

Duval County Public Schools

Venetia Elementary School



2020-21 Schoolwide Improvement Plan

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Venetia Elementary School

4300 TIMUQUANA RD, Jacksonville, FL 32210

<http://www.duvalschools.org/venetia>

Demographics

Principal: Monique Chatman

Start Date for this Principal: 6/16/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	74%
2019-20 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 Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (63%) 2017-18: C (51%) 2016-17: B (61%) 2015-16: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
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 Duval 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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Venetia Elementary School

4300 TIMUQUANA RD, Jacksonville, FL 32210

<http://www.duvalschools.org/venetia>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School KG-5</p>	<p>2019-20 Title I School</p> <p>Yes</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>86%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>73%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	C	B

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Venetia Elementary School of the Medical Arts provides a well-balanced, rigorous curriculum designed to meet the academic and social needs of individual students as well as create an environment that supports an interest in the medical fields.

Provide the school's vision statement.

The vision of Venetia Elementary School of the Medical Arts is to provide students with opportunities to explore practices, subjects, and experiences in academic and medical fields as well as inspire and provide rigorous preparation for students to continue their exploration in the Medical Arts Middle School program and beyond as healthy, productive citizens of our society.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Worthen, Monique	Principal	
Cooley, Amber	Instructional Coach	
Booth, John	Assistant Principal	

Demographic Information

Principal start date

Tuesday 6/16/2020, Monique Chatman

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5

Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	74%
2019-20 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 Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (63%) 2017-18: C (51%) 2016-17: B (61%) 2015-16: C (53%)
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SI Region	Northeast
Regional Executive Director	Cassandra Brusca
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Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	80	72	85	76	59	74	0	0	0	0	0	0	0	446
Attendance below 90 percent	20	16	17	15	11	11	0	0	0	0	0	0	0	90
One or more suspensions	1	0	0	1	3	1	0	0	0	0	0	0	0	6
Course failure in ELA	2	2	0	2	0	0	0	0	0	0	0	0	0	6
Course failure in Math	1	2	0	1	0	0	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide ELA assessment	40	49	43	34	12	15	0	0	0	0	0	0	0	193
Level 1 on 2019 statewide Math assessment	49	48	54	41	16	9	0	0	0	0	0	0	0	217

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	38	44	41	31	12	11	0	0	0	0	0	0	0	177

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	4	0	1	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	1	1	0	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Monday 8/10/2020

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	
Number of students enrolled	85	71	84	69	57	67	0	0	0	0	0	0	0	433
Attendance below 90 percent	0	0	2	0	4	4	0	0	0	0	0	0	0	10
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	2	3	0	0	0	0	0	0	0	5

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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	
Number of students enrolled	85	71	84	69	57	67	0	0	0	0	0	0	0	433
Attendance below 90 percent	0	0	2	0	4	4	0	0	0	0	0	0	0	10
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	2	3	0	0	0	0	0	0	0	5

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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	52%	50%	57%	56%	49%	55%
ELA Learning Gains	60%	56%	58%	61%	56%	57%
ELA Lowest 25th Percentile	69%	50%	53%	50%	54%	52%
Math Achievement	66%	62%	63%	65%	62%	61%
Math Learning Gains	77%	63%	62%	71%	63%	61%
Math Lowest 25th Percentile	61%	52%	51%	67%	54%	51%
Science Achievement	57%	48%	53%	59%	50%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	59%	51%	8%	58%	1%
	2018	56%	50%	6%	57%	-1%
Same Grade Comparison		3%				
Cohort Comparison						
04	2019	53%	52%	1%	58%	-5%
	2018	46%	49%	-3%	56%	-10%
Same Grade Comparison		7%				
Cohort Comparison		-3%				
05	2019	49%	50%	-1%	56%	-7%
	2018	62%	51%	11%	55%	7%
Same Grade Comparison		-13%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	69%	61%	8%	62%	7%
	2018	75%	59%	16%	62%	13%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2019	83%	64%	19%	64%	19%
	2018	43%	60%	-17%	62%	-19%
Same Grade Comparison		40%				
Cohort Comparison		8%				
05	2019	50%	57%	-7%	60%	-10%
	2018	54%	61%	-7%	61%	-7%
Same Grade Comparison		-4%				
Cohort Comparison		7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	59%	49%	10%	53%	6%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	72%	56%	16%	55%	17%
Same Grade Comparison		-13%				
Cohort Comparison						

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	17	50	64	21	39	36	27				
BLK	48	62	71	59	75	58	41				
HSP	48	33		59	79		60				
MUL	56	80		67	73						
WHT	59	64		80	81		86				
FRL	41	54	67	56	70	47	51				

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	23	56	50	17	33	18					
BLK	45	43	56	46	39	24	60				
HSP	58	65		62	41						
MUL	67			60							
WHT	59	59		70	34		79				
FRL	46	51	61	55	41	23	67				

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	39	53		36	47						
BLK	46	48	53	55	61	56	54				
HSP	55	67		52	50						
WHT	66	71		78	82	90	60				
FRL	49	58	55	55	63	65	58				

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	63
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	442
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
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Students With Disabilities	
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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%	0

English Language Learners	
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Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
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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%	0

Asian Students	
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Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
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Federal Index - Black/African American Students	59
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
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Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	69
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	74
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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.

ELA achievement showed the lowest overall performance. There are trends of ELA Achievement declining by two percentage points each year. These students were exposed to a curriculum with limited passages for reading in the primary grades. We have experienced students not reading on grade level but are making gains in their reading ability.

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

Science showed the greatest decline. The reading proficiency of this particular group of students was much lower than that of the previous year's group, with 47 percent proficiency in 4th grade and 46 percent proficiency in 5th 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 achievement has the greatest gap with the school 5 percent lower than the state average. This was also true the previous year. The amount of time provided for independent reading with practice of

a specific skill could be a contributing factor. We also notice that stamina of reading for 80 minutes is a factor.

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

Math Lowest 25 percentile showed the greatest gains. Overall, math gains increased significantly. Drilling down data and providing targeted supports to students based on their individual data. Also, consistent small group support with an instructional paraprofessional.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

The attendance of these students can be a concern. Frequent absences could contribute to their academic performance.

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

1. Standards Aligned Instruction (ELA, Math, & Science Achievement)
2. Social-Emotional
- 3.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Our achievement levels in Reading, Math, and Science are below 70% proficiency. Math has continued to increase in proficiency. But reading and science has decreased. The ELA achievement has declined over time and has been the lowest domain in previous years. Based on our 5 Essentials survey, students feel teachers provide Ambitious Instruction in reading and math. Teachers feel there is a lack of quality of student discussions. This issue is based on the lack of opportunity students are allowed to discuss in class and teaching of successful discussion techniques. Some assignments lack a strong alignment to the standards. Some assignments are on the learning arc of the standard but do not get to the full depth of the standard. Therefore learning tasks are misaligned or not fully aligned.

Measurable Outcome: 90% of our teachers will provide standards-aligned instruction through planning and implementation and allow opportunities for quality discussion of work aligned to standards from sometimes to almost always (based on 5 Essentials). This will aid in increasing student's ability to grapple with the full depth of the standards.
 Data will be collected from the Standards Walk through Tool provided by DCPS.
 *Standards Aligned Tasks: Move the needle from 0.6 to 1.5
 *Learning Arc Alignment: Move the needle from 1.0 to 1.5-2.0
 *Guides Learning (Student Use): Move the needle from 1.2 to 1.5-2.0

Person responsible for monitoring outcome: Monique Worthen (worthenm1@duvalschools.org)

Instructional delivery provides opportunities for students to engage in quality discussions.
 Instructional lessons, tasks, and assessments will expose students to standards-aligned instruction. At least two tasks on the lesson cycle will be fully aligned to the standards.

Evidence-based Strategy: Teachers, Reading Coach, & Tutor will provide consistent small group instruction for students based on individual student data using research-based instructional materials. Materials include but are not limited to, Leveled Literacy Intervention (LLI), Reading Mastery, Freckle (online learning program for reading and math), & Gizmos (online learning for science). Additional resources such as the Mimeo Teach (interactive white board tool), listening centers, and supplies for learning centers will be used to enhance student learning and increase student engagement.

Rationale for Evidence-based Strategy: If we provide opportunities for quality discussion and ensure standards-aligned instruction, students will be prepared to face state assessments, assignments, and tasks fully aligned to the standard.

Action Steps to Implement

Administration and reading coach will facilitate common planning with teachers using planning and data analysis protocols for monitoring student data and response to standards-aligned instruction to student assigned tasks. Use item specs and ALDs to appropriately align work and standards.

Person Responsible Monique Worthen (worthenm1@duvalschools.org)

Teachers will consistently meet with targeted groups of students to provide targeted instructional support.

Person Responsible Monique Worthen (worthenm1@duvalschools.org)

Teachers, reading coach, and administration will select and determine research based materials to be used during whole group and small group instruction that fully align to the standard.

Person Responsible Amber Cooley (cooleya@duvalschools.org)

Teachers will provide differentiated learning tasks for students based on demonstrated need.

Person Responsible Monique Worthen (worthenm1@duvalschools.org)

Calibrate with Assistant Principal and Admin Team for walkthroughs and planning based on standards-aligned instruction.

Person Responsible Monique Worthen (worthenm1@duvalschools.org)

District support for professional development, common planning and walkthroughs.

Person Responsible Amber Cooley (cooleya@duvalschools.org)

Admin, teachers, and coach create a student discussion tool & protocol to help support student use of the standard language through common planning for use in the classroom.

Person Responsible Monique Worthen (worthenm1@duvalschools.org)

#2. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Through the 5 Essentials Survey the category Supportive Environment, which is completed by students showed a concern in areas such as safety and teacher-student trust. These areas are a focus because some students want teachers to listen to their ideas and keep their promises. Listening to student ideas could help support the learning environment in a positive way.

Measurable Outcome: 100% of all teachers will engage in the implementation of social emotional learning through Calm Classroom and the monthly character lessons.

Person responsible for monitoring outcome: John Booth (boothj2@duvalschools.org)

Instructional delivery of Calm Classroom three times a day.

Evidence-based Strategy: Monthly Character Lesson Curriculum will be taught each month focused on a targeted character trait such as responsibility, courage, respect, etc.

Sanford Harmony and Guidance Lessons will be taught to allow students to express their feelings about safety in and around the school.

Safety Lessons will be initially taught and reviewed each quarter.

Rationale for Evidence-based Strategy: Based on the 5 Essentials Survey, each strategy addresses a key area of concern for students and support Social Emotional Learning. These lessons will support their social emotional well-being. If student's mental health is strengthened, students will be able to stay more focused on classwork as well as feel safe and secure in and out of school. These strategies will also help encourage teachers to listen to students in other formats beyond academics.

Action Steps to Implement

Teachers will implement Calm Classroom and teaching monthly character traits with fidelity.

Teachers will review safety lessons each quarter.

Person Responsible John Booth (boothj2@duvalschools.org)

The School Counselor will teach Sanford Harmony and Safety Lessons to students through monthly guidance classes.

Person Responsible Amber Cooley (cooleya@duvalschools.org)

Administration will monitor implementation of all programs (Calm Classroom, Sanford Harmony, and Safety Lessons).

Person Responsible Monique Worthen (worthenm1@duvalschools.org)

Small group discussions with 4th and 5th graders about key areas of concern based on the 5 Essentials data.

Person Responsible Monique Worthen (worthenm1@duvalschools.org)

Admin and teachers will provide instruction and clarification for survey questions to help support understanding.

Person Responsible Monique Worthen (worthenm1@duvalschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The school will continue to address attendance concerns and needs. Our school counselor will create attendance goals and rewards to help decrease the number of absences.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The school will notify all parents of their opportunities to participate in school activities in a timely manner via flyers, Twitter, Facebook, school website, school marquee, email, and Military Family Life Counselor. Communication will be dual language as needed. Flexible scheduling times will be considered as well. Bilingual staff will assist in contacting Hispanic families. Military Family Life Counselor will communicate activity times/dates with military families. Parents will have the opportunity to participate in decision making during the Title 1 Developmental Meeting and at monthly SAC meetings.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$134,165.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	130-Other Certified Instructional Personnel	0681 - Venetia Elementary School	Title, I Part A	1.0	\$77,973.40

			<i>Notes: Reading Coach Position-Amber Cooley</i>			
	5900	120-Classroom Teachers	0681 - Venetia Elementary School	Title, I Part A	5.0	\$5,170.91
			<i>Notes: Full time teachers with tutor multiple assignments</i>			
	5100	369-Technology-Related Rentals	0681 - Venetia Elementary School	Title, I Part A		\$7,900.00
			<i>Notes: Renaissance: Freckle (Reading & Math) Explore Learning: Gizmos</i>			
	5100	510-Supplies	0681 - Venetia Elementary School	Title, I Part A		\$3,285.35
			<i>Notes: Curriculum Associates: Phonics for Reading mastery Education: Measuring Up Workbooks (Level C, D,E)</i>			
	5100	510-Supplies	0681 - Venetia Elementary School	Title, I Part A		\$8,850.00
			<i>Notes: Lakeshore learning Materials (center activities & white boards) Scholastic (Classroom Libraries)</i>			
	5100	519-Technology-Related Supplies	0681 - Venetia Elementary School	Title, I Part A		\$640.00
			<i>Notes: Computer Headsets Laminating Films</i>			
	5100	620-Audio Visual Materials (Non-consumable)	0681 - Venetia Elementary School	Title, I Part A	3.0	\$300.00
			<i>Notes: CD Players (School Specialty)</i>			
	5100	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	0681 - Venetia Elementary School	Title, I Part A		\$9,700.00
			<i>Notes: Listening Center Stations MimioTeach Interactive Whiteboard</i>			
	6400	510-Supplies	0681 - Venetia Elementary School	Title, I Part A		\$954.43
			<i>Notes: Barnes & Nobles-PD Books</i>			
	5900	130-Other Certified Instructional Personnel	0681 - Venetia Elementary School	Title, I Part A	1.0	\$19,390.91
			<i>Notes: Part time certified tutor</i>			
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$3,247.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	330-Travel	0681 - Venetia Elementary School	Title, I Part A		\$1,672.00
			<i>Notes: MOSH Planetarium</i>			
	7800	390-Other Purchased Services	0681 - Venetia Elementary School	Title, I Part A		\$1,575.00
			<i>Notes: Jacksonville Zoo Mosh/Planterium</i>			
					Total:	\$137,412.00