

Venice Senior High School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	37%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	18%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround Status

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

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

2017-18 DA Category and Statuses for Venice Senior High School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- 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.

Venice High School is in the process of establishing a weekly activity/advisory program that will be built into the bell schedule. The intention of VHS Connects is for students to discover something and/or someone that motivates them to get connected to school with activities that nurture their interest, love, or passion for a positive aspect of school life.

The intentions of this program are for all students to:

- Cultivate positive student to student and student to teacher relationships
- Gain exposure to qualities essential to good character, citizenship, and personal responsibility
- Support and promote a physically and emotionally safe school environment
- Increase self-efficacy, self-perception, confidence, and motivation
- Improve student attendance and attitudes towards learning
- Decrease problem behaviors
- Increase academic achievement and graduation rate

What will this plan look like in action? Logistics

A VHS Connects activity/advisory program is intended to be approximately forty minutes in length and will take place once a week between two class periods. Students may select from a range of offerings such as:

- Teacher-sponsored clubs
- Activities or hobbies
- Co-curricular and extracurricular academic work
- Student government
- Principal's Cabinet
- Student advising
- Student mentoring (peer)
- Case managing/counseling
- College and career exploration
- Academic support

Additionally, time will be allotted through this program to provide for grade-level advisory sessions in which there will be a continued focus on timely school-based communication as well as topics pertaining to character education and college and career planning. This is also an opportunity to invite guest speakers from the local community to speak and provide outreach to our students.

Staff involvement:

- Staff may serve as club and activity sponsors, academic support, and student monitoring.
- Staff may also choose to not have their club be available during this time.
- Staff are encouraged to pick an activity of their choice that they would like to use to build positive relationships with students. (ex – cards, checkers, gardening, crocheting, video games...)
- Staff may collaborate with other teachers to facilitate larger groups of students to connect with. (e.g. yoga, dodgeball, volleyball, capture the flag, etc.)

Student involvement:

- All students will participate in an organized, teacher-sponsored activity.
- Students are to remain at their designated activity for the entire period.
- Students who must leave their designated activity before the end of period will be required to have a hall pass.

In addition to VHS Connects, VHS recently added the International Baccalaureate Programme encouraging students to explore different cultures. VHS celebrates Diversity Month recognizing different backgrounds and lifestyles of our students and VHS is home of the Venice Performing Arts Center which hosts various, diverse programs. VHS students also participate in community sponsored events to include Embracing Our Differences.

VHS will continue to offer, grade level and small learning community assemblies for the 2017-2018 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, and extracurricular activities. VHS has many Social Clubs like; Amateur Radio, Anime, Ballroom Dance, Chess, Diamond Girls, Diversity, Fellowship of Christian Athletes, Fishing, Hoops Girls, Magic, Philosophy, Photography, POTUS (Politics of the US), Songwriters, Ultimate Frisbee and Wheatley's Wackos. In addition to the Social Clubs, VHS also recognizes students who academically excel through its Honor Societies to include; Art National Honor Society, French Honor Society, National Honor Society, National Technical Honor Society, Rho Kappa National Honor Society and Spanish Honor Society. VHS teachers, students and staff feel that it is important to give back to the community and VHS is proud to have a large number of Service Organization and Clubs including; Animal Rights Club, Animation Club, Best of Friends, Biology Club, Buddy Up Tennis Club, Ceramics Club, Devine Hearts Club, Drama Club, Future Business Leaders of America, French Club, Girl Up, HOSA, Interact Club, Key Club, Lead Club, Literacy Council, Mu Alpha Theta, Operation Second Chance, Republican Club, ROTC, SADD, Student Government, Speech and Debate, Warriors, and Zoology Club.

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

Creating a safe environment at Venice High School begins with a commitment to allocating staff to support student safety before, during and after the school day. The Venice High School security staff is comprised of two City of Venice Police Officers and four security monitors. Additionally, Venice High School receives support from our school district that employs a full time Director of Safety and Security. Venice High School has worked with the Director of Safety and Security and local law enforcement agencies to develop a comprehensive School Site Safety Plan. Staff and students participate in training in accordance with the School Site Safety Plan which entails, amongst other things, participating in safety drills throughout the year so as to be prepared in case of an emergency.

The staff at Venice High School takes great pride in developing a culture where students, staff and visitors feel safe and respected before, during and after the school day. As such, students, parents and campus visitors are regularly greeted by administration, support staff and security. Administrators, support staff and security are strategically assigned to various locations throughout campus prior to and after school hours. This ensures that parents, students and community members will be greeted at the student parking lot, parent pickup/drop off and the bus loop. Once on campus, VHS students have the opportunity to interact with strategically placed VHS staff in the courtyard, cafeteria, hallways or common areas. At the conclusion of the student day, administrators, support staff and security are strategically assigned to the student parking lot, parent pickup/drop off, and the bus loop to ensure that students, parents and community members safely leave the campus. Throughout the school day, Venice High School provides continuous supervision of students between all class transitions and lunch periods. Additionally, the four security monitors continuously circulate throughout the campus during the entirety of the school day.

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. All visitors to Venice High School must report to the front office where they are required to produce identification which is then subsequently scanned through our Raptor System which compares drivers license information to a sex offender database. This visitor management system also allow schools to record all approved visitors on campus.

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 available to all students and parents through the Venice High School Website. 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 VHS IMPACT Plan (Positive Behavior Support), has been implemented for ALL students school wide. VHS will focus on positive behaviors and reward students who are abiding to our expectations. The focus of the IMPACT Plan is to provide a clear system of expected behaviors at VHS. The IMPACT plan sets expectations for student behavior in the; classroom, hallways/transition, cafeteria and courtyard, Media Center and Computer Labs, Restrooms and Locker Rooms and During School Sponsored Activities.

Additionally, VHS has developed a team consisting of administration, teachers, classified staff, School Resource Officers, Security Monitors, Parent Volunteers and Coaches. This team has analyzed discipline data at VHS from previous years and has identified focus areas for improvement.

These focus areas for improvement include:

- 1) Attendance (Truancy, Tardiness, Out of Assigned Area/Location, and leaving School Grounds)
- 2) Failure to Comply with class or school rules (Disruptive Play, Disruptive Language, Disruptive Behavior, Disobedience)
- 3) School Environmental and Safety Incidents (Bullying/Harassment, Physical Aggression, Sale and Distribution of Drugs)

Volunteer teachers have taken the lead on some critically important work on behalf of our students.

Together, they will be heading up Renaissance Team. Throughout the school year, this team of highly dedicated professional educators will organize a series of celebratory events that are aligned with our school's collective effort to promote Positive Behavior Support. Together, they will organize events that will recognize those students who are making significant improvements and/or demonstrating commendable behavior, sound academic achievement or good attendance. We are working towards creating a student recognition system to honor those students that are doing the right thing. We have many students on our campus who should be recognized, but for some reason, they have fallen between the cracks. We celebrate these students monthly. Each week select staff representing the three floors of VHS provide the name of one student that you feel should be recognized as an EXTRAORDINARY person. Teachers use their discretion to honor students for academic progress and positive strength of character. Students are then honored with a Renaissance Certificate, gift cards and become eligible for larger prize drawings throughout the year.

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. Within the multi-tiered support system, VHS Staff utilizes both school based and community based mentors to assist students exhibiting behavioral concerns. The VHS School Social Worker also ensures student needs are being addressed through various local agencies that can provide outside counseling services.

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.

Venice High School strives to meet the social-emotional needs of all students in a variety of ways. The Venice High School, School Wide Support Team (SWST) meets each Wednesday throughout the school year. Guidance counselors work with teachers and pertinent data systems that track attendance, grades and discipline to identify students who may need further support. Each counselor presents two students to the School Wide Support Team each week. The team consists of; Counselors, Administrators, school based psychologists, a social worker and a truancy worker. The SWST makes recommendations for interventional steps to address each students needs. The team also has the ability to link to students and families to resources within our community. 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.

In addition to the School Wide Support Team intervention provided at VHS, 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Administrators, counselors, teachers and support staff work to constantly monitor the grades, attendance and achievement levels of all students at Venice High School.

VHS Administrators and district level support staff have worked with Project 10 which assists in identifying transition services to students with disabilities. Through this work, VHS has worked with district level personnel to track all students on their path towards high school graduation. The early

warning system provides administrators and counselors with up to date information on attendance, grades, standardized test scores and behavior from the district Student Information System. VHS staff are able to identify students in need of support based upon risk factors to include: attendance, standardized assessment results, course failures, and discipline data. Based upon the 10 reporting categories, VHS staff is able to readily assess the risk of not graduating for each student.

In addition to the comprehensive Student Warning System developed in conjunction with Project 10, VHS reviews student attendance data on a weekly basis. VHS sends letters as notification to parents whose students exhibit early warning signs of truancy - typically a student who is absent 5 times in a 30 day time period. Parents of habitually absent students, students with an excess of 15 absences, are contacted by either school administrator or guidance counselor. A School Wide Support Team Meeting with the family is scheduled and interventions are implemented based upon the recommendations of the committee.

Venice High School teachers utilize an electronic Grade Book for attendance a grading. Each parent at Venice High School has the opportunity to sign up for an "Parent Portal Account." Parents are then able to receive updates on progress of their own student(s). Parents may also choose to receive "push" notifications on a weekly basis or notifications for each absence or each grade.

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.

VHS employs a number of different strategies for students struggling academically. VHS students have opportunities for academic interventions including student scheduling options to address educational gaps.

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 intervention support during the school day. Students with gaps in English Language Arts as demonstrated by a score of 1 or 2 on the Florida Standards Assessment are scheduled into an Intensive Language Arts class for the subsequent school year. Intensive Language Arts teachers utilize Achieves 3000 to provide remediation to students while students exhibiting struggles in mathematics are provided with

appropriate math classes for intervention.

In addition to interventions that occur during normally scheduled classes, Venice High School also provides opportunities after the school day in a "Math Lab" where students can come together under the supervision of a mathematics teacher and be provided with mathematics support. VHS also provides support during the VHS Connects time period on a weekly basis. VHS Connects is a one hour time period each week where students can select or teachers can recommend specific activities to support student learning.

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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

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

No

1. PFEP Link

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

2. Description

Venice 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 (IND), 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, ACE Mentoring Group, HOSA Advisory Board, VHS Connects Forum.

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

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
Jones, Kathleen	Teacher, K-12
Jones, Seth	Teacher, ESE
Myers, Gretchen	Teacher, Career/Technical
Ruthardt, Marilyn	Teacher, K-12
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
Terry, Trenton	Assistant Principal
Burkett, Sarah	Teacher, K-12
Wachter, Glenn	Assistant Principal
Gallof, Lindsay	Assistant Principal
Therrien, Deborah	Teacher, K-12

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, teachers and school based administration. Administrators at Venice High School work collaboratively with department chairs to establish academic and school improvement goals for the subsequent school year. This year the VHS Administrators and Department Chairs established goals by analyzing relevant data, identifying tier I instructional needs, designing plans for differentiation and intervention support and then planning for

professional development.

Administrators facilitate professional learning opportunities with teacher leaders at VHS. This year, the VHS Leadership team planned and facilitated 10 different professional development opportunities for staff which were provided to all members during the pre-planning week. These leaders will also facilitate learning professional growth opportunities for staff on two additional professional days throughout the course of the year. Because of their work, teachers had the opportunity to decide which Professional Development opportunities served them best as individuals. Teachers are required to select one opportunity as a focus for the entirety of the school year. Opportunities included: Visible Learning and Mindset book studies, Sketchnotes, Feedback, Peer Coaching, Micro-teaching and Peer Observation.

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 Dembinksi	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

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

a. Evaluation of last year's school improvement plan

The school improvement plan is presented and reviewed by the SAC at the first meeting of each school year. The SAC then has the opportunity to ask questions and provide input pertaining to the School Improvement Plan.

Venice High School was one of the top performing comprehensive high school in our school district for the 2016-2017 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
Terry, Trenton	Assistant Principal
Jackson, Eric	Principal
Botti, Christine	Teacher, K-12
Corso, Monique	Teacher, K-12
Dembinski, Mary	Teacher, K-12
Donofrio, Elizabeth	Teacher, K-12
Schmucker, Eileen	Teacher, K-12
Watson, Jennifer	Teacher, ESE
Fletcher, Valerie	Teacher, K-12
Valencic, Shari	Teacher, K-12
Westlake, Kendra	Teacher, K-12
Lucas, Jessica	Teacher, K-12

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, the use of new technologies to aid in the classroom, Effective Feedback for Student Learning, Teacher Clarity and Development of Success Criteria and Learning Intentions. 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 posts all vacant positions on the sarasotacountyschools.net website. VHS is also actively involved with recruiting fairs in conjunction with Sarasota County Schools Human Resources Department in an attempt to discover highly qualified, effective teachers.

Teachers new to VHS are provided with a school site experienced mentor teacher. The mentor provides assistance with school board and school site policies to include but not limited to: Teacher Evaluation, Professional Development, Lesson Planning, Daily Attendance, Maintenance of Grade Book, Instructional Technology and Requests for Assistance.

In addition to support provided by Department Chairs and administrators at VHS, new teachers also participate in the Sarasota County Induction Program (SCIP) where they are assigned a mentor and required to complete specific requirements. Requirements of the SCIP program include necessary; English for Speakers of Other Languages (ESOL) Courses, Exceptional Student Education (ESE) courses, Department of Children and Families (DCF) Reporting courses which are all required for certification.

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

Teachers new to VHS are provided with a school site experienced mentor teacher. The mentor provides assistance with school board and school site policies to include but not limited to: Teacher Evaluation, Professional Development, Lesson Planning, Daily Attendance, Maintenance of Grade Book, Instructional Technology and Requests for Assistance.

Teachers participate in the Sarasota County Induction Program (SCIP) where they are assigned a mentor and required to complete specific requirements. Requirements of the SCIP program include necessary; English for Speakers of Other Languages (ESOL) Courses, Exceptional Student Education (ESE) courses, Department of Children and Families (DCF) Reporting courses which are all required for certification.

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 ensures that its core instructional programs and materials are aligned to standards by adhering to Instructional Focus Guides which were developed in collaboration with teacher content area experts and district leadership teams. VHS also utilizes district adopted textbooks and supplemental materials selected by teacher leaders, core content experts and district leadership teams that are aligned to the Florida standards. In some cases, due to late adoption of the Florida Standards, teachers have had to seek materials based on the deconstruction of the new Florida Standards. VHS Administrators also review lesson plans on a weekly basis which must include the Florida Standards taught.

During the pre-planning week of 2017-2018, administration, in conjunction with the Instructional Leadership Team (ILT) provided a professional development menu including: Peer Coaching and Micro-Teaching, Sketchnotes, Growth Mindset, Data Driven Decision Making, High Quality Learning Tasks and Cognitive Demand, Using Feedback to Maximize Instruction and Visible Learning.

Beginning with 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.

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. Students who score a level 1 or a level 2 on the FSA Reading are provided with Intensive Language Arts classes in addition to their regularly scheduled English Classes. The Intensive Language Arts classes utilize Achieve 3000, an online program that adjusts the reading levels of text based on student readiness.

FSA scores also play a role in placing students in their math classes. Students struggling in math as evidenced by scoring a level 1 on the 8th grade FSA Mathematics assessment are provided a year long Algebra IA. Students scoring a level 2 on the 8th grade Algebra I assessment are scheduled for Algebra IA & IB. Students who demonstrate proficiency are placed in an Algebra I class. VHS students who begin to struggle once on campus have a variety of options for support through the master schedule. Students have the opportunity to take Liberal Arts Mathematics or Math for College Readiness dependent upon FSA results in Algebra and Geometry.

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

Science Olympiad

Strategy Rationale

VHS students are provided opportunity for enrichment in any of the science offerings by being provided with the opportunity to participate in the Science Olympiad

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Burkett, Sarah, sarah.burkett@sarasotacountyschools.net

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

Science Olympiad results and End of Course Exam Results

Strategy: Extended School Day

Minutes added to school year: 1,080

Envirothon

Strategy Rationale

VHS students are provided opportunity for enrichment in any of the science offerings by being provided with the opportunity to participate in the Envirothon.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Burkett, Sarah, sarah.burkett@sarasotacountyschools.net

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

Local Envirothon Results

Strategy: Extended School Day

Minutes added to school year: 1,080

STEM Smart Student Summit

Strategy Rationale

Students are provided with the opportunity to enhance their learning by participating in activities that are aligned with Science, Technology, Engineering and Mathematics related occupational fields. This enhances and enriches the students daily experience in their career academy of choice by providing them with additional opportunities not specifically entrenched in their daily classroom routines.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Burkett, Sarah, sarah.burkett@sarasotacountyschools.net

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

Industry Certification Data, Student Participation Data, Student Competition Data

Strategy: Extended School Day

Minutes added to school year: 1,080

Science Fair

Strategy Rationale

VHS student are provided with the opportunity to participate in the Science Fair where they must apply Scientific Theory, Conduct Research, Test Results and Write Lab Reports

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Burkett, Sarah, sarah.burkett@sarasotacountyschools.net

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

Science Fair Participation and Science Fair Results

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

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 had its first IB Graduates. 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 Suncost 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 and Industry Certification. Students in the VHS Engineering Academy have the opportunity to earn Robotics Engineering Education Foundation (RECF) Certifications. Our Medical students are provided with instruction leading to certification as an EKG Technician. Students in our Digital Design classes can earn certifications in ADOBE CS 6 while the Business and Entrepreneurship program leads to certification in MOS 3 of 5. Last year VHS Students earned Two Serve Safe Credentials in Culinary Arts, 78 ADOBE Certifications in Digital Design, 169 MOS Certifications in Business, 20 Early Childhood certifications, 24 EKG Technician Certifications in our Medical Academies and 70 RECF Certifications in our Engineering programs.

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 2018 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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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


Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step

 S123456 = Quick Key

Strategic Goals Summary

- G1.** By the year 2018, 50% of Lower Quartile students will make learning gains on the FSA Algebra and Geometry tests.
- G2.** By the year 2018, 50% of Lower Quartile students will make learning gains on the FSA Reading Assessment.
- G3.** By the year 2018, there will be a 2% reduction in student suspensions from 108 students suspended to 65 students suspended.
- G4.** By the year 2018, 75% of all students at Venice High School will demonstrate proficiency on the FSA Reading assessment.
- G5.** By the year 2018, 89% of students taking the US History EOC will demonstrate proficiency.
- G6.** For the senior cohort of 2017, 95% of students will earn their high school diploma.
- G7.** By the year 2018, 79% of all students at Venice High School will demonstrate proficiency on the Florida Standards Assessment Algebra I and Geometry Test.
- G8.** By the year 2018, 78% 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 2018, 50% of Lower Quartile students will make learning gains on the FSA Algebra and Geometry tests. 1a

G097210

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- VHS data reflects that for Algebra I students, creating equations and inequalities and interpreting the parameters in a linear function are areas for growth.
- VHS data reflects that for Geometry students, use permutations and combinations to find probabilities of events; and describe a sequence of transformations between two congruent figures are areas for growth.

Resources Available to Help Reduce or Eliminate the Barriers 2

- TI Nspire calculators, Active Expressions,
- Algebra IA and Algebra IB students will have a 90 minute block for mathematics
- Math Lab
- Instructional Focus Guide
- USA Test Prep (Common Assessments)
- Success Maker
- Sarasota County Schools 9th - 12th Grade Curriculum specialists will provide targeted PD across content areas.
- District Benchmark Assessments

Plan to Monitor Progress Toward G1. 8

Benchmark Data

Person Responsible

Rosemary Schmidt

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Benchmark data

Plan to Monitor Progress Toward G1. 8

Common Formative Assessments (USA Test Prep)

Person Responsible

Rosemary Schmidt

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Formative Assessment Data

G2. By the year 2018, 50% of Lower Quartile students will make learning gains on the FSA Reading Assessment. 1a

G097211

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- VHS 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

- Sarasota County Schools 9th - 12th Grade Curriculum specialists will provide targeted PD across content areas.
- USA Test Prep (Common Assessments)
- School Wide Common Writing Assessments
- District Benchmark Assessments
- Teacher Formative Assessments
- Achieve 3000

Plan to Monitor Progress Toward G2. 8

USA Test Prep Common Assessment Data

Person Responsible

Trenton Terry

Schedule

Quarterly, from 8/14/2017 to 4/30/2018

Evidence of Completion

Assessment data for standards of integration of knowledge and ideas.

Plan to Monitor Progress Toward G2. 8

Achieve 3000 Data

Person Responsible

Trenton Terry

Schedule

Monthly, from 8/14/2017 to 4/30/2018

Evidence of Completion

Teachers will assess and analyze Lexile Level data on a monthly basis to determine student growth.

G3. By the year 2018, there will be a 2% reduction in student suspensions from 108 students suspended to 65 students suspended. 1a

G097212

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	3.0

Targeted Barriers to Achieving the Goal 3

- Discipline Policies and Guidelines have been largely punitive

Resources Available to Help Reduce or Eliminate the Barriers 2

- District guidelines and support.
- Positive Behavioral and Intervention Support (PBIS)

Plan to Monitor Progress Toward G3. 8

Discipline data

Person Responsible

Melanie Ritter

Schedule

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

Evidence of Completion

School based discipline data.

Plan to Monitor Progress Toward G3. 8

Number of students participating in mentoring program on weekly basis.

Person Responsible

Melanie Ritter

Schedule

Weekly, from 11/6/2017 to 5/24/2018

Evidence of Completion

Weekly attendance will be collected to monitor mentoring activities.

G4. By the year 2018, 75% of all students at Venice High School will demonstrate proficiency on the FSA Reading assessment. 1a

G097213

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	75.0

Targeted Barriers to Achieving the Goal 3

- VHS 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

- Sarasota County Schools 9th - 12th Grade Curriculum specialists will provide targeted PD across content areas.
- USA Test Prep (Common Assessments)
- School Wide Common Writing Assessments
- District Benchmark Assessments
- Teacher Formative Assessments

Plan to Monitor Progress Toward G4. 8

USA Test Prep Data

Person Responsible

Trenton Terry

Schedule

Quarterly, from 8/14/2017 to 4/30/2018

Evidence of Completion

USA Test Prep data will be analyzed to determine if students are meeting targeted standards

Plan to Monitor Progress Toward G4. 8

District Benchmark Assessment Data

Person Responsible

Trenton Terry

Schedule

Quarterly, from 9/18/2017 to 3/30/2018

Evidence of Completion

District Benchmark Assessment Results

G5. By the year 2018, 89% of students taking the US Hlstory EOC will demonstrate proficiency. 1a

G097214

Targets Supported 1b

Indicator	Annual Target
U.S. History EOC Pass	89.0

Targeted Barriers to Achieving the Goal 3

- Data reflects that the Global Military, Political and Economic Challenges 1890 - 1940 Cluster is a barrier to achieving this goal.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Common Planning Time
- District Benchmark Assessments
- Sarasota County Schools 9th - 12th Grade Curriculum specialists will provide targeted PD across content areas specifically a crosswalk of common standards in World History and US History
- USA Test Prep (Common Assessments)
- Teacher Formative Assessments

Plan to Monitor Progress Toward G5. 8

USA Test Prep Common Assessment Data

Person Responsible

Lindsay Gallof

Schedule

Quarterly, from 8/14/2017 to 4/30/2018

Evidence of Completion

Student test data will be gathered and analyzed to determine teacher impact based upon John Hattie's method for calculating teacher impact.

Plan to Monitor Progress Toward G5. 8

District Benchmark Assessments

Person Responsible

Lindsay Gallof

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Benchmark Data

G6. For the senior cohort of 2017, 95% of students will earn their high school diploma. 1a

G097215

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 G6. 8

Review of cohort 2017 data and preparedness.

Person Responsible

Melanie Ritter

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

School counselor data sheets.

G7. By the year 2018, 79% of all students at Venice High School will demonstrate proficiency on the Florida Standards Assessment Algebra I and Geometry Test. 1a

G097216

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	79.0
Geometry EOC Pass Rate	79.0

Targeted Barriers to Achieving the Goal 3

- VHS data reflects that for Algebra I students, creating equations and inequalities and interpreting the parameters in a linear function are areas for growth.
- VHS data reflects that for Geometry students, use permutations and combinations to find probabilities of events; and describe a sequence of transformations between two congruent figures are areas for growth.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Algebra IA and Algebra IB students will have a 90 minute block for mathematics
- Math Lab
- Instructional Focus Guide
- USA Test Prep (Common Assessments)
- Success Maker
- Sarasota County Schools 9th - 12th Grade Curriculum specialists will provide targeted PD across content areas.
- District Benchmark Assessments

Plan to Monitor Progress Toward G7. 8

Benchmark Data

Person Responsible

Rosemary Schmidt

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Benchmark data.

Plan to Monitor Progress Toward G7. 8

Common Formative Assessment Data

Person Responsible

Rosemary Schmidt

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Common formative assessment data

G8. By the year 2018, 78% of students taking the Biology EOC will demonstrate proficiency. 1a

G097217

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	78.0

Targeted Barriers to Achieving the Goal 3

- VHS Data indicates that the content area of Organisms, Populations and Ecosystems is a barrier for students at VHS.

Resources Available to Help Reduce or Eliminate the Barriers 2

- USA Test Prep (Common Assessments)
- District Benchmark Assessments
- Sarasota County Schools 9th - 12th Grade Curriculum specialists will provide targeted PD across content areas.
- Teacher Formative Assessments

Plan to Monitor Progress Toward G8. 8

USA Test Prep Data

Person Responsible

Glenn Wachter

Schedule

Quarterly, from 8/14/2017 to 4/30/2018

Evidence of Completion

Data from multiple assessments.

Plan to Monitor Progress Toward G8. 8

District Benchmark Assessment Data

Person Responsible

Glenn Wachter

Schedule

Quarterly, from 8/14/2017 to 4/30/2018

Evidence of Completion

District Benchmark Assessment Results

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 2018, 50% of Lower Quartile students will make learning gains on the FSA Algebra and Geometry tests. **1**

 **G097210**

G1.B1 VHS data reflects that for Algebra I students, creating equations and inequalities and interpreting the parameters in a linear function are areas for growth. **2**

 **B261488**

G1.B1.S1 Algebra I teachers will work through professional learning communities to develop common standards based assessments utilizing USA Test Prep. **4**

 **S276814**

Strategy Rationale

Teachers will work collaboratively to develop assessments that will allow them to monitor student progress and make adjustments to instruction to address gaps in student learning.

Action Step 1 **5**

Common Standards Based Assessments

Person Responsible

Rosemary Schmidt

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Teacher lesson plans, administrative observations and common assessment data.

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

Teacher Lesson Plans and Administrative Observations

Person Responsible

Rosemary Schmidt

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Observation Notes and Teacher Lesson Plans

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

Professional Learning Community Minutes

Person Responsible

Rosemary Schmidt

Schedule

Quarterly, from 8/14/2017 to 4/30/2018

Evidence of Completion

Professional Learning Community Meeting Minutes with attendance notes.

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

Common Formative Assessment Data (USA Test Prep)

Person Responsible

Rosemary Schmidt

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

PLC minutes, benchmark data and administrative observation.

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

District Benchmark Assessments

Person Responsible

Rosemary Schmidt

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

District Benchmark Assessment Data

G1.B1.S2 VHS Teachers will be participate in on-going professional development centered around John Hattie's Visible Learning research. 4

 S276815

Strategy Rationale

The concept of Visible Learning identifies what it is excellent teachers do to positively influence student achievement. It is about using evidence to build and defend a model of teaching and learning. As we set the stage for this year's professional development, we will take time to closely examine our impact as educators through Hattie's research. We will engage in "evidence in action" as we determine how can we best use his research to maximize our effectiveness, resulting in improved student learning. This includes building positive teacher-student relationships, teacher clarity, and the proper timing and use of learning strategies that align well with phases of the learning process (surface, deep, and transfer).

Action Step 1 5

Visible Learning Professional Development

Person Responsible

Trenton Terry

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Reflective Journals, Videos, Teacher Lesson Plans, Book Study Presentations

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Classroom Observations

Person Responsible

Trenton Terry

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Administrative Observation Notes

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Field Experience (Micro Teaching, Peer Observation, Peer Coaching)

Person Responsible

Trenton Terry

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Reflective Journals will be collected to review teacher Peer Observation opportunities. Videos will be reviewed by teachers participating in micro teaching opportunities and single page articulation of details will be utilized as evidence of Peer Coaching.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Book Study (Visible Learning for Literacy, Mindset)

Person Responsible

Trenton Terry

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Book study presentations will be collected as evidence of participation.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

USA Test Prep Data

Person Responsible

Rosemary Schmidt

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

USA Test Prep Data will be analyzed to determine if students are meeting targeted standards.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

District Benchmark Assessments

Person Responsible

Rosemary Schmidt


Schedule

Quarterly, from 8/14/2017 to 5/24/2018


Evidence of Completion

District Benchmark Assessment Results

G2. By the year 2018, 50% of Lower Quartile students will make learning gains on the FSA Reading Assessment. 1

 G097211

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

 B261490

G2.B1.S1 VHS Teachers will be participate in on-going professional development centered around John Hattie's Visible Learning research. 4

 S276818

Strategy Rationale

The concept of Visible Learning identifies what it is excellent teachers do to positively influence student achievement. It is about using evidence to build and defend a model of teaching and learning. As we set the stage for this year's professional development, we will take time to closely examine our impact as educators through Hattie's research. We will engage in "evidence in action" as we determine how can we best use his research to maximize our effectiveness, resulting in improved student learning. This includes building positive teacher-student relationships, teacher clarity, and the proper timing and use of learning strategies that align well with phases of the learning process (surface, deep, and transfer).

Action Step 1 5

Visible Learning Professional Development

Person Responsible

Trenton Terry

Schedule

Monthly, from 8/8/2017 to 4/30/2018

Evidence of Completion

Reflective Journals, Videos, Teacher Lesson Plans, Book Study Presentations

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

Classroom Observations

Person Responsible

Trenton Terry

Schedule

Weekly, from 8/14/2017 to 4/30/2018

Evidence of Completion

Classroom Observations

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

Field Experience (Micro Teaching, Peer Observation, Peer Coaching)

Person Responsible

Trenton Terry

Schedule

Monthly, from 8/8/2017 to 5/24/2018

Evidence of Completion

Reflective Journals will be collected to review teacher Peer Observation opportunities. Videos will be reviewed by teachers participating in micro teaching opportunities and single page articulation of details will utilized as evidence of Peer Coaching.

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

Book Study (Visible Learning for Literacy, Mindset)

Person Responsible

Trenton Terry

Schedule

Monthly, from 8/8/2017 to 5/24/2018

Evidence of Completion

Book Study presentations will be collected as evidence of participation.

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

USA Test Prep Data

Person Responsible

Trenton Terry

Schedule

Quarterly, from 8/14/2017 to 4/30/2018

Evidence of Completion

USA Test Prep data will be analyzed to determine if students are meeting targeted standards

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

District Benchmark Assessment Data

Person Responsible

Trenton Terry

Schedule

Quarterly, from 8/8/2017 to 4/30/2018

Evidence of Completion

District Benchmark Assessment Results

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

Achieve 3000 Data

Person Responsible

Trenton Terry


Schedule

Monthly, from 8/14/2017 to 4/30/2018

Evidence of Completion

Teachers will collect Lexile Level data that will be reviewed on a monthly basis to determine student growth.

G3. By the year 2018, there will be a 2% reduction in student suspensions from 108 students suspended to 65 students suspended. 1

 G097212

G3.B1 Discipline Policies and Guidelines have been largely punitive 2

 B261491

G3.B1.S1 Explore alternatives to suspension that are aligned with behavioral infraction which may be restorative in nature. 4

 S276821

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

Positive Behavior and Intervention Support Training

Person Responsible

Melanie Ritter

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Reduction in student suspensions.

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

Review Discipline Data

Person Responsible

Melanie Ritter

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Discipline Reports

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

Discipline Data

Person Responsible

Melanie Ritter

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Discipline Reports

G3.B1.S2 Implement VHS Connects Program - A 45 minute weekly period of time during the regular school day to develop relationships with students. 4

 S276822

Strategy Rationale

Teachers and Staff at Venice High School will provide opportunities to students to select activities on a weekly basis that they have or would like to explore based on their own interest. This will provide opportunities for all students to connect to school with either a teacher, an activity or a specific peer.

Action Step 1 5

Identify students in need of mentoring by analyzing discipline data on a monthly basis.

Person Responsible

Melanie Ritter

Schedule

Weekly, from 11/6/2017 to 5/24/2018

Evidence of Completion

Discipline data will be collected to monitor student suspension activity.

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

Collect mentoring attendance from mentors.

Person Responsible

Melanie Ritter

Schedule

Weekly, from 11/6/2017 to 4/30/2018

Evidence of Completion

Monthly discipline data will be collected and analyzed to determine impact.

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

Weekly attendance will be maintained to determine the number of students taking part in mentoring opportunities.

Person Responsible

Melanie Ritter


Schedule

Weekly, from 11/6/2017 to 5/24/2018

Evidence of Completion

Discipline data will be collected and reviewed to determine effectiveness.

G4. By the year 2018, 75% of all students at Venice High School will demonstrate proficiency on the FSA Reading assessment. **1**

 G097213

G4.B1 VHS data reflects that the cluster of Integration of Knowledge & Ideas is an area of struggle for our students **2**

 B261492

G4.B1.S1 VHS Teachers will be participate in on-going professional development centered around John Hattie's Visible Learning research. **4**

 S276823

Strategy Rationale

The concept of Visible Learning identifies what it is excellent teachers do to positively influence student achievement. It is about using evidence to build and defend a model of teaching and learning. As we set the stage for this year's professional development, we will take time to closely examine our impact as educators through Hattie's research. We will engage in "evidence in action" as we determine how can we best use his research to maximize our effectiveness, resulting in improved student learning. This includes building positive teacher-student relationships, teacher clarity, and the proper timing and use of learning strategies that align well with phases of the learning process (surface, deep, and transfer).

Action Step 1 **5**

Visible Learning Professional Development

Person Responsible

Trenton Terry

Schedule

Monthly, from 8/8/2017 to 4/30/2018

Evidence of Completion

Reflective Journals, Videos, Teacher Lesson Plans, Book Study Presentations

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

Classroom Observations

Person Responsible

Trenton Terry

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Classroom Observations

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

Field Experience (Micro Teaching, Peer Observation, Peer Coaching)

Person Responsible

Trenton Terry

Schedule

Monthly, from 8/8/2017 to 5/24/2018

Evidence of Completion

Reflective Journals will be collected to review teacher Peer Observation opportunities. Videos will be reviewed by teachers participating in micro teaching opportunities and single page articulation of details will utilized as evidence of Peer Coaching.

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

Book Study (Visible Learning for Literacy, Mindset)

Person Responsible

Eric Jackson

Schedule

Monthly, from 8/8/2017 to 5/24/2018

Evidence of Completion

Book Study presentations will be collected as evidence of participation.

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

USA Test Prep Common Assessment Data

Person Responsible

Trenton Terry

Schedule

Quarterly, from 8/14/2017 to 4/30/2018

Evidence of Completion

Assessment data for standards of integration of knowledge and ideas.

G4.B1.S2 Intensive Language Arts teachers will collaborate with district curriculum specialists and teachers from Riverview High School to develop common standards based pre-test and post tests to measure the effectiveness of instruction. 4

 S276824

Strategy Rationale

Intensive Language Arts teachers work specifically with students who have not yet achieved proficiency on the FSA. These teachers will work collaboratively to develop assessments that will allow them to monitor student progress and make adjustments to instruction to address gaps in student learning.

Action Step 1 5

Visible Learning Professional Development

Person Responsible

Trenton Terry

Schedule

Monthly, from 8/8/2017 to 4/30/2018

Evidence of Completion

Reflective Journals, Videos, Teacher Lesson Plans, Book Study Presentations

Action Step 2 5

Common Assessment Development

Person Responsible

Trenton Terry

Schedule

Quarterly, from 8/31/2017 to 4/30/2018

Evidence of Completion

Common Pre-Tests and Post-Tests aligned with Florida Standards

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Classroom Observations

Person Responsible

Trenton Terry

Schedule

Monthly, from 8/14/2017 to 4/30/2018

Evidence of Completion

Administrative observations and teacher lesson plans

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Formative Assessment Data (Pre and Post Tests)

Person Responsible

Trenton Terry

Schedule

Quarterly, from 10/17/2017 to 4/6/2018

Evidence of Completion

Student test data will be gathered and analyzed to determine teacher impact based upon John Hattie's method for calculating teacher impact.

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Common Assessment Data

Person Responsible

Trenton Terry


Schedule

Quarterly, from 8/14/2017 to 4/30/2018

Evidence of Completion

Student test data will be gathered and analyzed to determine teacher impact based upon John Hattie's method for calculating teacher impact.

G5. By the year 2018, 89% of students taking the US History EOC will demonstrate proficiency. **1**

 G097214

G5.B1 Data reflects that the Global Military, Political and Economic Challenges 1890 - 1940 Cluster is a barrier to achieving this goal. **2**

 B261493

G5.B1.S1 VHS Teachers will participate in on-going professional development centered around John Hattie's Visible Learning research. **4**

 S276826

Strategy Rationale

The concept of Visible Learning identifies what it is excellent teachers do to positively influence student achievement. It is about using evidence to build and defend a model of teaching and learning. As we set the stage for this year's professional development, we will take time to closely examine our impact as educators through Hattie's research. We will engage in "evidence in action" as we determine how can we best use his research to maximize our effectiveness, resulting in improved student learning. This includes building positive teacher-student relationships, teacher clarity, and the proper timing and use of learning strategies that align well with phases of the learning process (surface, deep, and transfer).

Action Step 1 **5**

Visible Learning Professional Development

Person Responsible

Trenton Terry

Schedule

Monthly, from 8/14/2017 to 4/30/2018

Evidence of Completion

PLC notes / minutes; attendance sheet from training.

Action Step 2 **5**

Common Assessment Development

Person Responsible

Lindsay Gallof

Schedule

Quarterly, from 8/8/2017 to 4/30/2018

Evidence of Completion

Common Pre-Tests and Post-Tests aligned with Florida Standards

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

Classroom Observations

Person Responsible

Lindsay Gallof

Schedule

Monthly, from 8/14/2017 to 4/30/2018

Evidence of Completion

Administrative observations and teacher lesson plans

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

Formative Assessment Data (Pre and Post Tests)

Person Responsible

Lindsay Gallof

Schedule

Every 6 Weeks, from 10/17/2017 to 4/30/2018

Evidence of Completion

Student test data will be gathered and analyzed to determine teacher impact based upon John Hattie's method for calculating teacher impact.

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

USA Test Prep Common Assessments

Person Responsible

Lindsay Gallof


Schedule

Quarterly, from 8/14/2017 to 4/30/2018

Evidence of Completion

Student test data will be gathered and analyzed to determine teacher impact based upon John Hattie's method for calculating teacher impact.

G6. For the senior cohort of 2017, 95% of students will earn their high school diploma. 1

 G097215

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

 B261494

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

4

 S276828

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

Melanie Ritter

Schedule

Monthly, from 8/14/2017 to 5/24/2018

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 2017.

Person Responsible

Melanie Ritter

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

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

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

Ongoing email communication.

Person Responsible

Melanie Ritter

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Correspondence between registrars, administrators & counselors.

G6.B1.S2 Drop Out Prevention monitoring using monthly Project 10 committee meetings with district liaison. 4

 S276829

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

Melanie Ritter

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Increase in graduation rate.

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

Review of monthly reports.

Person Responsible

Melanie Ritter

Schedule

Monthly, from 8/14/2017 to 5/24/2018

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

Melanie Ritter

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Monthly notes.

G7. By the year 2018, 79% of all students at Venice High School will demonstrate proficiency on the Florida Standards Assessment Algebra I and Geometry Test. 1

G097216

G7.B1 VHS data reflects that for Algebra I students, creating equations and inequalities and interpreting the parameters in a linear function are areas for growth. 2

B261496

G7.B1.S1 Algebra I teachers will work through professional learning communities to develop common standards based assessments utilizing USA Test Prep. 4

S276830

Strategy Rationale

These teachers will work collaboratively to develop assessments that will allow them to monitor student progress and make adjustments to instruction to address gaps in student learning.

Action Step 1 5

Common Standards Based Assessments

Person Responsible

Rosemary Schmidt

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Teacher lesson plans, administrative observations and common assessment data.

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

Teacher Lesson Plans and Administrative Observations

Person Responsible

Rosemary Schmidt

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Observation Notes and Teacher Lesson Plans

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

Professional Learning Community Minutes

Person Responsible

Rosemary Schmidt

Schedule

Quarterly, from 10/2/2017 to 3/23/2018

Evidence of Completion

Professional Learning Community Minutes.

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

Benchmark Assessments

Person Responsible

Rosemary Schmidt

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

PLC minutes, benchmark data and administrative observation.

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

Common Formative Assessment Data

Person Responsible

Rosemary Schmidt

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Common Assessment data from USA Test Prep will be collected and analyzed by teachers and administrators

G7.B1.S2 VHS Teachers will be participate in on-going professional development centered around John Hattie's Visible Learning research. 4

S276831

Strategy Rationale

The concept of Visible Learning identifies what it is excellent teachers do to positively influence student achievement. It is about using evidence to build and defend a model of teaching and learning. As we set the stage for this year's professional development, we will take time to closely examine our impact as educators through Hattie's research. We will engage in "evidence in action" as we determine how can we best use his research to maximize our effectiveness, resulting in improved student learning. This includes building positive teacher-student relationships, teacher clarity, and the proper timing and use of learning strategies that align well with phases of the learning process (surface, deep, and transfer).

Action Step 1 5

Common Standards Based Assessments

Person Responsible

Rosemary Schmidt

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Teacher lesson plans, administrative observations and common assessment data

Plan to Monitor Fidelity of Implementation of G7.B1.S2 6

Teacher Lesson Plans and Administrative Observations

Person Responsible

Rosemary Schmidt

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Observation Notes and Teacher Lesson Plans

Plan to Monitor Fidelity of Implementation of G7.B1.S2 6

District Benchmark Assessments

Person Responsible

Rosemary Schmidt

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

District Benchmark assessment data will be reviewed and analyzed by teachers and administrators.

Plan to Monitor Effectiveness of Implementation of G7.B1.S2 7

Benchmark Assessments

Person Responsible

Rosemary Schmidt

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

PLC minutes, benchmark data and administrative observations

Plan to Monitor Effectiveness of Implementation of G7.B1.S2 7

Common Formative Assessment Data

Person Responsible

Rosemary Schmidt


Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Common assessment data from USA Test Prep will be collected and analyzed by teachers and administrators.

G7.B2 VHS data reflects that for Geometry students, use permutations and combinations to find probabilities of events; and describe a sequence of transformations between two congruent figures are areas for growth. **2**

 B261497

G7.B2.S1 Geometry teachers will work through professional learning communities to develop common standards based assessments utilizing USA Test Prep. **4**

 S276832

Strategy Rationale

These teachers will work collaboratively to develop assessments that will allow them to monitor student progress and make adjustments to instruction to address gaps in student learning.

Action Step 1 **5**

Visible Learning Professional Development

Person Responsible

Trenton Terry

Schedule

Monthly, from 8/8/2017 to 5/24/2018

Evidence of Completion

Reflective Journals, Videos, Teacher Lesson Plans, Book Study Presentations

Action Step 2 **5**

Design To Align Professional Development

Person Responsible

Rosemary Schmidt

Schedule

Quarterly, from 10/2/2017 to 5/24/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G7.B2.S1 6

Common Standards Assessments

Person Responsible

Rosemary Schmidt

Schedule

Monthly, from 8/8/2017 to 5/24/2018

Evidence of Completion

Teacher lesson plans, administrative observations and common assessment data

Plan to Monitor Fidelity of Implementation of G7.B2.S1 6

Teacher Lesson Plans and Administrative Observations

Person Responsible

Rosemary Schmidt

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Observation notes and teacher lesson plans.

Plan to Monitor Effectiveness of Implementation of G7.B2.S1 7

Common Assessment Data

Person Responsible

Rosemary Schmidt

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Common formative assessment data will be collected and analyzed

G7.B2.S2 VHS Teachers will participate in on-going professional development centered around Joh Hattie's Visible Learning **4**

 S276833

Strategy Rationale

The concept of Visible Learning identifies what it is excellent teachers do to positively influence student achievement. It is about using evidence to build and defend a model of teaching and learning. As we set the stage for this year's professional development, we will take time to closely examine our impact as educators through Hattie's research. We will engage in "evidence in action" as we determine how can we best use his research to maximize our effectiveness, resulting in improved student learning. This includes building positive teacher-student relationships, teacher clarity, and the proper timing and use of learning strategies that align well with phases of the learning process (surface, deep, and transfer).

Action Step 1 **5**

Visible Learning Professional Development

Person Responsible

Rosemary Schmidt

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Reflective Journals, Videos, Teacher Lesson Plans, Book Study Presentations

Plan to Monitor Fidelity of Implementation of G7.B2.S2 **6**

Classroom Observations

Person Responsible

Rosemary Schmidt

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Classroom Observations

Plan to Monitor Fidelity of Implementation of G7.B2.S2 6

Field Experience (Micro Teaching, Peer Observation, Peer Coaching)

Person Responsible

Rosemary Schmidt

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Reflective Journals will be collected to review teacher Peer Observation opportunities. Videos will be reviewed by teachers participating in micro teaching opportunities and single page articulation of details will be utilized as evidence of Peer Coaching.

Plan to Monitor Fidelity of Implementation of G7.B2.S2 6

Book Study (Visible Learning for Mathematics, Mindset)

Person Responsible

Rosemary Schmidt

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Book Study presentations will be collected as evidence of participation.

Plan to Monitor Effectiveness of Implementation of G7.B2.S2 7

USA Test Prep Common Assessment Data

Person Responsible

Rosemary Schmidt


Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Assessment data for standards of integration of knowledge and ideas.

G8. By the year 2018, 78% of students taking the Biology EOC will demonstrate proficiency. **1**

 G097217

G8.B1 VHS Data indicates that the content area of Organisms, Populations and Ecosystems is a barrier for students at VHS. **2**

 B261498

G8.B1.S1 VHS Teachers will be participate in on-going professional development centered around John Hattie's Visible Learning research. **4**

 S276834

Strategy Rationale

The concept of Visible Learning identifies what it is excellent teachers do to positively influence student achievement. It is about using evidence to build and defend a model of teaching and learning. As we set the stage for this year's professional development, we will take time to closely examine our impact as educators through Hattie's research. We will engage in "evidence in action" as we determine how can we best use his research to maximize our effectiveness, resulting in improved student learning. This includes building positive teacher-student relationships, teacher clarity, and the proper timing and use of learning strategies that align well with phases of the learning process (surface, deep, and transfer).

Action Step 1 **5**

Visible Learning Professional Development

Person Responsible

Trenton Terry

Schedule

Monthly, from 8/8/2017 to 4/30/2018

Evidence of Completion

Lesson plans and anecdotal evidence.

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

Classroom Observations.

Person Responsible

Glenn Wachter

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Administrative observations and teacher lesson plans

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

Field Experience (Micro Teaching, Peer Observation, Peer Coaching)

Person Responsible

Trenton Terry

Schedule

Monthly, from 8/8/2017 to 5/24/2018

Evidence of Completion

Reflective Journals will be collected to review teacher Peer Observation opportunities. Videos will be reviewed by teachers participating in micro teaching opportunities and single page articulation of details will be utilized as evidence of Peer Coaching.

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

Book Study (Visible Learning for Literacy, Mindset)

Person Responsible

Eric Jackson

Schedule

Monthly, from 8/8/2017 to 5/24/2018

Evidence of Completion

Book Study presentations will be collected as evidence of participation.

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

Formative assessments through USA Test Prep.

Person Responsible

Glenn Wachter

Schedule

Quarterly, from 8/14/2017 to 4/30/2018

Evidence of Completion

Assessment of standards


IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G3.MA1 M401464	Discipline data	Ritter, Melanie	9/28/2016	School based discipline data.	5/26/2017 monthly
G7.B1.S1.MA3 M401488	Professional Learning Community Minutes	Schmidt, Rosemary	10/2/2017	Professional Learning Community Minutes.	3/23/2018 quarterly
G4.MA2 M401474	District Benchmark Assessment Data	Terry, Trenton	9/18/2017	District Benchmark Assessment Results	3/30/2018 quarterly
G4.B1.S2.MA2 M401472	Formative Assessment Data (Pre and Post Tests)	Terry, Trenton	10/17/2017	Student test data will be gathered and analyzed to determine teacher impact based upon John Hattie's method for calculating teacher impact.	4/6/2018 quarterly
G2.MA1 M401458	USA Test Prep Common Assessment Data	Terry, Trenton	8/14/2017	Assessment data for standards of integration of knowledge and ideas.	4/30/2018 quarterly
G2.MA2 M401459	Achieve 3000 Data	Terry, Trenton	8/14/2017	Teachers will assess and analyze Lexile Level data on a monthly basis to determine student growth.	4/30/2018 monthly
G4.MA1 M401473	USA Test Prep Data	Terry, Trenton	8/14/2017	USA Test Prep data will be analyzed to determine if students are meeting targeted standards	4/30/2018 quarterly
G5.MA1 M401478	USA Test Prep Common Assessment Data	Gallof, Lindsay	8/14/2017	Student test data will be gathered and analyzed to determine teacher impact based upon John Hattie's method for calculating teacher impact.	4/30/2018 quarterly
G8.MA1 M401506	USA Test Prep Data	Wachter, Glenn	8/14/2017	Data from multiple assessments.	4/30/2018 quarterly
G8.MA2 M401507	District Benchmark Assessment Data	Wachter, Glenn	8/14/2017	District Benchmark Assessment Results	4/30/2018 quarterly
G1.B1.S1.MA2 M401444	Professional Learning Community Minutes	Schmidt, Rosemary	8/14/2017	Professional Learning Community Meeting Minutes with attendance notes.	4/30/2018 quarterly
G2.B1.S1.MA1 M401452	USA Test Prep Data	Terry, Trenton	8/14/2017	USA Test Prep data will be analyzed to determine if students are meeting targeted standards	4/30/2018 quarterly
G2.B1.S1.MA2 M401453	District Benchmark Assessment Data	Terry, Trenton	8/8/2017	District Benchmark Assessment Results	4/30/2018 quarterly
G2.B1.S1.MA6 M401454	Achieve 3000 Data	Terry, Trenton	8/14/2017	Teachers will collect Lexile Level data that will be reviewed on a monthly basis to determine student growth.	4/30/2018 monthly
G2.B1.S1.MA1 M401455	Classroom Observations	Terry, Trenton	8/14/2017	Classroom Observations	4/30/2018 weekly
G2.B1.S1.A1 A373166	Visible Learning Professional Development	Terry, Trenton	8/8/2017	Reflective Journals, Videos, Teacher Lesson Plans, Book Study Presentations	4/30/2018 monthly
G4.B1.S1.MA1 M401466	USA Test Prep Common Assessment Data	Terry, Trenton	8/14/2017	Assessment data for standards of integration of knowledge and ideas.	4/30/2018 quarterly
G4.B1.S1.A1 A373169	Visible Learning Professional Development	Terry, Trenton	8/8/2017	Reflective Journals, Videos, Teacher Lesson Plans, Book Study Presentations	4/30/2018 monthly
G5.B1.S1.MA1 M401475	USA Test Prep Common Assessments	Gallof, Lindsay	8/14/2017	Student test data will be gathered and analyzed to determine teacher impact based upon John Hattie's method for calculating teacher impact.	4/30/2018 quarterly

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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 M401476	Classroom Observations	Gallof, Lindsay	8/14/2017	Administrative observations and teacher lesson plans	4/30/2018 monthly
G5.B1.S1.MA3 M401477	Formative Assessment Data (Pre and Post Tests)	Gallof, Lindsay	10/17/2017	Student test data will be gathered and analyzed to determine teacher impact based upon John Hattie's method for calculating teacher impact.	4/30/2018 every-6-weeks
G5.B1.S1.A1 A373172	Visible Learning Professional Development	Terry, Trenton	8/14/2017	PLC notes / minutes; attendance sheet from training.	4/30/2018 monthly
G5.B1.S1.A2 A373173	Common Assessment Development	Gallof, Lindsay	8/8/2017	Common Pre-Tests and Post-Tests aligned with Florida Standards	4/30/2018 quarterly
G8.B1.S1.MA1 M401502	Formative assessments through USA Test Prep.	Wachter, Glenn	8/14/2017	Assessment of standards	4/30/2018 quarterly
G8.B1.S1.A1 A373181	Visible Learning Professional Development	Terry, Trenton	8/8/2017	Lesson plans and anecdotal evidence.	4/30/2018 monthly
G3.B1.S2.MA1 M401463	Collect mentoring attendance from mentors.	Ritter, Melanie	11/6/2017	Monthly discipline data will be collected and analyzed to determine impact.	4/30/2018 weekly
G4.B1.S2.MA1 M401470	Common Assessment Data	Terry, Trenton	8/14/2017	Student test data will be gathered and analyzed to determine teacher impact based upon John Hattie's method for calculating teacher impact.	4/30/2018 quarterly
G4.B1.S2.MA1 M401471	Classroom Observations	Terry, Trenton	8/14/2017	Administrative observations and teacher lesson plans	4/30/2018 monthly
G4.B1.S2.A1 A373170	Visible Learning Professional Development	Terry, Trenton	8/8/2017	Reflective Journals, Videos, Teacher Lesson Plans, Book Study Presentations	4/30/2018 monthly
G4.B1.S2.A2 A373171	Common Assessment Development	Terry, Trenton	8/31/2017	Common Pre-Tests and Post-Tests aligned with Florida Standards	4/30/2018 quarterly
G1.MA1 M401450	Benchmark Data	Schmidt, Rosemary	8/14/2017	Benchmark data	5/24/2018 quarterly
G1.MA2 M401451	Common Formative Assessments (USA Test Prep)	Schmidt, Rosemary	8/14/2017	Formative Assessment Data	5/24/2018 quarterly
G3.MA2 M401465	Number of students participating in mentoring program on weekly basis.	Ritter, Melanie	11/6/2017	Weekly attendance will be collected to monitor mentoring activities.	5/24/2018 weekly
G5.MA2 M401479	District Benchmark Assessments	Gallof, Lindsay	8/14/2017	Benchmark Data	5/24/2018 quarterly
G6.MA1 M401484	Review of cohort 2017 data and preparedness.	Ritter, Melanie	8/14/2017	School counselor data sheets.	5/24/2018 weekly
G7.MA1 M401500	Benchmark Data	Schmidt, Rosemary	8/14/2017	Benchmark data.	5/24/2018 quarterly
G7.MA2 M401501	Common Formative Assessment Data	Schmidt, Rosemary	8/14/2017	Common formative assessment data	5/24/2018 quarterly
G1.B1.S1.MA1 M401441	Common Formative Assessment Data (USA Test Prep)	Schmidt, Rosemary	8/14/2017	PLC minutes, benchmark data and administrative observation.	5/24/2018 quarterly
G1.B1.S1.MA4 M401442	District Benchmark Assessments	Schmidt, Rosemary	8/14/2017	District Benchmark Assessment Data	5/24/2018 quarterly
G1.B1.S1.MA1 M401443	Teacher Lesson Plans and Administrative Observations	Schmidt, Rosemary	8/14/2017	Observation Notes and Teacher Lesson Plans	5/24/2018 weekly
G1.B1.S1.A1 A373164	Common Standards Based Assessments	Schmidt, Rosemary	8/14/2017	Teacher lesson plans, administrative observations and common assessment data.	5/24/2018 monthly








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G2.B1.S1.MA2  M401456	Field Experience (Micro Teaching, Peer Observation, Peer Coaching)	Terry, Trenton	8/8/2017	Reflective Journals will be collected to review teacher Peer Observation opportunities. Videos will be reviewed by teachers participating in micro teaching opportunities and single page articulation of details will utilized as evidence of Peer Coaching.	5/24/2018 monthly
G2.B1.S1.MA3  M401457	Book Study (Visible Learning for Literacy, Mindset)	Terry, Trenton	8/8/2017	Book Study presentations will be collected as evidence of participation.	5/24/2018 monthly
G3.B1.S1.MA1  M401460	Discipline Data	Ritter, Melanie	8/14/2017	Discipline Reports	5/24/2018 monthly
G3.B1.S1.MA1  M401461	Review Discipline Data	Ritter, Melanie	8/14/2017	Discipline Reports	5/24/2018 monthly
G3.B1.S1.A1  A373167	Positive Behavior and Intervention Support Training	Ritter, Melanie	8/14/2017	Reduction in student suspensions.	5/24/2018 quarterly
G4.B1.S1.MA1  M401467	Classroom Observations	Terry, Trenton	8/14/2017	Classroom Observations	5/24/2018 monthly
G4.B1.S1.MA3  M401468	Field Experience (Micro Teaching, Peer Observation, Peer Coaching)	Terry, Trenton	8/8/2017	Reflective Journals will be collected to review teacher Peer Observation opportunities. Videos will be reviewed by teachers participating in micro teaching opportunities and single page articulation of details will utilized as evidence of Peer Coaching.	5/24/2018 monthly
G4.B1.S1.MA4  M401469	Book Study (Visible Learning for Literacy, Mindset)	Jackson, Eric	8/8/2017	Book Study presentations will be collected as evidence of participation.	5/24/2018 monthly
G6.B1.S1.MA1  M401480	Ongoing email communication.	Ritter, Melanie	8/14/2017	Correspondence between registrars, administrators & counselors.	5/24/2018 monthly
G6.B1.S1.MA1  M401481	School registrar emails will reflect changes in enrollment and new additions to cohort 2017.	Ritter, Melanie	8/14/2017	School registrar email will reflect communication; SWST minutes reflect additional students from 2017 cohort.	5/24/2018 monthly
G6.B1.S1.A1  A373174	School registrars maintain regular communication with school counselors and administrator.	Ritter, Melanie	8/14/2017	Email correspondence between registrars and school counselors.	5/24/2018 monthly
G7.B1.S1.MA1  M401485	Benchmark Assessments	Schmidt, Rosemary	8/14/2017	PLC minutes, benchmark data and administrative observation.	5/24/2018 quarterly
G7.B1.S1.MA4  M401486	Common Formative Assessment Data	Schmidt, Rosemary	8/14/2017	Common Assessment data from USA Test Prep will be collected and analyzed by teachers and administrators	5/24/2018 quarterly
G7.B1.S1.MA1  M401487	Teacher Lesson Plans and Administrative Observations	Schmidt, Rosemary	8/14/2017	Observation Notes and Teacher Lesson Plans	5/24/2018 weekly
G7.B1.S1.A1  A373176	Common Standards Based Assessments	Schmidt, Rosemary	8/14/2017	Teacher lesson plans, administrative observations and common assessment data.	5/24/2018 monthly
G7.B2.S1.MA1  M401493	Common Assessment Data	Schmidt, Rosemary	8/14/2017	Common formative assessment data will be collected and analyzed	5/24/2018 quarterly
G7.B2.S1.MA1  M401494	Common Standards Assessments	Schmidt, Rosemary	8/8/2017	Teacher lesson plans, administrative observations and common assessment data	5/24/2018 monthly
G7.B2.S1.MA1  M401495	Teacher Lesson Plans and Administrative Observations	Schmidt, Rosemary	8/14/2017	Observation notes and teacher lesson plans.	5/24/2018 weekly
G7.B2.S1.A1  A373178	Visible Learning Professional Development	Terry, Trenton	8/8/2017	Reflective Journals, Videos, Teacher Lesson Plans, Book Study Presentations	5/24/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G7.B2.S1.A2  A373179	Design To Align Professional Development	Schmidt, Rosemary	10/2/2017		5/24/2018 quarterly
G8.B1.S1.MA1  M401503	Classroom Observations.	Wachter, Glenn	8/14/2017	Administrative observations and teacher lesson plans	5/24/2018 weekly
G8.B1.S1.MA3  M401504	Field Experience (Micro Teaching, Peer Observation, Peer Coaching)	Terry, Trenton	8/8/2017	Reflective Journals will be collected to review teacher Peer Observation opportunities. Videos will be reviewed by teachers participating in micro teaching opportunities and single page articulation of details will utilized as evidence of Peer Coaching.	5/24/2018 monthly
G8.B1.S1.MA4  M401505	Book Study (Visible Learning for Literacy, Mindset)	Jackson, Eric	8/8/2017	Book Study presentations will be collected as evidence of participation.	5/24/2018 monthly
G1.B1.S2.MA1  M401445	USA Test Prep Data	Schmidt, Rosemary	8/14/2017	USA Test Prep Data will be analyzed to determine if students are meeting targeted standards.	5/24/2018 quarterly
G1.B1.S2.MA5  M401446	District Benchmark Assessments	Schmidt, Rosemary	8/14/2017	District Benchmark Assessment Results	5/24/2018 quarterly
G1.B1.S2.MA1  M401447	Classroom Observations	Terry, Trenton	8/14/2017	Administrative Observation Notes	5/24/2018 weekly
G1.B1.S2.MA2  M401448	Field Experience (Micro Teaching, Peer Observation, Peer Coaching)	Terry, Trenton	8/14/2017	Reflective Journals will be collected to review teacher Peer Observation opportunities. Videos will be reviewed by teachers participating in micro teaching opportunities and single page articulation of details will be utilized as evidence of Peer Coaching.	5/24/2018 monthly
G1.B1.S2.MA3  M401449	Book Study (Visible Learning for Literacy, Mindset)	Terry, Trenton	8/14/2017	Book study presentations will be collected as evidence of participation.	5/24/2018 monthly
G1.B1.S2.A1  A373165	Visible Learning Professional Development	Terry, Trenton	8/14/2017	Reflective Journals, Videos, Teacher Lesson Plans, Book Study Presentations	5/24/2018 monthly
G3.B1.S2.MA1  M401462	Weekly attendance will be maintained to determine the number of students taking part in mentoring...	Ritter, Melanie	11/6/2017	Discipline data will be collected and reviewed to determine effectiveness.	5/24/2018 weekly
G3.B1.S2.A1  A373168	Identify students in need of mentoring by analyzing discipline data on a monthly basis.	Ritter, Melanie	11/6/2017	Discipline data will be collected to monitor student suspension activity.	5/24/2018 weekly
G6.B1.S2.MA1  M401482	Verification of meetings between students, their families, counselors and administrators.	Ritter, Melanie	8/14/2017	Monthly notes.	5/24/2018 monthly
G6.B1.S2.MA1  M401483	Review of monthly reports.	Ritter, Melanie	8/14/2017	Communication between administrators and counselors reflecting the monitoring of identified at-risk seniors.	5/24/2018 monthly
G6.B1.S2.A1  A373175	Review of Project 10 at-risk data	Ritter, Melanie	8/14/2017	Increase in graduation rate.	5/24/2018 monthly
G7.B1.S2.MA1  M401489	Benchmark Assessments	Schmidt, Rosemary	8/14/2017	PLC minutes, benchmark data and administrative observations	5/24/2018 quarterly
G7.B1.S2.MA4  M401490	Common Formative Assessment Data	Schmidt, Rosemary	8/14/2017	Common assessment data from USA Test Prep will be collected and analyzed by teachers and administrators.	5/24/2018 quarterly
G7.B1.S2.MA1  M401491	Teacher Lesson Plans and Administrative Observations	Schmidt, Rosemary	8/14/2017	Observation Notes and Teacher Lesson Plans	5/24/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G7.B1.S2.MA2  M401492	District Benchmark Assessments	Schmidt, Rosemary	8/14/2017	District Benchmark assessment data will be reviewed and analyzed by teachers and administrators.	5/24/2018 quarterly
G7.B1.S2.A1  A373177	Common Standards Based Assessments	Schmidt, Rosemary	8/14/2017	Teacher lesson plans, administrative observations and common assessment data	5/24/2018 quarterly
G7.B2.S2.MA1  M401496	USA Test Prep Common Assessment Data	Schmidt, Rosemary	8/14/2017	Assessment data for standards of integration of knowledge and ideas.	5/24/2018 monthly
G7.B2.S2.MA1  M401497	Classroom Observations	Schmidt, Rosemary	8/14/2017	Classroom Observations	5/24/2018 weekly
G7.B2.S2.MA2  M401498	Field Experience (Micro Teaching, Peer Observation, Peer Coaching)	Schmidt, Rosemary	8/14/2017	Reflective Journals will be collected to review teacher Peer Observation opportunities. Videos will be reviewed by teachers participating in micro teaching opportunities and single page articulation of details will utilized as evidence of Peer Coaching.	5/24/2018 monthly
G7.B2.S2.MA3  M401499	Book Study (Visible Learning for Mathematics, Mindset)	Schmidt, Rosemary	8/14/2017	Book Study presentations will be collected as evidence of participation.	5/24/2018 monthly
G7.B2.S2.A1  A373180	Visible Learning Professional Development	Schmidt, Rosemary	8/14/2017	Reflective Journals, Videos, Teacher Lesson Plans, Book Study Presentations	5/24/2018 monthly

V. Professional Development Opportunities

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

G1. By the year 2018, 50% of Lower Quartile students will make learning gains on the FSA Algebra and Geometry tests.

G1.B1 VHS data reflects that for Algebra I students, creating equations and inequalities and interpreting the parameters in a linear function are areas for growth.

G1.B1.S1 Algebra I teachers will work through professional learning communities to develop common standards based assessments utilizing USA Test Prep.

PD Opportunity 1

Common Standards Based Assessments

Facilitator

Teacher Leaders

Participants

Algebra I Teachers

Schedule

Monthly, from 8/14/2017 to 5/24/2018

G1.B1.S2 VHS Teachers will be participate in on-going professional development centered around John Hattie's Visible Learning research.

PD Opportunity 1

Visible Learning Professional Development

Facilitator

VHS Administrators and Staff

Participants

VHS Instructional Staff

Schedule

Monthly, from 8/14/2017 to 5/24/2018

G2. By the year 2018, 50% of Lower Quartile students will make learning gains on the FSA Reading Assessment.

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

G2.B1.S1 VHS Teachers will be participate in on-going professional development centered around John Hattie's Visible Learning research.

PD Opportunity 1

Visible Learning Professional Development

Facilitator

VHS Administrators and Teachers

Participants

VHS Instructional Staff

Schedule

Monthly, from 8/8/2017 to 4/30/2018

G3. By the year 2018, there will be a 2% reduction in student suspensions from 108 students suspended to 65 students suspended.

G3.B1 Discipline Policies and Guidelines have been largely punitive

G3.B1.S1 Explore alternatives to suspension that are aligned with behavioral infraction which may be restorative in nature.

PD Opportunity 1

Positive Behavior and Intervention Support Training

Facilitator

Rex Ingerick

Participants

VHS Staff

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

G4. By the year 2018, 75% of all students at Venice High School will demonstrate proficiency on the FSA Reading assessment.

G4.B1 VHS data reflects that the cluster of Integration of Knowledge & Ideas is an area of struggle for our students

G4.B1.S1 VHS Teachers will participate in on-going professional development centered around John Hattie's Visible Learning research.

PD Opportunity 1

Visible Learning Professional Development

Facilitator

VHS Administrators and Teachers

Participants

VHS Instructional Staff

Schedule

Monthly, from 8/8/2017 to 4/30/2018

G4.B1.S2 Intensive Language Arts teachers will collaborate with district curriculum specialists and teachers from Riverview High School to develop common standards based pre-test and post tests to measure the effectiveness of instruction.

PD Opportunity 1

Visible Learning Professional Development

Facilitator

VHS Administrators and Teacher Leaders

Participants

VHS English Language Arts Staff

Schedule

Monthly, from 8/8/2017 to 4/30/2018

PD Opportunity 2

Common Assessment Development

Facilitator

Erin Cox

Participants

VHS Intensive Language Arts Teachers

Schedule

Quarterly, from 8/31/2017 to 4/30/2018

G5. By the year 2018, 89% of students taking the US History EOC will demonstrate proficiency.

G5.B1 Data reflects that the Global Military, Political and Economic Challenges 1890 - 1940 Cluster is a barrier to achieving this goal.

G5.B1.S1 VHS Teachers will be participate in on-going professional development centered around John Hattie's Visible Learning research.

PD Opportunity 1

Visible Learning Professional Development

Facilitator

VHS Administrators and Teacher Leaders

Participants

Social Studies instructors

Schedule

Monthly, from 8/14/2017 to 4/30/2018

PD Opportunity 2

Common Assessment Development

Facilitator

Bernadette Bennett

Participants

US History Teachers

Schedule

Quarterly, from 8/8/2017 to 4/30/2018

G7. By the year 2018, 79% of all students at Venice High School will demonstrate proficiency on the Florida Standards Assessment Algebra I and Geometry Test.

G7.B1 VHS data reflects that for Algebra I students, creating equations and inequalities and interpreting the parameters in a linear function are areas for growth.

G7.B1.S1 Algebra I teachers will work through professional learning communities to develop common standards based assessments utilizing USA Test Prep.

PD Opportunity 1

Common Standards Based Assessments

Facilitator

Teacher Leaders

Participants

Algebra I & Geometry teachers.

Schedule

Monthly, from 8/14/2017 to 5/24/2018

G7.B2 VHS data reflects that for Geometry students, use permutations and combinations to find probabilities of events; and describe a sequence of transformations between two congruent figures are areas for growth.

G7.B2.S1 Geometry teachers will work through professional learning communities to develop common standards based assessments utilizing USA Test Prep.

PD Opportunity 1

Visible Learning Professional Development

Facilitator

VHS Administrators and Teacher Leaders

Participants

VHS Instructional Staff

Schedule

Monthly, from 8/8/2017 to 5/24/2018

PD Opportunity 2

Design To Align Professional Development

Facilitator

Shannon Flemming and Virginia McLain

Participants

VHS Algebra and Geometry Teachers

Schedule

Quarterly, from 10/2/2017 to 5/24/2018

G7.B2.S2 VHS Teachers will participate in on-going professional development centered around Joh Hattie's Visible Learning

PD Opportunity 1

Visible Learning Professional Development

Facilitator

VHS Administrators and Staff

Participants

VHS Instructional Staff

Schedule

Monthly, from 8/14/2017 to 5/24/2018

G8. By the year 2018, 78% of students taking the Biology EOC will demonstrate proficiency.

G8.B1 VHS Data indicates that the content area of Organisms, Populations and Ecosystems is a barrier for students at VHS.

G8.B1.S1 VHS Teachers will be participate in on-going professional development centered around John Hattie's Visible Learning research.

PD Opportunity 1

Visible Learning Professional Development

Facilitator

VHS Administrators and Teachers

Participants

Biology teachers

Schedule

Monthly, from 8/8/2017 to 4/30/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Common Standards Based Assessments				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1142	100-Salaries	0221 - Venice Senior High School	General Fund		\$500.00
Notes: Notes						
2	G1.B1.S2.A1	Visible Learning Professional Development				\$0.00
3	G2.B1.S1.A1	Visible Learning Professional Development				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1142	100-Salaries	0221 - Venice Senior High School	General Fund		\$1,500.00
Notes: Notes						
4	G3.B1.S1.A1	Positive Behavior and Intervention Support Training				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1142	100-Salaries	0221 - Venice Senior High School	General Fund		\$3,000.00
Notes: Need an allocation of substitutes for teachers to attend Professional Development.						
5	G3.B1.S2.A1	Identify students in need of mentoring by analyzing discipline data on a monthly basis.				\$0.00
6	G4.B1.S1.A1	Visible Learning Professional Development				\$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1141	100-Salaries	0221 - Venice Senior High School	General Fund		\$15,000.00
Notes: Notes						
7	G4.B1.S2.A1	Visible Learning Professional Development				\$0.00
8	G4.B1.S2.A2	Common Assessment Development				\$0.00
9	G5.B1.S1.A1	Visible Learning Professional Development				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1141	100-Salaries	0221 - Venice Senior High School	General Fund		\$1,500.00
Notes: Notes						

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10	G5.B1.S1.A2	Common Assessment Development				\$0.00
11	G6.B1.S1.A1	School registrars maintain regular communication with school counselors and administrator.				\$0.00
12	G6.B1.S2.A1	Review of Project 10 at-risk data				\$0.00
13	G7.B1.S1.A1	Common Standards Based Assessments				\$0.00
14	G7.B1.S2.A1	Common Standards Based Assessments				\$0.00
15	G7.B2.S1.A1	Visible Learning Professional Development				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1141	100-Salaries	0221 - Venice Senior High School	General Fund		\$2,500.00
			Notes: Notes			
16	G7.B2.S1.A2	Design To Align Professional Development				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1142	100-Salaries	0221 - Venice Senior High School	General Fund		\$3,000.00
			Notes: Substitutes need to be provided for Math teachers to participate in Design to Align PD.			
17	G7.B2.S2.A1	Visible Learning Professional Development				\$0.00
18	G8.B1.S1.A1	Visible Learning Professional Development				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1141	100-Salaries	0221 - Venice Senior High School	General Fund		\$2,500.00
			Notes: Notes			
Total:						\$29,500.00