



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Venice Senior High School

1 INDIAN AVE

Venice, FL 34285

941-488-6726

www.sarasotacountyschools.net/venicehigh

School Demographics

School Type High School	Title I No	Free and Reduced Lunch Rate 36%
Alternative/ESE Center No	Charter School No	Minority Rate 15%

School Grades History

2013-14 A	2012-13 B	2011-12 B	2010-11 B
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SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	15
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	29
Part III: Coordination and Integration	0
Appendix 1: Professional Development Plan to Support Goals	47
Appendix 2: Budget to Support Goals	49

Purpose and Outline of the SIP

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

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Venice Senior High School

Principal

John Turgeon

School Advisory Council chair

Lisa Callaghan

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Stephen Johns	Performing Arts Department Chair
Gail Bruder-Warner	Visual Arts Department Chair
Wayne Robertson	Math Department Chair
Kathleen Jones	English Department Chair
Lawrence Burke	Reading Department Chair
Barbara Farrar	Social Studies Department Chair
Gretchen Myers	Career Technical Education Department Chair
Brenda Bartlett	Guidance Department Chair
Stephen Case	Science Department Chair
Seth Jones	Exception Student Education Department Chair
Marilyn Ruthardt	World Language Department Chair
Brian Wheatley	Physical Education Department Chair

District-Level Information

District

Sarasota

Superintendent

Mrs. Lori White

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The current membership of SAC includes 18 people: 6 Community / Business representatives, 5 Venice High School staff members, 4 parents and 3 students. Of these 18 volunteers the positions held are Principal, Chairperson and Vice Chairperson.

Involvement of the SAC in the development of the SIP

The SAC is involved with the school improvement plan (SIP) from both an oversight and creative perspective. From the creative perspective, the SAC provides potential suggestions and solutions to SIP. These suggestions may include funding sources, volunteers to assist with programs or ideas about increasing students learning, parental involvement and how to address the Early Warning Signs of at-risk students.

Activities of the SAC for the upcoming school year

The SAC meets monthly and provides advisory for programs such as Math Lab, Science Lab, IB program, support of STEM and reaching At-Risk students.

Projected use of school improvement funds, including the amount allocated to each project

Projected use of SIP funds includes supporting the arts department, STEM program and other unforeseen needs at the school.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

4

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

John Turgeon

Principal

Years as Administrator: 16

Years at Current School: 4

Credentials

BS Exceptional Student Education
 MS Exceptional Student Education
 EDS Educational Leadership

Performance Record

2011 - 2012 - "B" School
 2010 - 2011 - "B" School
 2009 - 2010 - "A" School

Danielle Tanaka		
Asst Principal	Years as Administrator: 2	Years at Current School: 2
Credentials	EDD - Educational Leadership MPA - Public Administration MED - Counseling BA - Sociology	
Performance Record		

Michael Jennings		
Asst Principal	Years as Administrator: 9	Years at Current School: 9
Credentials	MS Educational Leadership BS Criminal Justice	
Performance Record	2011 - 2012 "B" School 2010 - 2011 "B" School 2009 - 2010 "A" School	

Joshua Leinweber		
Asst Principal	Years as Administrator: 9	Years at Current School: 1
Credentials	MS Educational Leadership BA English / Education	
Performance Record	2011- 2012 - "B" School 2010 - 2011 - "B" School 2009 - 2010 - "A" School	

Instructional Coaches

of instructional coaches
0

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

of classroom teachers
98

receiving effective rating or higher

0%

Highly Qualified Teachers

100%

certified in-field

98, 100%

ESOL endorsed

49, 50%

reading endorsed

16, 16%

with advanced degrees

60, 61%

National Board Certified

6, 6%

first-year teachers

1, 1%

with 1-5 years of experience

13, 13%

with 6-14 years of experience

32, 33%

with 15 or more years of experience

52, 53%

Education Paraprofessionals

of paraprofessionals

7

Highly Qualified

1, 14%

Other Instructional Personnel

of instructional personnel not captured in the sections above

receiving effective rating or higher

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Venice High School is actively involved with recruiting fairs in conjunction with Sarasota County Human Resources to discover highly qualified, effective teachers. Department chairs and

administration work closely together to orient teachers to Venice High School. This provides new teachers with a positive learning and collaborative learning culture to develop and grow professionally.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Venice High School's teacher mentoring plan is aligned with the Sarasota County Induction Program (SCIP). New teachers are assigned a mentor who is a current faculty member, often in the same curriculum area, and has demonstrated highly effective characteristics both inside and outside the classroom.

The SCIP program is a 2 year program that includes required monthly meetings with the mentors, maintenance and completion of a portfolio and meetings with district level personnel. During this time the new teacher is familiarized with both county and school policies.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Each year we generate data to identify students that are part of our at-risk and our bottom quartile population. Using this data, we collaborate with teachers, guidance counselors, and support staff to develop an individualized plan to address the unique needs of each of these students. Students are assigned a mentor that progress monitors the student's academic progression. Furthermore, administrators and guidance counselors meet weekly to review academic and behavioral issues that impede progress. If at any point progress is not noted, collaboration with the classroom teachers begins in order to provide Tier I and Tier II interventions. This may include the assistance of our behavioral specialist when indicated. If these interventions still fail, the student is referred to the School-Wide Support Team (SWST) for staffing and solution implementation. Similar steps are taking with other populations such as students with failing grades and/or 10 or more absences.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The school based leadership team fluctuates members as it responses to the needs of a student. For example, a student receiving Exceptional Student Services (ESE) will have a leadership team that also includes the Behavior Specialist and the ESE liaison. On the other hand, an attendance issue student will have a leadership team that includes our master scheduler and a guidance counselor. Each of these leaders takes an active role in supporting the MTSS process at school. As it relates to the SIP, weekly meeting occur between an assistant principal and a guidance counselor to monitor these special population students as well as identity other struggling students.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Each assistant principal attends the weekly SWST meeting in order to monitor the fidelity of the school's MTSS and SIP. Furthermore, weekly reports are generated that continually identify students that are not

meeting academic success in order to ensure that the MTSS process is identifying and serving the special populations as outlined by the SIP.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Weekly reports are generated from the CrossPointe grading system, the AS400 student data management system, and the Apex Dropout Prevention program. These reports identify struggling students. Once teachers have exhausted their resources in serving these students, the administrator and guidance counselor support team intervene. They brain storm innovative solutions which always begin with a parent and student conference. If this continues to not garner success, the student is referred to SWST for assistance from the entire team.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Venice High School will provide understanding for staff during faculty meetings; parent understanding will be built during conferences and evening events.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 11,340

Before and after school Math Lab. Teachers work individually and in small groups with students to provide direct instruction as needed.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Students are monitored via sign in sheets. EOC for Algebra & Geometry and benchmark data are tracked to determine student mastery of content.

Who is responsible for monitoring implementation of this strategy?

Math department chair & Administration.

Strategy: Before or After School Program**Minutes added to school year:** 3,240

Before and after school Science Lab. Teachers work individually and in small groups with students to provide direct instruction as needed.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Student attendance is monitored via sign in sheets. EOC for Biology and benchmark data are tracked to determine student mastery of content.

Who is responsible for monitoring implementation of this strategy?

Science department chair & Administration.

Strategy: Summer Program**Minutes added to school year:** 1,200

STEM Camp provides direct instruction and application for VHS Medical & Engineering Academies. Incoming 9th grade students participate in Project Based Learning as it relates to both the medical and engineering fields.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Student participation is measured through teacher observation, student feedback and stakeholder input. The Venice Community Foundation supports this program and collects data through student survey.

Who is responsible for monitoring implementation of this strategy?

Administration & CTE instructors.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Jack Turgeon	Principal
Joshua Leinweber	Assistant Principal
Lawrence Burke	Reading Department Chair
Ann Pinney	English / Reading Instructor

Name	Title
Debra Bowen	Science Instructor
Coti Delgado	English / Reading Instructor
LuAnn Frimmel	Social Studies Instructor
Robert Lash	Math Instructor
Charalise Harris	Science Instructor
Mary Gambo	Career Technical Education Instructor
Gretchen Myers	Career Technical Education Department Chair

How the school-based LLT functions

The LLT is a volunteer based group that meets monthly to determine strategies for the implementation of school wide literacy programs. Throughout the year the LLT collaborates with department chairs who then filters through their content areas to provide literacy support in various classrooms. With the support of the district, the LLT is able to share its programs and processes with other LLT groups at an end of year showcase.

Major initiatives of the LLT

Venice High School's LLT is focusing on the creation of a school wide Academic Vocabulary increasing the foundations for all students. Departments will identify content relevant vocabulary and the LLT, in conjunction with department members, will identify common language. Once the common language has been identified, lessons will be shared with the school to create a fluency within the school.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

The LLT will provide teachers with multiple ways to incorporate Academic Vocabulary into their lessons. It is the responsibility of all teachers to implement the lessons in their content area. Department chairs, or department designees, will continuously work with the LLT to identify best practices. Venice High School maintains a professional development calendar that utilizes staff members individual strengths and maximizes trainers from within the district. This year VHS is committed to further development of CCSS which call for a greater focus on literacy in the content areas.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

At Venice High School we have Career Academies that focus on both Engineering and Health Occupations. In addition to these career academies, VHS also offers career technical education in culinary arts, digital design, visual and performing arts, business entrepreneurship, early childhood education. These program lead students to opportunities for internships and on the job training.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

The guidance department at VHS provides specific academic, career and post-secondary counseling for all students. Various programs throughout the year support a student's academic advisement such as:

Tribe Advisory periods, guidance grade level presentations, parent information nights, VHS College Night, AP/DE night.

VHS is also proud to have Rotary Futures as part of our post-secondary advisory group which provides process specific support for college applications, financial aid (FASA) and scholarships on the local, state and national level.

Strategies for improving student readiness for the public postsecondary level

VHS will continue to make postsecondary opportunities available to its students. We will continue to provide our students with high level science education, and the continued growth of both the STEM Academy & Health Occupations will encourage students to engage with rigorous sciences specifically both physics and living sciences.

Besides providing a focus and relevance to the sciences, VHS provides academic remediation for students who need support in preparing for postsecondary math and reading through the Math for College Success and English for College Readiness courses. These courses are aligned with postsecondary expectations and students are encouraged to demonstrate their success by taking either the SAT, ACT or PERT.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	66%	No	72%
American Indian				
Asian				
Black/African American	62%		No	66%
Hispanic	55%	53%	No	60%
White	71%	67%	No	74%
English language learners	43%		No	48%
Students with disabilities	39%	26%	No	45%
Economically disadvantaged	63%	59%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	223	25%	26%
Students scoring at or above Achievement Level 4	357	40%	42%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		20%
Students scoring at or above Level 7	12	80%	80%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	611	69%	73%
Students in lowest 25% making learning gains (FCAT 2.0)	153	69%	73%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	12	52%	56%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	10	43%	47%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	11	48%	53%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	40	11%	15%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	303	76%	78%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

Area 3: Mathematics**High School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	73%	74%	Yes	76%
American Indian				
Asian				
Black/African American				
Hispanic	75%	77%	Yes	78%
White	73%	75%	Yes	76%
English language learners		63%		
Students with disabilities	50%	39%	No	55%
Economically disadvantaged	69%	71%	Yes	72%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		29%
Students scoring at or above Level 7	10	71%	71%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		80%	82%
Students in lowest 25% making learning gains (EOC)		61%	65%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	61	17%	21%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	148	41%	43%
Students scoring at or above Achievement Level 4	91	25%	27%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	130	35%	36%
Students scoring at or above Achievement Level 4	167	45%	46%

Area 4: Science**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	190	41%	42%
Students scoring at or above Achievement Level 4	173	37%	38%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	15		20
Participation in STEM-related experiences provided for students	286	16%	20%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	905	51%	55%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		17%	19%
Students taking one or more advanced placement exams for STEM-related courses	100	18%	22%
CTE-STEM program concentrators	59		61
Students taking CTE-STEM industry certification exams	352	23%	25%
Passing rate (%) for students who take CTE-STEM industry certification exams		85%	88%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	1083	61%	68%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	299	26%	29%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		24%	27%
Students taking CTE industry certification exams	176	16%	19%
Passing rate (%) for students who take CTE industry certification exams		80%	84%
CTE program concentrators	169	12%	14%
CTE teachers holding appropriate industry certifications	7	87%	100%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	262	14%	13%
Students in ninth grade with one or more absences within the first 20 days	62	13%	12%
Students in ninth grade who fail two or more courses in any subject	62	13%	11%
Students with grade point average less than 2.0	275	15%	13%
Students who fail to progress on-time to tenth grade	44	2%	1%
Students who receive two or more behavior referrals	222	12%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	297	16%	12%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	43	2%	1%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	422	75%	79%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	37	47%	51%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	416	75%	79%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Venice High School continuously seeks ways to increase parent involvement. We sustain a high level of parent involvement through our various parent involvement opportunities we offer. These activities include Fall Student / Parent Orientation, Senior Class Information Night, Students With Disabilities Information Night, Open House Night, Junior Class Night, revised CARE calendar with a focus on parent attendance, AP / DE Night, IB Information Night, College Night, Student Parent Information Night, Monthly School Advisory Council meetings, Rotary Futures College Resource Center monthly meetings, Sertoma Club / Rotary monthly meetings, PALS Volunteers, Booster Club Meetings.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent attendance at night meetings	944	50%	60%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** By the year 2014, there will be a minimum of a 2% increase for all subgroups on the FCAT Writing assessment.
- G2.** For the school year 2013-14, there will be a 0.2% reduction in the percent of students who drop-out of school.
- G3.** For the school year 2013-2014, there will be a 4% increase in the percentage of students graduating from Venice High School.
- G4.** For the school year 2013-2014, there will be a 4% reduction of suspensions from the previous year.
- G5.** By the year 2014, there will be a minimum of a 4% increase for all students scoring at or above level 3 on the FCAT 2.0 Reading exam.
- G6.** By the year 2014, there will be a minimum of a 4% increase for all students demonstrating a learning gain.
- G7.** By the year 2014, there will be a minimum of a 4% increase for all subgroups on the Algebra EOC.
- G8.** By the year 2014, there will be a minimum of a 2% increase for all subgroups on the Geometry EOC.
- G9.** By the year 2014, there will be a minimum of a 2% increase for all subgroups on the Biology EOC when more than 70% are currently demonstrating proficiency, and a 4% increase for all subgroups on the Biology EOC when less than 70% are proficient.
- G10.** By the year 2014, there will be a minimum of a 4% increase in the number of lowest quartile students demonstrating a learning on the FCAT 2.0 reading test.

Goals Detail

G1. By the year 2014, there will be a minimum of a 2% increase for all subgroups on the FCAT Writing assessment.

Targets Supported

- Writing

Resources Available to Support the Goal

- Experienced and successful teaching staff.
- Professional development in writing instruction and scoring calibration training.

Targeted Barriers to Achieving the Goal

- New staff responsible for preparing students for the FCAT Writing assessment.

Plan to Monitor Progress Toward the Goal

Data will be reviewed by teachers and administrators to progress monitor student growth.

Person or Persons Responsible

Department Chairs, teachers and administrator.

Target Dates or Schedule:

Following writing assessments (6 times a year), in PLCs & Department Meetings.

Evidence of Completion:

Minutes of meetings and observation.

G2. For the school year 2013-14, there will be a 0.2% reduction in the percent of students who drop-out of school.

Targets Supported

- EWS
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- Rotary Futures College Resource Center
- Big Brothers, Big Sisters Mentors
- Administration, Support Staff: Behavior Specialist, ESE Liaisons, Guidance Department

Targeted Barriers to Achieving the Goal

- Difficulty in implementing interventions when students at risk of dropping out do not attend school.

Plan to Monitor Progress Toward the Goal

Student GPA data, daily attendance data, FCAT, SAT, ACT, PERT scores.

Person or Persons Responsible

Administration, support staff and counselors

Target Dates or Schedule:

Bi-weekly

Evidence of Completion:

Updated master list will reflect changes in data points and progress monitoring.

G3. For the school year 2013-2014, there will be a 4% increase in the percentage of students graduating from Venice High School.

Targets Supported

- EWS - Graduation

Resources Available to Support the Goal

- Rotary Futures
- Guidance Department
- SWST
- Data reports (students below 2.0, students who have not passed FCAT, student attendance reports)

Targeted Barriers to Achieving the Goal

- Time

Plan to Monitor Progress Toward the Goal

Continuous data collection is on-going. When results are not positive alternative interventions will be implemented.

Person or Persons Responsible

Administration & guidance counselors.

Target Dates or Schedule:

Weekly

Evidence of Completion:

Master at-risk list.

G4. For the school year 2013-2014, there will be a 4% reduction of suspensions from the previous year.

Targets Supported

- EWS - High School

Resources Available to Support the Goal

- Big Brothers & Big Sisters Mentoring Program
- School Wide Support Team
- Support Staff: Guidance Department, social worker, truancy officer, behavior specialist, ESE Liaison, school psychologist

Targeted Barriers to Achieving the Goal

- Identifying troubled youth before a suspendable action takes place.

Plan to Monitor Progress Toward the Goal

During weekly SWST meetings the team will examine if selected intervention is having an impact on student behavior. If behavior is not being positively impacted alternative interventions will be implemented.

Person or Persons Responsible

Administration, Support Staff, Guidance Counselors

Target Dates or Schedule:

Weekly

Evidence of Completion:

SWST Minutes

G5. By the year 2014, there will be a minimum of a 4% increase for all students scoring at or above level 3 on the FCAT 2.0 Reading exam.

Targets Supported

- Reading (FCAT2.0)

Resources Available to Support the Goal

- Instructional Focus Calendars.
- Lesson planning shift blending NGSS & CCSS.
- Progress monitoring of students using the FAIR assessments.
- Continued implementation of PLCs with the purpose of working on curriculum, common assessments, lesson planning and progress monitoring.
- Teachers will use FCAT Explorer and FOCUS strategies to provide students with tools to match their area of deficiency.
- CPALMS - Collaborate Plan Align Learn Motivate Share - to support lesson alignment with standards.

Targeted Barriers to Achieving the Goal

- CCSS is still relatively new to staff, so implementation of a blended model will need continuous professional development & exploration.
- New lesson plan design is a shift from what teachers have been doing.

Plan to Monitor Progress Toward the Goal

Benchmark data.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Following benchmark assessments.

Evidence of Completion:

Indicators of growth in FAIR, FOCUS & benchmark assessments.

G6. By the year 2014, there will be a minimum of a 4% increase for all students demonstrating a learning gain.

Targets Supported

- Reading (FAA, Learning Gains)

Resources Available to Support the Goal

- Implementation of Common Core Standards
- Reading Progress Monitoring Documentation
- Intensive Reading "Fusion" Classes
- Instructional Focus Calendar
- Professional Learning Communities
- Literacy Leadership Team
- Achieve 3000
- FAIR Assessments
- FOCUS Assessments & Strategies

Targeted Barriers to Achieving the Goal

- Teachers shifting instruction to include CCSS in their planning and delivery of instruction.

Plan to Monitor Progress Toward the Goal

Feedback from teachers on their comfort with the implementation of Achieve 3000.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Teacher input.

G7. By the year 2014, there will be a minimum of a 4% increase for all subgroups on the Algebra EOC.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- TI Nspire calculators, Active Expressions,
- Block Scheduling.
- Math Lab
- PLC meetings
- Instructional Focus Calendar

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Benchmark data will demonstrate student growth.

Person or Persons Responsible

Teachers and administration.

Target Dates or Schedule:

Following benchmark assessments.

Evidence of Completion:

Benchmark data.

G8. By the year 2014, there will be a minimum of a 2% increase for all subgroups on the Geometry EOC.

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

- TI Nspire calculators, Active Expressions
- Block Scheduling.
- Instructional Focus Calendar
- PLC Meetings
- Math Lab

Targeted Barriers to Achieving the Goal

- New staff in math department will need professional development and mentoring in the area of progress monitoring.

Plan to Monitor Progress Toward the Goal

Benchmark data will demonstrate student growth.

Person or Persons Responsible

Department Chairs, teachers and administration.

Target Dates or Schedule:

Following benchmark assessments.

Evidence of Completion:

Benchmark data.

G9. By the year 2014, there will be a minimum of a 2% increase for all subgroups on the Biology EOC when more than 70% are currently demonstrating proficiency, and a 4% increase for all subgroups on the Biology EOC when less than 70% are proficient.

Targets Supported

- Science - Biology 1 EOC

Resources Available to Support the Goal

- TI Inspire calculators with intensive, on site, job embedded Professional Development.
- PLCs, with focus on the Instructional Focus Calendar, CCSS, benchmark data analysis and common assessments.
- CPALMS

Targeted Barriers to Achieving the Goal

- Venice High School is piloting 9th grade students taking Biology courses.

Plan to Monitor Progress Toward the Goal

Benchmark data will demonstrate student growth.

Person or Persons Responsible

Teachers and administration.

Target Dates or Schedule:

Following benchmark assessments.

Evidence of Completion:

Benchmark data.

G10. By the year 2014, there will be a minimum of a 4% increase in the number of lowest quartile students demonstrating a learning on the FCAT 2.0 reading test.

Targets Supported

- Reading (Learning Gains)

Resources Available to Support the Goal

- "Fusion" Reading Classes
- Achieve 3000 Program
- Instructional Focus Calendar
- FAIR assessments
- PLCs
- Townsend Press
- FOCUS
- Bottom Quartile data
- Reading Progress Monitoring
- Mentors for at-risk students

Targeted Barriers to Achieving the Goal

- Achieve 3000 is a new program and will require training and resources.

Plan to Monitor Progress Toward the Goal

FAIR, FOCUS and Achieve 3000 data.

Person or Persons Responsible

Department chair, administration, teachers.

Target Dates or Schedule:

Following benchmark assessments.

Evidence of Completion:

Administrative observation and discussion with pilot teachers of implementation of Achieve 3000 software.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. By the year 2014, there will be a minimum of a 2% increase for all subgroups on the FCAT Writing assessment.

G1.B1 New staff responsible for preparing students for the FCAT Writing assessment.

G1.B1.S1 Provide new staff opportunities to participate in PLCs with veteran writing teachers to review lesson plans, best practices and scoring calibration professional development.

Action Step 1

Full day professional development to focus on scoring calibration.

Person or Persons Responsible

Administration, 10th grade English teachers

Target Dates or Schedule

October / November 2013

Evidence of Completion

Teacher feedback following workshop and written papers demonstrating calibrated scoring.

Action Step 2

Continuation of PLCs with a focus on writing instruction and scoring.

Person or Persons Responsible

Administration, English teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Minutes of PLC meetings, teacher lesson plans, grade book indicating graded writing samples.

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

Agendas of weekly PLC meetings, monthly Department Meeting & monthly department chair meetings.

Person or Persons Responsible

Supervising Administrators of assigned content areas with department chair support.

Target Dates or Schedule

Ongoing

Evidence of Completion

Minutes of weekly PLC meetings, monthly Department Meetings & monthly department chair meetings.

Plan to Monitor Effectiveness of G1.B1.S1

Student writing scores, as scored in alignment with the writing rubric. Writing should reflect student growth over timed sample writings which will be collected and scored.

Person or Persons Responsible

Department Chair & teachers.

Target Dates or Schedule

Writing embedded in IFC and writing assessments 6 times a year.

Evidence of Completion

Student writing samples, teacher gradebook.

G1.B1.S2 Professional development opportunities in writing instruction will be offered by Sarasota County School District.

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. For the school year 2013-14, there will be a 0.2% reduction in the percent of students who drop-out of school.

G2.B1 Difficulty in implementing interventions when students at risk of dropping out do not attend school.

G2.B1.S1 Closely monitor students who demonstrate a pattern of combined poor attendance and low GPA.

Action Step 1

Administration, counselors, School Wide Support Team (SWST) and teachers will monitor and work with students who have a GPA at or below 2.0 or are demonstrating a pattern of truancy.

Person or Persons Responsible

Administrators, guidance counselors, truancy officer, social worker, school psychologist and teachers

Target Dates or Schedule

Weekly meetings

Evidence of Completion

Documentation of student meetings, SWST agendas and correspondence between administrators, counselors & staff.

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

Administration will meet weekly with counselors and SWST meets weekly to gauge progress of working with at-risk students and SWST.

Person or Persons Responsible

Administration, support staff (behavior specialist, ESE Liaisons, Guidance department)

Target Dates or Schedule

Weekly meetings

Evidence of Completion

Observation / participation in meetings, communication with parent / student and counseling with student.

Plan to Monitor Effectiveness of G2.B1.S1

Color coded master list of students at-risk reviewed monthly to determine what progress is being made.

Person or Persons Responsible

Administration, support staff, counselors.

Target Dates or Schedule

Bi-weekly meetings.

Evidence of Completion

Master list will reflect change in color, from red to green, for students who are no longer in danger of dropping out.

G3. For the school year 2013-2014, there will be a 4% increase in the percentage of students graduating from Venice High School.

G3.B1 Time

G3.B1.S1 Weekly meetings with counselors and assigned administrator to focus on individual students who are in danger of not graduating as identified by data reports (below GPA, not passing FCAT, short required credits, at-risk cohort).

Action Step 1

During weekly meeting administrators and guidance counselors will discuss students who are in danger of not graduating. These students will be identified by FCAT data reports, Attendance reports, GPA reports, at-risk cohort report and high school credit reports.

Person or Persons Responsible

Administrator, guidance counselor, support staff as needed.

Target Dates or Schedule

Weekly

Evidence of Completion

A master list is maintained and updated reflecting progress with our students who are at-risk of not graduating.

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

Administration will be part of weekly meetings.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Update of master at-risk list.

Plan to Monitor Effectiveness of G3.B1.S1

Continuous progress monitoring provided from CrossPointe (gradebook system), teacher feedback and FCAT, SAT, ACT or PERT data.

Person or Persons Responsible

Administration and guidance counselors.

Target Dates or Schedule

Weekly

Evidence of Completion

Master list continuously updated.

G4. For the school year 2013-2014, there will be a 4% reduction of suspensions from the previous year.

G4.B1 Identifying troubled youth before a suspendable action takes place.

G4.B1.S1 Through SWST identify students who are demonstrating a combined pattern of truancy and behavioral referrals.

Action Step 1

Weekly the SWST will review attendance data and discipline data to identify students who may be at risk of continued behavioral infractions.

Person or Persons Responsible

Administration, Support Staff, SWST

Target Dates or Schedule

Weekly meetings

Evidence of Completion

SWST minutes

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

Administration will participate in weekly SWST to monitor that students are discussed and interventions are implemented.

Person or Persons Responsible

Administration, Support Staff, Guidance Counselors

Target Dates or Schedule

Weekly

Evidence of Completion

SWST minutes

Plan to Monitor Effectiveness of G4.B1.S1

Behavior referrals will be monitored for identified students to determine if interventions are effective.

Person or Persons Responsible

Administration, Support Staff, Guidance Counselors

Target Dates or Schedule

Weekly

Evidence of Completion

SWST minutes

G5. By the year 2014, there will be a minimum of a 4% increase for all students scoring at or above level 3 on the FCAT 2.0 Reading exam.

G5.B1 CCSS is still relatively new to staff, so implementation of a blended model will need continuous professional development & exploration.

G5.B1.S1 Program specialists from the county will provide professional development in CCSS to each content area, and join monthly department meetings, when possible, to monitor and guide the NGSSS and CCSS blended implementation.

Action Step 1

Professional development by district experts focused on shifting toward CCSS.

Person or Persons Responsible

Administration

Target Dates or Schedule

On going

Evidence of Completion

Professional Development Calendar. Teacher lesson plans.

Facilitator:

Sue Mecker

Participants:

All staff.

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

Conversations during PLCs, department meetings & department chair meetings.

Person or Persons Responsible

Administration

Target Dates or Schedule

On going

Evidence of Completion

PD sign-in sheets. Completed lesson plans.

Plan to Monitor Effectiveness of G5.B1.S1

Classroom observation data. Teachers struggling with implementation of CCSS will be coached by administration.

Person or Persons Responsible

Administration

Target Dates or Schedule

On going

Evidence of Completion

Lesson plans, student engagement and student work.

G5.B1.S2 PLC focus on CCSS.

Action Step 1

At least once a month PLCs will create include CCSS on their weekly agenda to discuss, review and research.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Minutes

Plan to Monitor Fidelity of Implementation of G5.B1.S2

Administrator will attend PLC meetings and review minutes.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Minutes of PLC meetings.

Plan to Monitor Effectiveness of G5.B1.S2

Lesson plans will demonstrate a change with more emphasis on CCSS standards and pedagogy.

Person or Persons Responsible

Administration

Target Dates or Schedule

Spring Semester

Evidence of Completion

Lesson plans and teacher observations.

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Administration will participate and provide coaching in departmental meetings during the planning stages of the lesson plan template.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly and upon classroom visits.

Evidence of Completion

Final lesson plan template.

Plan to Monitor Effectiveness of G5.B2.S1

Teachers will have lesson plans that include agreed upon components.

Person or Persons Responsible

Administration

Target Dates or Schedule

Administration will review lesson plans upon classroom observations.

Evidence of Completion

Complete lesson plans.

Plan to Monitor Fidelity of Implementation of G5.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G6. By the year 2014, there will be a minimum of a 4% increase for all students demonstrating a learning gain.

G6.B2 Teachers shifting instruction to include CCSS in their planning and delivery of instruction.

G6.B2.S1 Provide support for lesson plan templates that support the inclusion of CCSS.

Action Step 1

With input from departments, Venice High School will create a lesson plan template that helps teachers plan with CCSS in mind.

Person or Persons Responsible

Administration and teachers.

Target Dates or Schedule

Creation of lesson plan complete by October 2013. Use of new lesson plan ongoing throughout the year and revisited on a quarterly basis.

Evidence of Completion

Teacher lesson plans.

Plan to Monitor Fidelity of Implementation of G6.B2.S1

Administration will look for completed lesson plans and provide support for teachers who are struggling with implementation of CCSS.

Person or Persons Responsible

Administration

Target Dates or Schedule

During classroom visits administration will look at lesson plans.

Evidence of Completion

Observation of instruction following lesson plan and implementation of CCSS.

Plan to Monitor Effectiveness of G6.B2.S1

Lesson plans, observable instruction & teacher feedback.

Person or Persons Responsible

Administration

Target Dates or Schedule

During administrative classroom visits, PLC and department meetings.

Evidence of Completion

Observation, completed lesson plans.

Plan to Monitor Fidelity of Implementation of G6.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G6.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G6.B2.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G6.B2.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G8. By the year 2014, there will be a minimum of a 2% increase for all subgroups on the Geometry EOC.

G8.B1 New staff in math department will need professional development and mentoring in the area of progress monitoring.

G8.B1.S1 Weekly PLC meetings allow Geometry teachers to work on curriculum, common assessments, following and implementation of the Instructional Focus Calendar, monitoring student progress and Common Core State Standards.

Action Step 1

Teacher will attend weekly PLC meetings with other Geometry teachers.

Person or Persons Responsible

Math department chair, math teachers and supervising administrator.

Target Dates or Schedule

Weekly throughout the year.

Evidence of Completion

Meeting minutes and observation.

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

Teacher feedback to administration and administrative observations.

Person or Persons Responsible

Department Chair and Administration.

Target Dates or Schedule

On going - weekly.

Evidence of Completion

PLC minutes.

Plan to Monitor Effectiveness of G8.B1.S1

Benchmark assessments, teacher feedback and administrative observations.

Person or Persons Responsible

Department Chair, Administration & teachers.

Target Dates or Schedule

Weekly and ongoing.

Evidence of Completion

PLC minutes, benchmark data and administrative observation.

G9. By the year 2014, there will be a minimum of a 2% increase for all subgroups on the Biology EOC when more than 70% are currently demonstrating proficiency, and a 4% increase for all subgroups on the Biology EOC when less than 70% are proficient.

G9.B1 Venice High School is piloting 9th grade students taking Biology courses.

G9.B1.S1 District administration requested that VHS pilot a program that encouraged 9th grade students to participate in Biology classes.

Action Step 1

9th grade students, in collaboration with counselors, parents and administrators, were scheduled into Biology classes.

Person or Persons Responsible

Master scheduler, Steve Cantees, Administration

Target Dates or Schedule

Academic school year, 2013 - 2014.

Evidence of Completion

Teacher gradebook, benchmark assessments.

Plan to Monitor Fidelity of Implementation of G9.B1.S1

Weekly PLC Biology meetings

Person or Persons Responsible

Biology teachers, administration

Target Dates or Schedule

Weekly

Evidence of Completion

Minutes of PLC meeting.

Plan to Monitor Effectiveness of G9.B1.S1

Benchmark assessments, teacher feedback and administrative observations.

Person or Persons Responsible

Administration & teachers.

Target Dates or Schedule

Weekly and ongoing.

Evidence of Completion

PLC minutes, benchmark data and administrative observation.

G10. By the year 2014, there will be a minimum of a 4% increase in the number of lowest quartile students demonstrating a learning on the FCAT 2.0 reading test.

G10.B1 Achieve 3000 is a new program and will require training and resources.

G10.B1.S1 Provide teachers using Achieve 3000 with proper training & support.

Action Step 1

Feedback from teachers on their comfort with Achieve 3000.

Person or Persons Responsible

Administration, District Program Specialist and pilot teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher feedback.

Facilitator:

Achieve 3000 trainers in conjunction with district specialist and administration.

Participants:

Selected pilot reading teachers.

Plan to Monitor Fidelity of Implementation of G10.B1.S1

Observation of classroom instruction and review of student data.

Person or Persons Responsible

Department Chair, Administration, Achieve 3000 staff and district curriculum specialist.

Target Dates or Schedule

Ongoing observations and Achieve 3000 specific monthly meetings.

Evidence of Completion

Comparative data between non-Achieve 3000 classrooms and Achieve 3000 classrooms.

Plan to Monitor Effectiveness of G10.B1.S1

Use of FAIR, FOCUS and Achieve 3000 assessments.

Person or Persons Responsible

Department Chair, teachers, administration, district specialist and Achieve 3000.

Target Dates or Schedule

Following benchmark results and Achieve 3000 student data.

Evidence of Completion

Student Achieve 3000 data reports, FAIR & FOCUS data reports.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G5. By the year 2014, there will be a minimum of a 4% increase for all students scoring at or above level 3 on the FCAT 2.0 Reading exam.

G5.B1 CCSS is still relatively new to staff, so implementation of a blended model will need continuous professional development & exploration.

G5.B1.S1 Program specialists from the county will provide professional development in CCSS to each content area, and join monthly department meetings, when possible, to monitor and guide the NGSSS and CCSS blended implementation.

PD Opportunity 1

Professional development by district experts focused on shifting toward CCSS.

Facilitator

Sue Mecker

Participants

All staff.

Target Dates or Schedule

On going

Evidence of Completion

Professional Development Calendar. Teacher lesson plans.

G10. By the year 2014, there will be a minimum of a 4% increase in the number of lowest quartile students demonstrating a learning on the FCAT 2.0 reading test.

G10.B1 Achieve 3000 is a new program and will require training and resources.

G10.B1.S1 Provide teachers using Achieve 3000 with proper training & support.

PD Opportunity 1

Feedback from teachers on their comfort with Achieve 3000.

Facilitator

Achieve 3000 trainers in conjunction with district specialist and administration.

Participants

Selected pilot reading teachers.

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher feedback.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	By the year 2014, there will be a minimum of a 2% increase for all subgroups on the FCAT Writing assessment.	\$2,000
Total		\$2,000

Budget Summary by Funding Source and Resource Type

Funding Source	Total	Professional Development
Total	\$2,000	\$2,000
Title 2 / School Improvement Dollars	\$2,000	\$2,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. By the year 2014, there will be a minimum of a 2% increase for all subgroups on the FCAT Writing assessment.

G1.B1 New staff responsible for preparing students for the FCAT Writing assessment.

G1.B1.S1 Provide new staff opportunities to participate in PLCs with veteran writing teachers to review lesson plans, best practices and scoring calibration professional development.

Action Step 1

Full day professional development to focus on scoring calibration.

Resource Type

Professional Development

Resource

Providing staff time for professional development and scoring calibration for FCAT Writing will require substitutes for teachers.

Funding Source

Title 2 / School Improvement Dollars

Amount Needed

\$2,000