Review of Project 10 at-risk data	\$0.00
6	G5.B1.S1.A1	Professional development on Design to Align Guides.	\$0.00
7	G6.B1.S1.A1	Professional development on Design to Align Guides.	\$0.00
8	G7.B1.S1.A1	Review of teacher lesson plans and classroom observations.	\$0.00
9	G7.B1.S1.A2	Student participation in district STEM Smart Competition.	\$0.00
Total:			\$0.00