

Sarasota County Schools

Venice Senior High School



2020-21 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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	33%
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 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%)
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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Venice Senior High School

1 INDIAN AVE, Venice, FL 34285

www.sarasotacountyschools.net/venicehigh

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	27%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	19%

School Grades History

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

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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.

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

Name	Title	Job Duties and Responsibilities
Jackson, Eric	Principal	
Jones, Kathleen	Teacher, K-12	ELA Department Chair
Myers, Gretchen	Teacher, Career/ Technical	CTE Department Chair
Corso, Monique	Teacher, K-12	Foreign Language Department Chair
Wheatley, Brian	Teacher, K-12	Physical Education Department Chair
Kerpchar, Jo-Ann	Teacher, K-12	Social Studies Department Chair
Baker, LeeAnne	Teacher, K-12	Performance Based Diploma Program Department Chair
Lash, Robert	Teacher, K-12	Mathematics Department Chair
Schmidt, Rosemary	Assistant Principal	Science and Testing
Terry, Trenton	Assistant Principal	Curriculum and Instruction
Tanaka, Danielle	Assistant Principal	Career and Technical Education and Performing/Fine Arts
Gallof, Lindsay	Assistant Principal	Administration/Athletics
Therrien, Deborah	Teacher, K-12	Intensive Language Arts Department Chair
Moore, Jeanette	Teacher, K-12	Fine Arts Department Chair
DeVries, Samantha	Teacher, K-12	Science Department Chair
Fletcher, Valerie	Teacher, K-12	Exceptional Student Education Department Chair
Slaton, Mia	School Counselor	Guidance Department Chair
Gruhl, Mathew	Assistant Principal	Social Studies and Foreign Language Departmental Supervision

Demographic Information

Principal start date

Friday 7/1/2016, Zoltan Kerestely

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

108

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
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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 .	

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	606	622	587	541	2356
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	47	67	45	39	198
One or more suspensions	0	0	0	0	0	0	0	0	0	78	55	53	12	198
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	75	71	54	51	251
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	43	16	0	0	59

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	0	0	0	0	

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	7	26	16	0	49
Students retained two or more times	0	0	0	0	0	0	0	0	0	6	10	5	0	21

Date this data was collected or last updated

Monday 9/21/2020

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	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	

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	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	

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	
	(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
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

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
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%	0
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%	0
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%	0
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%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	59
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	62
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	
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	65
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	58
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.

VHS Students with Disabilities demonstrated the lowest performance on the 2019 FSA ELA. This includes the percentage of students proficient, the percentage of students making learning gains and the percentage of students in the bottom quartile making learning gains. While Students With Disabilities performed lowest at VHS, the subgroup made gains in comparison to previous years.

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

VHS mathematics data demonstrated the most significant decline for SY 2019. VHS Algebra I students demonstrated a 9% decline and VHS Geometry students demonstrated an 11% decline. One factor that potentially impacted performance was a change in math progression. Increasing numbers of Venice High School students take Algebra I and Geometry during their middle school years. Many of the test takers at Venice High School have previously struggled with the content of mathematics.

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 bottom quartile students had the greatest gap when compared with state averages. Venice High School students typically perform above state averages in reading proficiency. Venice High School students with disabilities have exhibited academic struggle for a long period of time which has created a large gap upon arrival on campus during the 9th grade year.

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

The data component that showed the most improvement from SY 18 to SY 19 was science achievement which improved by 4%. VHS increased its focus on teacher collaboration and embedded within the collaboration was a focus on standards based lesson design.

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

VHS saw an increase the number of students who were suspended one or more times during SY 20. The number of 9th and 10th grade students suspended in SY 20 was approximately the same as SY 19. VHS saw an increase in the number of 11th grade students with one or more suspensions in when comparing SY 19 and SY 20.

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. Supporting Remote Learners academically during the current pandemic is a priority
4. Mathematics Learning Gains for Lower 25% of Students with Disabilities
5. ELA Learning Gains for Students with Disabilities

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	ELA Achievement for Students with Disabilities is an area of focus as identified by the gap between the performance of SWD students and their grade level peers. 33% of VHS SWD achieved a score of 3 or better on the FSA ELA during SY 19 while 67% of all VHS students met proficiency.
Measurable Outcome:	VHS students with disabilities demonstrated a 6% growth in achievement based on the most recent comparative FSA data. The proficiency for VHS SWD will increase from 33% to 37% for SY 21.
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 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 Steps to Implement

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.

Person Responsible Trenton Terry (trenton.terry@sarasotacountyschools.net)

2. Students who score a Level 1 on the FSA Reading and enrolled in Intensive Language Arts will utilize Achieve 3000 for and the Sarasota County Schools Decision Tree to make decisions for Diagnostic Assessment and Progress Monitoring.

Person Responsible Trenton Terry (trenton.terry@sarasotacountyschools.net)

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

Person Responsible Trenton Terry (trenton.terry@sarasotacountyschools.net)

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 CoTaught. One teacher will be certified in ESE/Reading and the other will be certified in science.

Person Responsible Trenton Terry (trenton.terry@sarasotacountyschools.net)

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.

Person Responsible Trenton Terry (trenton.terry@sarasotacountyschools.net)

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.

Person Responsible Trenton Terry (trenton.terry@sarasotacountyschools.net)

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.

Person Responsible Trenton Terry (trenton.terry@sarasotacountyschools.net)

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

Person Responsible Trenton Terry (trenton.terry@sarasotacountyschools.net)

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

Person Responsible Trenton Terry (trenton.terry@sarasotacountyschools.net)

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

Person Responsible Trenton Terry (trenton.terry@sarasotacountyschools.net)

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

Person Responsible Trenton Terry (trenton.terry@sarasotacountyschools.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: ELA Learning Gains for Students with Disabilities will be an area of focus for SY 21. 31% of VHS Students with Disabilities made Learning Gains on the most recent FSA ELA Assessment. Comparatively, 50% VHS students who took the most recent FSA ELA made Learning Gains and 51% of students statewide made Learning Gains.

Measurable Outcome: 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 Steps to Implement

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.

Person Responsible Trenton Terry (trenton.terry@sarasotacountyschools.net)

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

Person Responsible Trenton Terry (trenton.terry@sarasotacountyschools.net)

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.

Person Responsible Trenton Terry (trenton.terry@sarasotacountyschools.net)

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.

Person Responsible Trenton Terry (trenton.terry@sarasotacountyschools.net)

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.

Person Responsible Trenton Terry (trenton.terry@sarasotacountyschools.net)

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

Person Responsible Trenton Terry (trenton.terry@sarasotacountyschools.net)

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

Person Responsible Trenton Terry (trenton.terry@sarasotacountyschools.net)

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

Person Responsible Trenton Terry (trenton.terry@sarasotacountyschools.net)

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

Person Responsible Trenton Terry (trenton.terry@sarasotacountyschools.net)

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

Person Responsible Trenton Terry (trenton.terry@sarasotacountyschools.net)

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Math achievement for students with disabilities. 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

Measurable Outcome: 32% VHS Students with Disabilities will achieve proficiency on 2021 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 Steps to Implement

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.

Person Responsible Trenton Terry (trenton.terry@sarasotacountyschools.net)

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.

Person Responsible Trenton Terry (trenton.terry@sarasotacountyschools.net)

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.

Person Responsible Trenton Terry (trenton.terry@sarasotacountyschools.net)

4. The Mu Alpha Theta Honor Society will provide after school support at the direction of a certified teacher

Person Responsible Robert Lash (robert.lash@sarasotacountyschools.net)

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

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

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

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

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

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

#4. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Math Learning Gains for Students with Disabilities 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.

Measurable Outcome: 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 Steps to Implement

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.

Person Responsible Trenton Terry (trenton.terry@sarasotacountyschools.net)

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 blockmclass of Algebra IA/IB.

Person Responsible Trenton Terry (trenton.terry@sarasotacountyschools.net)

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.

Person Responsible Trenton Terry (trenton.terry@sarasotacountyschools.net)

4. The Mu Alpha Theta Honor Society will provide after school support at the direction of a certified teacher.

Person Responsible Robert Lash (robert.lash@sarasotacountyschools.net)

5. Students will be scheduled into a Unique Skills class that will support Mathematics intervention.

Person Responsible Rosemary Schmidt (rosemary.schmidt@sarasotacountyschools.net)

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

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

7. Teachers utilize common planning time for curriculum design, planning, data analysis and planning for intervention.

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

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

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

#5. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Social Studies Achievement for Students with Disabilities 56% of VHS Students With Disabilities achieved proficiency on the 2019 US History End of Course Examination. 88% of all VHS students achieved proficiency.

Measurable Outcome: 60% of VHS Students with Disabilities will achieve proficiency on the 2021 US History End of Course Examination.

Person responsible for monitoring outcome: Mathew Gruhl (mathew.gruhl@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 Steps to Implement

1. Teachers utilize common planning time for curriculum design, data analysis and for instructional support.

Person Responsible Mathew Gruhl (mathew.gruhl@sarasotacountyschools.net)

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

Person Responsible Mathew Gruhl (mathew.gruhl@sarasotacountyschools.net)

3. Teachers will utilize USA Test Prep to progress monitor student achievement towards stated goals.

Person Responsible Mathew Gruhl (mathew.gruhl@sarasotacountyschools.net)

#6. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	Science Achievement for Students with Disabilities 45% of VHS Students With Disabilities achieved proficiency on the 2019 Biology End of Course Examination. 82% of all VHS students achieved proficiency.
Measurable Outcome:	49% of VHS Students with Disabilities will achieve proficiency on the 2021 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 Steps to Implement

1. Teachers utilize common planning time along for curriculum design, data analysis and for instructional support.

Person Responsible Rosemary Schmidt (rosemary.schmidt@sarasotacountyschools.net)

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

Person Responsible Rosemary Schmidt (rosemary.schmidt@sarasotacountyschools.net)

3. Biology Teachers will utilize USA Test Prep to progress monitor student achievement related to stated goal.

Person Responsible Rosemary Schmidt (rosemary.schmidt@sarasotacountyschools.net)

#7. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale: Enhancing student engagement for remote learners. This year, Venice High School will be responsible for delivering instruction to students both Remotely and in a Face-To-Face setting. 82% of VHS students initially selected returning to school in a Face-To-Face manner for SY 21. 18% of VHS students elected to learn remotely. Individual classroom teachers are responsible for teaching both Face-To-Face and Remote students simultaneously.

Measurable Outcome: VHS remote learning students will achieve proficiency at the same rate as their face-to-face peers.

Person responsible for monitoring outcome: Trenton Terry (trenton.terry@sarasotacountyschools.net)

Evidence-based Strategy: Teachers will progress monitor attendance and task completion for remote learners. Based on progress monitoring, teachers will identify students not meeting outlined criteria and report to school counseling team for potential referral to School Wide Support Team.

Rationale for Evidence-based Strategy: The effective progress monitoring of remote learning students will lead to early identification of students exhibiting academically at-risk behaviors that will allow for early intervention and support.

Action Steps to Implement

1. Teachers and administrators review attendance, behavioral and grade data twice quarterly.

Person Responsible Rosemary Schmidt (rosemary.schmidt@sarasotacountyschools.net)

2. Attendance concerns will be addressed by school counselors who will initiate parental contact via a phone call.

Person Responsible Trenton Terry (trenton.terry@sarasotacountyschools.net)

3. Behavioral concerns will be addressed through support from the VHS Behavior Specialist.

Person Responsible Rosemary Schmidt (rosemary.schmidt@sarasotacountyschools.net)

4. Academic concerns will be addressed by school counselors, ESE Liaisons and other VHS supports staff.

Person Responsible Rosemary Schmidt (rosemary.schmidt@sarasotacountyschools.net)

5. Students exhibiting multiple needs as identified by attendance, individual course grades and disciplinary referrals will be referred to the VHS School Wide Support Team.

Person Responsible Trenton Terry (trenton.terry@sarasotacountyschools.net)

6. School Wide Support Team will plan interventions to support academics, behaviors or attendance concerns. These will be addressed by School Social Worker, School Psychologist, School Truancy Worker, First Step Counselor, Big Brothers/Big Sisters and other support personnel/agencies dependent upon need.

Person Responsible Trenton Terry (trenton.terry@sarasotacountyschools.net)

#8. Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale: Recognizing and using diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning and promotes school and classroom practices that validate and value similarities and differences among students. We expect that our professional learning will lead to enhancing our support of teachers as they work to create safe and productive classrooms that are aligned with the five tenets of social and emotional learning as outlined by Fisher, Smith and Frey. In addition to that work our team will work to support teachers as they identify and implement culturally responsive classroom practices.

Measurable Outcome: We hope to employ the competencies associated with culturally responsiveness and social and emotional learning to create safe, inclusive, intellectually stimulating classrooms. We hope to attend to students' social and emotional needs, to support their sense of identity, access, and belonging.

Person responsible for monitoring outcome: Eric Jackson (eric.jackson@sarasotacountyschools.net)

Evidence-based Strategy: The VHS Administrative Team will take part in a collaborative book study to deepen our understanding in order to support the implementation an effective comprehensive Social and Emotional Learning program.

Rationale for Evidence-based Strategy: VHS reviewed Gate Keeper data, Mental Health Referrals and Threat assessments conducted by staff on campus during SY 20. VHS found 25 instances in which staff implemented Gate Keeper procedures, 20 instances of Mental Health Referrals 4 instances where Threat Assessments were conducted.

Action Steps to Implement

1. Administrative Team will study Culturally and Linguistically Responsive Teaching and Learning and Social Emotional Wellness.

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

2. Administrative team will meet monthly to engage in select book studies to determine ways in which best practices can be embedded at VHS.

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

#9. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus VHS saw a 14 percent increase in the number of students who were suspended one or more times during SY 20. The removal of students from classrooms for suspension leads to a loss of instructional time for individual students.

Description and Rationale:

Measurable Outcome: VHS will reduce the number of students suspended one or more times during SY 21 by 10%

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

Evidence-based Strategy: Venice High School will continue its implementation of Positive Behavioral and Interventional Support to SY 21.

Rationale for Evidence-based Strategy: VHS wants to recognize and promote behaviors that are consistent with standards outlined in our Student and Family Handbook.

Action Steps to Implement

1. VHS PBIS Committee meets monthly.

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

2. VHS developed a student leadership class that meets daily.

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

3. Student leadership class analyzes the VHS PBIS core values of Being Safe, Being Respectful and Being Responsible and creates an action plan to promote these values through VTV news and other formats to include IMPACT Cards on campus.

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

4. Leadership class also develops procedures to assist in the district wide implementation of Civility Squad which promotes 10 Character Traits for members of our community.

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

#10. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	ELA Learning Gains for Students with Disabilities in the Lowest 25th Percentile 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
Measurable Outcome:	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 Steps to Implement

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.

Person Responsible Trenton Terry (trenton.terry@sarasotacountyschools.net)

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.

Person Responsible Trenton Terry (trenton.terry@sarasotacountyschools.net)

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.

Person Responsible Trenton Terry (trenton.terry@sarasotacountyschools.net)

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.

Person Responsible Trenton Terry (trenton.terry@sarasotacountyschools.net)

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.

Person Responsible Trenton Terry (trenton.terry@sarasotacountyschools.net)

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.

Person Responsible Trenton Terry (trenton.terry@sarasotacountyschools.net)

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.

Person Responsible Trenton Terry (trenton.terry@sarasotacountyschools.net)

8. Teachers utilize common planning time for curriculum design, data analysis and interventional support.

Person Responsible Trenton Terry (trenton.terry@sarasotacountyschools.net)

No description entered

Person Responsible [no one identified]

#11. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus	Math Learning Gains for Students with Disabilities in the Lowest 25th Percentile 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.
Description and Rationale:	
Measurable Outcome:	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 Steps to Implement	
	1. Teachers utilize common planning time for curriculum design, data analysis and interventional support.
Person Responsible	Eric Jackson (eric.jackson@sarasotacountyschools.net)
	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.
Person Responsible	Trenton Terry (trenton.terry@sarasotacountyschools.net)
	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
Person Responsible	Trenton Terry (trenton.terry@sarasotacountyschools.net)
	4. Students scoring a level 1 on the Algebra I FSA will be placed in a CoTaught Geometry class. Both instructors are certified in Mathematics and one is certified in ESE.
Person Responsible	Trenton Terry (trenton.terry@sarasotacountyschools.net)

5. VHS will provide instructional support to specific Algebra and Geometry students through the use of Math Labs.

Person Responsible Robert Lash (robert.lash@sarasotacountyschools.net)

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

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

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

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

Additional Schoolwide Improvement Priorities

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

Venice High School Administrators will collaborate with groups of stakeholders to include teachers, parents and community leaders to maintain its focus on high quality teaching and learning. VHS Administrators will work to identify support be it financial, time or talent allocation to serve all students.

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.

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.

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: ESSA Subgroup: Students with Disabilities				\$13,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
		100-Salaries	0221 - Venice Senior High School	General Fund		\$1,000.00
		<i>Notes: Stipend for ELA Lab paid from A+ Dollars.</i>				
		100-Salaries	0221 - Venice Senior High School	General Fund		\$12,600.00
		<i>Notes: Implementation of Co-Teaching to support level 2 Readers.</i>				
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
		100-Salaries	0221 - Venice Senior High School	General Fund		\$1,000.00
		<i>Notes: A+ Dollar allocation for ELA Lab to support students.</i>				
3	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$7,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
		100-Salaries	0221 - Venice Senior High School	General Fund		\$1,000.00
		<i>Notes: A+ Dollars</i>				
		100-Salaries	0221 - Venice Senior High School	General Fund		\$6,300.00
		<i>Notes: Implementation of Co-Teaching model for Geometry students.</i>				
4	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
		100-Salaries	0221 - Venice Senior High School	General Fund		\$1,000.00
		<i>Notes: A+ Dollars utilized to pay stipend for after school math lab.</i>				
5	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
6	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
7	III.A.	Areas of Focus: Instructional Practice: Student Engagement				\$0.00

8	III.A.	Areas of Focus: Leadership: Leadership Development				\$0.00
9	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				\$70,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
		100-Salaries	0221 - Venice Senior High School	General Fund		\$70,000.00
			Notes: Outreach Specialist			
10	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
11	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
Total:						\$92,900.00