

Sarasota County Schools

Venice Senior High School



2019-20 Schoolwide Improvement Plan

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Venice Senior High School

1 INDIAN AVE, Venice, FL 34285

www.sarasotacountyschools.net/venicehigh

Demographics

Principal: Zoltan Kerestely

Start Date for this Principal: 7/1/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	33%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (64%) 2017-18: A (71%) 2016-17: A (67%) 2015-16: A (62%) 2014-15: A (74%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	32%
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	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	A

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SIP Authority

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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. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Jackson, Eric	Principal	
Jones, Kathleen	Teacher, K-12	
Myers, Gretchen	Teacher, Career/Technical	
Corso, Monique	Teacher, K-12	
Wheatley, Brian	Teacher, K-12	
Case, Jonathan	Teacher, K-12	
Kerpchar, Jo-Ann	Teacher, K-12	
Baker, LeeAnne	Teacher, K-12	
Lash, Robert	Teacher, K-12	
Schmidt, Rosemary	Assistant Principal	
Terry, Trenton	Assistant Principal	
Tanaka, Danielle	Assistant Principal	
Gallof, Lindsay	Assistant Principal	
Therrien, Deborah	Teacher, K-12	
Moore, Jeanette	Teacher, K-12	
DeVries, Samantha	Teacher, K-12	
Fletcher, Valerie	Teacher, K-12	
Slaton, Mia	School Counselor	
Livingston, Robin	Assistant Principal	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	605	585	481	511	2182
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	115	88	76	99	378
One or more suspensions	0	0	0	0	0	0	0	0	0	76	53	26	19	174
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	65	40	35	5	145
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	81	93	64	0	238

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	40	36	20	0	96

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

Date this data was collected or last updated

Monday 6/17/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	107	105	134	205	551
One or more suspensions	0	0	0	0	0	0	0	0	0	16	12	17	8	53
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	56	29	38	3	126
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	79	58	52	18	207

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	35	31	24	0	90

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	107	105	134	205	551
One or more suspensions	0	0	0	0	0	0	0	0	0	16	12	17	8	53
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	56	29	38	3	126
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	79	58	52	18	207

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	35	31	24	0	90

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	67%	67%	56%	71%	63%	53%
ELA Learning Gains	50%	53%	51%	60%	53%	49%
ELA Lowest 25th Percentile	39%	46%	42%	46%	43%	41%
Math Achievement	72%	63%	51%	77%	62%	49%
Math Learning Gains	49%	51%	48%	58%	46%	44%
Math Lowest 25th Percentile	47%	48%	45%	46%	41%	39%
Science Achievement	82%	78%	68%	76%	68%	65%
Social Studies Achievement	88%	81%	73%	87%	76%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	605 (0)	585 (0)	481 (0)	511 (0)	2182 (0)
Attendance below 90 percent	115 (107)	88 (105)	76 (134)	99 (205)	378 (551)
One or more suspensions	76 (16)	53 (12)	26 (17)	19 (8)	174 (53)
Course failure in ELA or Math	65 (56)	40 (29)	35 (38)	5 (3)	145 (126)
Level 1 on statewide assessment	81 (79)	93 (58)	64 (52)	0 (18)	238 (207)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	67%	65%	2%	55%	12%
	2018	72%	66%	6%	53%	19%
Same Grade Comparison		-5%				
Cohort Comparison						
10	2019	64%	63%	1%	53%	11%
	2018	68%	65%	3%	53%	15%
Same Grade Comparison		-4%				
Cohort Comparison		-8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	81%	77%	4%	67%	14%
2018	77%	75%	2%	65%	12%
Compare		4%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	86%	77%	9%	70%	16%
2018	89%	76%	13%	68%	21%
Compare		-3%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	64%	73%	-9%	61%	3%
2018	76%	77%	-1%	62%	14%
Compare		-12%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	72%	69%	3%	57%	15%
2018	83%	71%	12%	56%	27%
Compare		-11%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	33	31	21	28	28	15	45	56		89	17
ELL	23	37	45	64	62					73	
ASN	86	40		86	54		92			100	64
BLK	53	35		60						100	40
HSP	56	43	45	64	41	39	71	83		91	49
MUL	57	56	36	63	39		79	72		96	56
WHT	69	51	39	73	50	48	84	89		93	57
FRL	56	44	37	62	43	42	74	83		89	46
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	27	29	23	53	65	61	36	58		79	28
ELL		42	40								
ASN	89	65		91						100	58
BLK	40	46		70							
HSP	63	56	52	85	68	68	74	89		85	61
MUL	70	51	38	84	65		86	100			
WHT	71	58	47	83	62	68	78	90		91	62
FRL	63	57	50	77	62	64	73	86		83	47
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	14	32	30	29	41	37	22	61		76	21
ELL	36	57									
ASN	88	86		78	50			92			
BLK	33	46		50	27						
HSP	65	57	46	75	52	45	76	85		97	38
MUL	74	57	30	83	62	64	91	64		79	60
WHT	71	60	47	78	59	47	76	89		93	53
FRL	58	54	42	72	56	43	66	79		87	37

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	73
Total Points Earned for the Federal Index	717
Total Components for the Federal Index	11
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	54
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	75
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	58
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	59

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	62
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	58
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

VHS Mathematics performance, learning gains and learning gains in bottom 25% for Students With Disabilities exhibited the lowest performance during the 18-19 school year. Increasingly, Venice High School students are taking Algebra I prior to 9th Grade. For example, last school year VHS tested 305 total students in Algebra I out of 605 total 9th grade students. Many of the students who did not take Algebra I in 7th or 8th grade have previously struggled with Mathematics proficiency.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

VHS Mathematics performance, learning gains and learning gains in bottom quartile for Students With Disabilities exhibited the lowest performance during the 18-19 school year. Increasingly, Venice High School students are taking Algebra I prior to 9th grade.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

ELA Learning Gains and ELA Learning Gains for the bottom quartile had the greatest gap when compared to state averages.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the greatest increase from 2017-2018 to 2018- 2019 was achievement in science which increased 4%.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

One area of concern is the number of students who received one or more suspensions during the 2019 school year was three times greater. In looking further at the data, VHS saw a dramatic rise in students who were suspended for violations for Vaping devices and use. Another area of concern is the slight rise in overall students receiving a level 1 on statewide assessments.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. ELA Achievement for Students with Disabilities
2. Mathematics Achievement for Students with Disabilities
3. Mathematics Learning Gains for Lower 25% for Students with Disabilities
4. ELA Learning Gains for Students with Disabilities
5. ELA Learning Gains for Lower 25% for Students with Disabilities

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA Achievement for Students With Disabilities
Rationale	33% of VHS Students with Disabilities achieved proficiency on the FSA ELA during the 2019 school year. 56% of students statewide scored at 3 and above and 67% of VHS students scored a 3 and above on the FSA ELA during the 2018-2019 School Year.
State the measurable outcome the school plans to achieve	VHS Students with Disabilities demonstrated a 6% growth in proficiency between 2018 School Year and 2019 School Year. The proficiency for Students with Disabilities will increase from 33% to 37% for School Year 2020.
Person responsible for monitoring outcome	Trenton Terry (trenton.terry@sarasotacountyschools.net)
Evidence-based Strategy	Students with Disabilities at Venice High School will receive a Multi-Tiered System of Support in which they will provided grade level instruction by an ESE/Reading Certified teacher who will focus on components of reading to include the following based on individual need: Reading Comprehension, Vocabulary, Fluency, Phonics, and Phonemic Awareness. Students with Disabilities at Venice High School may receive the following services based upon need: systemic and explicit reading interventions and activities in the areas of phonology, Sound-Symbol Association, Syllable Instruction, Morphology, Syntax and Semantics in an Intensive Language Arts classroom or a Content Area Reading Classroom. Level 1 Students will receive the intervention through Intensive Language Arts Classroom while Level 2 students will be served through content area classrooms, Environmental Science and World History.
Rationale for Evidence-based Strategy	Based on the data for students at Venice High School, VHS students enrolled in both Intensive Language Arts and English Language Arts show growth in comparison with their peers who are not enrolled in both courses for support. The Research Assessment and Evaluation Team for the Sarasota County Schools utilized FSA Data for Level 1 and Level 2 Students with a Disability who were enrolled and not enrolled in Intensive Language Arts. The RAE Team compared students proficiency rates and learning gains to make this determination.
Action Step	
Description	<ol style="list-style-type: none"> 1. Students with Disabilities who score a Level 1 on the FSA Reading will be placed into Intensive Language Arts and an English Language Arts class with an ESE/Reading certified teacher support. 2. Students who score a Level 1 on the FSA Reading and enrolled in Intensive Language Arts will utilize Achieve 3000 for Diagnostic Assessment and Progress Monitoring. 3. 9th and 10th grade Students with Disabilities who score a level 2 on the FSA Reading will be placed into an English Language Arts class with an reading certified teacher. 4. 9th Grade students who score a level 2 on the FSA Reading will be placed into a Content Area Reading Class, Environmental Science, which will be Co-Taught. One teacher will be certified in ESE/Reading and the other will be certified in Science. 5. 10th Grade students who score a level 2 on the FSA Reading will be placed into a Content Area Reading Class, World History, which will be Support Facilitated by two teachers. One teacher will be certified in ESE/Reading and the other will be certified in Social Studies. 6. All students who score a level 1 or level 2 on the FSA Reading will also take two District

Benchmark assessments for additional progress monitoring.

7, VHS ELA Teachers will also work together through Professional Learning Communities to create common formative and summative assessments to monitor progress towards specific Florida Standards.

8. Teachers utilize common planning time along with planning time embedded in VHS Connects for curriculum design, data analysis and interventional support.

9. Teachers are utilizing a new Reflective Planning Template to activate greater reflection of practice based upon student results.

10. ELA and ILA teachers are receiving Disciplinary Literacy Professional Development support through Curriculum Specialists in Sarasota County.

11. Teachers reference Current Student Academic Dashboard to review most recent academic progress.

Person Responsible	Trenton Terry (trenton.terry@sarasotacountyschools.net)
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#2	
Title	ELA Learning Gains for Students with Disabilities
Rationale	31% of VHS Students with Disabilities made Learning Gains during the 2018-2019 FSA ELA Assessment. Comparatively, 50% VHS students who took the FSA ELA in 2019 made Learning Gains and 51% of students statewide made Learning Gains.
State the measurable outcome the school plans to achieve	35% of VHS Students with Disabilities will make Learning Gains in the 2019-2020 school year.
Person responsible for monitoring outcome	Trenton Terry (trenton.terry@sarasotacountyschools.net)
Evidence-based Strategy	Students with Disabilities at Venice High School will receive a Multi-Tiered System of Support in which they will be provided grade level instruction by an ESE/Reading Certified teacher who will focus on components of reading to include following based on individual need: Reading Comprehension, Vocabulary, Fluency, Phonics, and Phonemic Awareness. Students with Disabilities at Venice High School may receive the following services based upon need: systemic and explicit reading interventions and activities in the areas of phonology, Sound-Symbol Association, Syllable Instruction, Morphology, Syntax and Semantics in an Intensive Language Arts classroom or a Content Area Reading Classroom. Level 1 Students will receive the intervention through Intensive Language Arts Classroom while Level 2 students will be served through content area classrooms, Environmental Science and World History.
Rationale for Evidence-based Strategy	Based on the data for students at Venice High School, VHS students enrolled in both Intensive Language Arts and English Language Arts show growth in comparison with their peers who are not enrolled in both courses for support. The Research Assessment and Evaluation Team for the Sarasota County Schools utilized FSA Data for Level 1 and Level 2 Students with a Disability who were enrolled and not enrolled in Intensive Language Arts. The RAE Team compared students proficiency rates and learning gains to make this determination.
Action Step	
Description	<ol style="list-style-type: none"> 1. Students with Disabilities who score a Level 1 on the FSA Reading will be placed into Intensive Language Arts and an English Language Arts class with an ESE/Reading certified teacher support. 2. Students who score a Level 1 on the FSA Reading and enrolled in Intensive Language Arts will utilize Achieve 3000 for Diagnostic Assessment and Progress Monitoring. 3. 9th and 10th grade Students with Disabilities who score a level 2 on the FSA Reading will be placed into an English Language Arts class with an reading certified teacher. 4. 9th Grade students who score a level 2 on the FSA Reading will be placed into a Content Area Reading Class, Environmental Science, which will be Support Facilitated by two teachers. One teacher will be certified in ESE/Reading and the other will be certified in Science. 5. 10th Grade students who score a level 2 on the FSA Reading will be placed into a Content Area Reading Class, World History, which will be Co-Taught. One teacher will be certified in ESE/Reading and the other will be certified in Social Studies. 6. All students who score a level 1 or level 2 on the FSA Reading will also take two District

Benchmark assessments for additional progress monitoring.

7, VHS ELA Teachers will also work together through Professional Learning Communities to create common formative and summative assessments to monitor progress towards specific Florida Standards.

8. Teachers utilize common planning time along with planning time embedded in VHS Connects for curriculum design, data analysis and interventional support.

9. Teachers are utilizing a new Reflective Planning Template to activate greater reflection of practice based upon student results.

10. ELA and ILA teachers are receiving Disciplinary Literacy Professional Development support through Curriculum Specialists in Sarasota County.

11. Teachers reference Current Student Academic Dashboard to review most recent academic progress.

Person Responsible	Trenton Terry (trenton.terry@sarasotacountyschools.net)
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#3	
Title	ELA Learning Gains for Students with Disabilities in the Lowest 25th Percentile
Rationale	21% of VHS Students with Disabilities in the Lowest 25th Percentile made Learning Gains in 2018-2019 School Year. Comparatively, 39% of VHS students in the Lowest 25th Percentile made Learning Gains.
State the measurable outcome the school plans to achieve	25% of VHS Students with Disabilities in the Lowest 25th Percentile will make Learning Gains in School Year 2019.
Person responsible for monitoring outcome	Trenton Terry (trenton.terry@sarasotacountyschools.net)
Evidence-based Strategy	Students with Disabilities at Venice High School will receive a Multi-Tiered System of Support in which they will provided grade level instruction by an ESE/Reading Certified teacher who will focus on components of reading to include following based on individual need: Reading Comprehension, Vocabulary, Fluency, Phonics, and Phonemic Awareness. Students with Disabilities at Venice High School may receive the following services based upon need: systemic and explicit reading interventions and activities in the areas of phonology, Sound-Symbol Association, Syllable Instruction, Morphology, Syntax and Semantics in an Intensive Language Arts classroom or a Content Area Reading Classroom. Level 1 Students will receive the intervention through Intensive Language Arts Classroom while Level 2 students will be served through content area classrooms, Environmental Science and World History.
Rationale for Evidence-based Strategy	Based on the data for students at Venice High School, VHS students enrolled in both Intensive Language Arts and English Language Arts show growth in excess of their peers who are not enrolled in both courses for support. The Research Assessment and Evaluation Team for the Sarasota County Schools utilized FSA Data for Level 1 and Level 2 Students with a Disability who were enrolled and not enrolled in Intensive Language Arts. The RAE Team compared students proficiency rates and learning gains to make this determination.
Action Step	
Description	<ol style="list-style-type: none"> 1. Students with Disabilities who score a Level 1 on the FSA Reading will be placed into Intensive Language Arts and an English Language Arts class with an ESE/Reading certified teacher support. 2. Students who score a Level 1 on the FSA Reading and enrolled in Intensive Language Arts will utilize Achieve 3000 for Diagnostic Assessment and Progress Monitoring. 3. 9th and 10th grade Students with Disabilities who score a level 2 on the FSA Reading will be placed into an English Language Arts class with an reading certified teacher. 4. 9th Grade students who score a level 2 on the FSA Reading will be placed into a Content Area Reading Class, Environmental Science, which will be Support Facilitated by two teachers. One teacher will be certified in ESE/Reading and the other will be certified in Science. 5. 10th Grade students who score a level 2 on the FSA Reading will be placed into a Content Area Reading Class, World History, which will be Support Facilitated by two teachers. One teacher will be certified in ESE/Reading and the other will be certified in Social Studies.

6. All students who score a level 1 or level 2 on the FSA Reading will also take two District Benchmark assessments for additional progress monitoring.
- 7, VHS ELA Teachers will also work together through Professional Learning Communities to create common formative and summative assessments to monitor progress towards specific Florida Standards.
8. Teachers utilize common planning time along with planning time embedded in VHS Connects for curriculum design, data analysis and interventional support.
9. Teachers are utilizing a new Reflective Planning Template to activate greater reflection of practice based upon student results.
10. ELA and ILA teachers are receiving Disciplinary Literacy Professional Development support through Curriculum Specialists in Sarasota County.
11. Teachers reference Current Student Academic Dashboard to review most recent academic progress.

Person Responsible	Trenton Terry (trenton.terry@sarasotacountyschools.net)
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#4	
Title	Math Achievement for Students with Disabilities
Rationale	28% of VHS students with Disabilities achieved proficiency on the FSA Mathematics Exams during the 2018-2019 school year. 72% of VHS students scored a 3 and above on the FSA Mathematics during the 2018-2019 School Year.
State the measurable outcome the school plans to achieve	32% VHS Students with Disabilities will achieve proficiency on 2020 FSA Exams.
Person responsible for monitoring outcome	Eric Jackson (eric.jackson@sarasotacountyschools.net)
Evidence-based Strategy	Students with Disabilities at Venice High School will receive a Multi-Tiered System of Support in which they will be provided grade level instruction by an ESE/Mathematics instructor. Teachers are receiving Disciplinary Literacy PD to support students in their development key Mathematical Practices to include: Making Sense of Problems, Reasoning Abstractly, Constructing Arguments, Modeling with Mathematics, Using Appropriate Tools Strategically, Attending to Precision, Making Use of Structure and Expressing Regularity in Repeated Reasoning. Tier 2 support for students will be provided through a block of Algebra IA and Algebra IB courses. Tier 3 Instruction will be provided to students through a year long Algebra IA course and a year long Alg IB course. Geometry students will also be provided with a Multi-Tier System of support. Identified students will be placed in a Geometry class that will be co-taught by two teachers certified in Mathematics.
Rationale for Evidence-based Strategy	28% of Students with Disabilities achieved proficiency on FSA Mathematics exams in 2019. 72% of all Venice High School Students achieved proficiency in 2019.
Action Step	
Description	<ol style="list-style-type: none"> 1. Students scoring at a level 1 for consecutive years on the FSA 7th Grade and 8th Grade Mathematics exams will be placed in a year long Algebra IA Class. 2. Students scoring a Level 1 on the 8th Grade Mathematics assessment or a Level 2 on the 8th Grade Mathematics Assessment will be placed in a block class of Algebra IA/IB. 3. Students scoring a level 1 on the Algebra I FSA will be placed in a Geometry class co-taught by two instructors certified in Mathematics. 4. Teachers will create a one hour on-going Mathematics Advisory Session for students that will occur during the school day. 5. VHS will provide instructional aid support in specific Algebra and Geometry classes. 6. The Mu Alpha Theta Honor Society will provide after school support at the direction of a certified teacher. 7. VHS will offer supplements to teachers who are willing to push in to classrooms during their planning periods to support students in need. 8. Teachers utilize common planning time along with planning time embedded in VHS Connects for curriculum design, planning, data analysis and planning for intervention. 9. Teachers are utilizing a new planning template to activate greater reflection of practice

based upon student results.

10. Algebra and Geometry teachers will receive Disciplinary Literacy Professional Development support through Curriculum Specialists in Sarasota County.

11. Teachers reference Current Student Academic Dashboard to review most recent academic progress.

Person

Responsible

Eric Jackson (eric.jackson@sarasotacountyschools.net)

#5	
Title	Math Learning Gains for Students with Disabilities
Rationale	28% of Students with Disabilities made learning gains on 2019 FSA Exams. 49% of all VHS students made learning gains on FSA Mathematics exams in 2019.
State the measurable outcome the school plans to achieve	32% of VHS Students with Disabilities will make Learning Gains on FSA Mathematics exams in 2019.
Person responsible for monitoring outcome	Eric Jackson (eric.jackson@sarasotacountyschools.net)
Evidence-based Strategy	Students with Disabilities at Venice High School will receive a Multi-Tiered System of Support in which they will be provided grade level instruction by an ESE/Mathematics instructor. Teachers are receiving Disciplinary Literacy PD to support students in their development key Mathematical Practices to include: Making Sense of Problems, Reasoning Abstractly, Constructing Arguments, Modeling with Mathematics, Using Appropriate Tools Strategically, Attending to Precision, Making Use of Structure and Expressing Regularity in Repeated Reasoning. Tier 2 support for students will be provided through a block of Algebra IA and Algebra IB courses. Tier 3 Instruction will be provided to students through a year long Algebra IA course and a year long Alg IB course. Geometry students will also be provided with a Multi-Tier System of support. Identified students will be placed in a Geometry class that will be co-taught by two teachers certified in Mathematics.
Rationale for Evidence-based Strategy	VHS utilized data derived from recent FSA Exams, USA Test Prep, I-Ready and teacher created formative assessments to make determinations about placement of students in appropriate classes and tiered support.
Action Step	
Description	<ol style="list-style-type: none"> 1. Students scoring at a level 1 for consecutive years on the FSA 7th Grade and 8th Grade Mathematics exams will be placed in a year long Algebra IA Class. 2. Students scoring a Level 1 on the 8th Grade Mathematics assessment or a Level 2 on the 8th Grade Mathematics Assessment will be placed in a block class of Algebra IA/IB. 3. Students scoring a level 1 on the Algebra I FSA will be placed in a Geometry class co-taught by two instructors certified in Mathematics. 4. Teachers will create a one hour on-going Mathematics Advisory Session for students that will occur during the school day. 5. VHS will provide instructional aid support in specific Algebra and Geometry classes. 6. The Mu Alpha Theta Honor Society will provide after school support at the direction of a certified teacher. 7. VHS will offer supplements to teachers who are willing to push in to classrooms during their planning periods to support students in need. 8. Students will be scheduled into a Unique Skills class that will support Mathematics intervention. 9. Teachers are utilizing a new planning template to activate greater reflection of practice based upon student results.

10. Algebra and Geometry teachers will receive Disciplinary Literacy Professional Development support through Curriculum Specialists in Sarasota County.

11. Teachers utilize common planning time along with planning time embedded in VHS Connects for curriculum design, planning, data analysis and planning for intervention.

12. Teachers reference Current Student Academic Dashboard to review most recent academic progress.

Person Responsible Eric Jackson (eric.jackson@sarasotacountyschools.net)

#6	
Title	Math Learning Gains for Students with Disabilities in the Lowest 25th Percentile
Rationale	15% of Students with Disabilities in the Lower 25% made Learning Gains on FSA Mathematics exams in 2019. 47% of all Venice High School Students made learning gains in 2019.
State the measurable outcome the school plans to achieve	19% of VHS Students with Disabilities in the Lower 25% will make Learning Gains on FSA Mathematics exams in 2020.
Person responsible for monitoring outcome	Eric Jackson (eric.jackson@sarasotacountyschools.net)
Evidence-based Strategy	Students with Disabilities at Venice High School will receive a Multi-Tiered System of Support in which they will be provided grade level instruction by an ESE/Mathematics instructor. Teachers are receiving Disciplinary Literacy PD to support students in their development of key Mathematical Practices to include: Making Sense of Problems, Reasoning Abstractly, Constructing Arguments, Modeling with Mathematics, Using Appropriate Tools Strategically, Attending to Precision, Making Use of Structure and Expressing Regularity in Repeated Reasoning. Tier 2 support for students will be provided through a block of Algebra IA and Algebra IB courses. Tier 3 Instruction will be provided to students through a year long Algebra IA course and a year long Alg IB course. Geometry students will also be provided with a Multi-Tier System of support. Identified students will be placed in a Geometry class that will be co-taught by two teachers certified in Mathematics.
Rationale for Evidence-based Strategy	VHS utilized data derived from recent FSA Exams, USA Test Prep, I-Ready and teacher created formative assessments to make determinations about placement of students in appropriate classes and tiered support.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers utilize common planning time along with time embedded in VHS Connects for curriculum design, data analysis and interventional support. 2. Students scoring a level 1 for consecutive years on the FSA 7th Grade and 8th Grade Mathematics exams will be placed in a year long Algebra IA Class. 3. Students scoring a Level 1 on the 8th Grade Mathematics assessment or a Level 2 on the 8th Grade Mathematics Assessment will be placed in a block class of Algebra IA/IB. 4. Students scoring a level 1 on the Algebra I FSA will be placed in a Co-Taught Geometry class. Both instructors are certified in Mathematics and one is certified in ESE. 5. Teachers will create a one hour on-going Mathematics Advisory Session for students that will occur during the school day. 6. VHS will provide instructional support to specific Algebra and Geometry students through the use of Math Labs. 7. The Mu Alpha Theta Honor Society will provide after school support at the direction of a certified teacher. 8. VHS will offer supplements to teachers who are willing to push in to classrooms during their planning periods to support students in need.

9. Teachers are utilizing a new Reflective Planning Template to activate greater reflection of practice based upon student results.
10. Algebra and Geometry teachers will receive Disciplinary Literacy Professional Development support through Curriculum Specialists in Sarasota County.
11. Teachers reference Current Student Academic Dashboard to review most recent academic progress.

Person Responsible Eric Jackson (eric.jackson@sarasotacountyschools.net)

#7	
Title	ELA Achievement
Rationale	71% of VHS Students will achieved proficiency on FSA ELA Exams in School Year 2019. This year 67% of VHS students achieved proficiency on FSA ELA Exams.
State the measurable outcome the school plans to achieve	71% of VHS Students will achieve proficiency on FSA ELA Exams.
Person responsible for monitoring outcome	Trenton Terry (trenton.terry@sarasotacountyschools.net)
Evidence-based Strategy	Students at Venice High School will receive support in a variety of manners. Students will have the opportunity to select from Pre-IB Course, on-level courses and supported courses. Additionally, students at Venice High School will receive a Multi-Tiered System of Support in which they will provided grade I Level 1 Students will receive the intervention through Intensive Language Arts Classroom while Level 2 students will be served through content area classrooms, Environmental Science and World History.
Rationale for Evidence-based Strategy	Based on the data for students at Venice High School, VHS students enrolled in both Intensive Language Arts and English Language Arts show growth in excess of their peers who are not enrolled in both courses for support. The Research Assessment and Evaluation Team for the Sarasota County Schools utilized FSA Data for Level 1 and Level 2 The RAE Team compared students proficiency rates and learning gains to make this determination.
Action Step	
Description	<ol style="list-style-type: none"> 1. Students who score a Level 1 on the FSA Reading will be placed into Intensive Language Arts with an ESE/Reading certified teacher. 2. Students who score a level 1 on the FSA Reading will be placed into an English Language Arts class with an Reading Certified teacher. 3. 9th and 10th grade Students who score a level 2 on the FSA Reading will be placed into an English Language Arts class with an reading certified teacher. 4. 9th Grade students who score a level 2 on the FSA Reading will be placed into a Content Area Reading Class, Environmental Science, which will be Support Facilitated by two teachers. One teacher will be certified in ESE/Reading and the other will be certified in Science. 5. 10th Grade students who score a level 2 on the FSA Reading will be placed into a Content Area Reading Class, World History, which will be Support Facilitated by two teachers. One teacher will be certified in ESE/Reading and the other will be certified in Social Studies. 6. Students who score a Level 1 on the FSA Reading and enrolled in Intensive Language Arts will utilize Achieve 3000 for Diagnostic Assessment and Progress Monitoring. 7. Students who score a level 2 on the FSA Reading and enrolled in the Content Area Reading Classes will utilize Achieve 3000 for Diagnostic Assessment and Progress Monitoring. 8. All students who score a level 1 or level 2 on the FSA Reading will also take two District Benchmark assessments for additional progress monitoring. 9. VHS ELA Teachers will also work together through Professional Learning Communities

to create common formative and common summative assessments to monitor progress towards specific Florida Standards.

10. Teachers utilize common planning time along with planning time embedded in VHS Connects for curriculum design, data analysis and for interventional support.

11. Teachers are utilizing a new planning template to activate greater reflection of practice based upon student results.

12. ELA and ILA teachers will receive Disciplinary Literacy Professional Development support through Curriculum Specialists in Sarasota County.

13. Teachers reference Current Student Academic Dashboard to review most recent academic progress.

14. VHS ELA Teachers will participate in a series of Learning Walks to enhance rigor, engagement and clarity.

Person Responsible	Trenton Terry (trenton.terry@sarasotacountyschools.net)
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#8	
Title	Social Studies Achievement for Students with Disabilities
Rationale	56% of VHS Students With Disabilities achieved proficiency on the 2019 US History End of Course Examination. 88% of all VHS students achieved proficiency.
State the measurable outcome the school plans to achieve	60% of VHS Students with Disabilities will achieve proficiency on the 2019 US History End of Course Examination.
Person responsible for monitoring outcome	Robin Livingston (robin.livingston@sarasotacountyschools.net)
Evidence-based Strategy	Students with Disabilities at Venice High School will receive a Multi-Tiered System of Support in which they will be provided standards based instruction in US History with a certified teacher. Additionally, students with disabilities receive direct instruction from an ESE/Social Studies Certified Teacher. This same teacher is receiving Disciplinary Literacy Professional Development to enhance her work with students.
Rationale for Evidence-based Strategy	Students with Disabilities will receive more individualized and intensive instructional support. VHS analyzed FSA 10 Grade Reading Data and USA Test Prep Progress Monitoring Data to make determinations regarding student placement.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers utilize common planning time along with time embedded in VHS Connects for curriculum design, data analysis and for instructional support. 2. Teachers are utilizing a new Reflective Planning Template to activate greater reflection of practice based upon student results. 3. World History and US History teachers will receive Disciplinary Literacy Professional Development support through Curriculum Specialists in Sarasota County. 4. Teachers will utilize USA Test Prep to progress monitor student achievement towards stated goals.
Person Responsible	Robin Livingston (robin.livingston@sarasotacountyschools.net)

#9	
Title	Science Achievement for Students with Disabilities
Rationale	45% of VHS Students With Disabilities achieved proficiency on the 2019 Biology End of Course Examination. 82% of all VHS students achieved proficiency.
State the measurable outcome the school plans to achieve	49% of VHS Students with Disabilities will achieve proficiency on the 2020 Biology End of Course Examination.
Person responsible for monitoring outcome	Rosemary Schmidt (rosemary.schmidt@sarasotacountyschools.net)
Evidence-based Strategy	Students with Disabilities at Venice High School will receive support in which they will be provided standards based instruction in Biology with a certified teacher.
Rationale for Evidence-based Strategy	Students with Disabilities will have the opportunity for more individualized attention and instruction from teachers at VHS.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers utilize common planning time along with planning time embedded in VHS Connects for curriculum design, data analysis and for instructional support. 2. VHS will offer supplements to teachers who are willing to push in to classrooms during their planning periods to support students in need. 3. Teachers are utilizing a new Reflective Planning Template to activate greater reflection of practice based upon student results. 4. Environmental Science and Biology teachers will receive Disciplinary Literacy Professional Development support through Curriculum Specialists in Sarasota County. Teachers will focus planning efforts to include literacy strategies within the Biology content. 5. Biology Teachers will utilize USA Test Prep to progress monitor student achievement related to stated goal.
Person Responsible	Rosemary Schmidt (rosemary.schmidt@sarasotacountyschools.net)

#10	
Title	Students with One or More Suspensions
Rationale	VHS saw a large increase in the number of students who received one or more suspensions in the 2019 school year. During the 2018 school year, 53 VHS students were suspended once or more. During the 2019 school year, the number of students suspended once or more increased to 174.
State the measurable outcome the school plans to achieve	VHS will reduce the number of students suspended once or more by 10% in the 2020 school year.
Person responsible for monitoring outcome	Lindsay Gallof (lindsay.gallof@sarasotacountyschools.net)
Evidence-based Strategy	VHS will utilize multiple evidence based strategies. VHS will incorporate Social and Emotional Learning and a student advisory period titled VHS Connects.
Rationale for Evidence-based Strategy	During the 2018 school year, 53 VHS students were suspended once or more. During the 2019 school year, the number of students suspended once or more increased to 174. VHS utilized the Student Information System to gather data on the number of incidents which resulted in a student being suspended one or more times.
Action Step	
Description	<p>1. Guidance Counselors, Exceptional Student Education Teachers and Physical Education Teachers will design and teach lessons to all 9th grade students centered around the ten tenants that comprise the Civility Squad. The lessons will be delivered each month as outlined below:</p> <p>August Respect Others September Accept Others October Speak Kindly November Pay Attention December Make a Difference January Listen February Rediscover Silence March Keep Your Cool April Stay Positive May Say Thank You</p> <p>2. All VHS Teachers will participate in targeted Social and Emotional Learning Professional Development on October 14th as part of a district wide learning experience.</p> <p>3. VHS has created an alternate bell schedule for students to attend VHS Connects on a weekly basis. VHS Connects provides the opportunity for students to connect with teachers, activities of interest, peers or academics.</p> <p>4. All VHS Students will receive 5 hours of required Mental Health instruction throughout the school year.</p> <p>5. VHS has contracted services with a First Step mentor to provide mentoring and assistance to students who exhibit need for outside resources. The First Step Mentor has an office on the VHS Campus.</p> <p>6. VHS serves over 300 students with mentors through community partnerships: BBBS Youth for Christ</p>

Teen Court
Girls Inc.
Alateen

8. VHS is implementing Positive Behavior Support model which recognizes students on a weekly basis through IMPACT Cards, celebrations and Renaissance.

Person Responsible Lindsay Gallof (lindsay.gallof@sarasotacountyschools.net)

#11

Title Students with Attendance Below 90%

Rationale VHS had 378 students who had attendance below 90% in the 2019 school year.

State the measurable outcome the school plans to achieve VHS will reduce the number of students with attendance below 90% by 10% for the 2020 School Year.

Person responsible for monitoring outcome Lindsay Gallof (lindsay.gallof@sarasotacountyschools.net)

Evidence-based Strategy VHS will utilize multiple evidence based strategies. VHS will incorporate Social and Emotional Learning and a student advisory period titled VHS Connects.

Rationale for Evidence-based Strategy During the 2019 school year, VHS had 378 students who attended less than 90% of the allotted school days. VHS utilized the student information system to gather data to make this determination.

Action Step

Description

1. VHS employs an attendance secretary to assist staff in ensuring that parents are notified of chronic student absences.
2. VHS conducts weekly School Wide Support Team meetings and refers students to truancy personnel when necessary.
3. VHS has created an alternate bell schedule for students to attend VHS Connects on a weekly basis. VHS Connects provides the opportunity for students to connect with teachers, activities of interest, peers or academics.

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Venice High School works to build relationships with parents, families and community stakeholders in a variety of ways. Prior to the start of each school year, VHS hosts a parent meeting for all incoming 9th grade parents. Shortly after the school year begins, VHS hosts an Open House for all families to visit campus. Additionally, VHS host International Baccalaureate Parent Evenings for parents of International Baccalaureate Students. VHS hosts multiple Student/Parent Information Nights to connect with parents and students. Additionally, VHS works to connect with community stakeholders on a regular basis. VHS hosts month School Advisory Council meetings. The School Advisory Council is made up of student, parent and community representatives. On a weekly basis, VHS hosts an advisory period referred to as VHS Connects. During this time period, VHS students have the opportunity to connect with business partners in a variety of sessions. This year students connected with community stakeholders from the Aviation Industry, Civil Engineering and Health Care industries to name just a few. VHS Student Government Representatives also spend one day working with members of the Venice City Council who hosts our students annually.

PFEP Link

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

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 Counselors, PE/Health Teachers and ESE Liaisons, will work together to implement a comprehensive Social and Emotional Learning Program. VHS Staff will work in conjunction with one of our community partners, Gulf Coast Community Foundation to implement the Civility Squad with our students. The Civility Squad, promotes the 10 Keys to Civility, guiding principles and simple behaviors to improve the way we interact with one another. Planning, developing and delivering lessons to students that reinforce character traits will promote a positive school climate and culture and will assist in reducing the number of student referrals at VHS while increasing overall student achievement.

- Guidance Counselors, PE/Health Teachers, ESE Liaisons and Behavior Specialists will develop one 48-minute lesson for each Character Trait.
- During pre-planning week, the Guidance Counselors, PE/Health Teachers, ESE Liaisons and Behavior Specialist will work to identify the character trait/traits that they are responsible for developing.
- Civility Squad lessons will be developed in accordance with District-Wide Civility Squad Monthly Calendar 2019-2020.
- Civility Squad lessons will be delivered to 9th grade students through HOPE classes during the 2019-2020 school year.
- Civility Squad lessons will be taught monthly beginning in September and in accordance with the District-Wide Civility Squad Monthly Calendar 2019-2020.
- Quarterly Civility Squad presentation will be delivered in VPAC during VHS Connects for 10th, 11th and 12th Grade Students.
- VHS Connects Presentations will focus on 3 or 4 Character Traits each quarter in accordance with the District-Wide Civility Squad Monthly Calendar 2019-2020.
- PBIS Meetings First Wednesday of each Month.

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

The VHS 9th Grade Academy was implemented at Venice High School to help the rising ninth grade students transition to high school. Students are part of a learning community where there is an emphasis on relationships, rigor, and relevance. There is also more individual contact with teachers, counselors, behavior specialist and the Assistant principal. The VHS 9th Grade Academy also focuses on character development by having students take a Leadership class to prepare our freshmen not only for the

remainder of their high school career, but also for the challenges of becoming productive members of our community.

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.

Venice High School Leadership utilizes data from multiple sources to plan for support through the Master Scheduling process. This support can come in a variety of manners to include students being placed in smaller classes to providing push-in support on a daily or weekly basis. The VHS Leadership team meets twice weekly to engage in collaborative problem solving to address issues as they arise on campus. Principal Eric Jackson is responsible for scheduling these meetings.

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

Venice High School partners with the Venice Rotary to fund the Rotary Futures program on campus. Through this partnership, Venice High School is able to provide students with access to two advisers who support students with College and Career Planning. The Rotary Futures team presents college and career information to students, parents and community members in a variety of formats to include Junior and Senior Class Student and Parent Presentations. The Rotary Team hosts an annual "College Fair" on the VHS campus where college representatives from all over the United States visit and provide information to students. These include Technical Colleges for students interested in careers. Additionally, college representatives are hosted by the VHS Rotary throughout the year. The Rotary team also assists VHS students in identifying scholarships for college.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ELA Achievement for Students With Disabilities				\$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	2110	140-Substitute Teachers	0221 - Venice Senior High School	General Fund	0.0	\$3,500.00
2	III.A.	Areas of Focus: ELA Learning Gains for Students with Disabilities				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	2110	100-Salaries	0221 - Venice Senior High School	General Fund		\$5,000.00
3	III.A.	Areas of Focus: ELA Learning Gains for Students with Disabilities in the Lowest 25th Percentile				\$0.00
4	III.A.	Areas of Focus: Math Achievement for Students with Disabilities				\$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	2110	140-Substitute Teachers	0221 - Venice Senior High School	General Fund		\$3,500.00

5	III.A.	Areas of Focus: Math Learning Gains for Students with Disabilities				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	2110	100-Salaries	0221 - Venice Senior High School	General Fund		\$5,000.00
6	III.A.	Areas of Focus: Math Learning Gains for Students with Disabilities in the Lowest 25th Percentile				\$0.00
7	III.A.	Areas of Focus: ELA Achievement				\$0.00
8	III.A.	Areas of Focus: Social Studies Achievement for Students with Disabilities				\$8,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	2110	140-Substitute Teachers	0221 - Venice Senior High School	General Fund		\$3,500.00
	2110	100-Salaries	0221 - Venice Senior High School	General Fund		\$5,000.00
9	III.A.	Areas of Focus: Science Achievement for Students with Disabilities				\$8,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	2110	140-Substitute Teachers	0221 - Venice Senior High School	General Fund		\$3,500.00
	2110	100-Salaries	0221 - Venice Senior High School	General Fund		\$5,000.00
10	III.A.	Areas of Focus: Students with One or More Suspensions				\$96,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	2110	120-Classroom Teachers	0221 - Venice Senior High School	General Fund		\$70,000.00
	2110	160-Other Support Personnel	0221 - Venice Senior High School	General Fund		\$26,000.00
11	III.A.	Areas of Focus: Students with Attendance Below 90%				\$0.00
Total:						\$130,000.00