Venice Senior High School

2021-22 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: 6/16/2021

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	33%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 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	21%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Kerestely, Zoltan	Principal	Science Department
Gallof, Lindsay	Assistant Principal	Assistant Principal Curriculum - ELA/ILA
Shurley, Ryan	Assistant Principal	Assistant Principal of Administration - Math/Foreign Language
Schmidt, Rosemary	Assistant Principal	ESE Administrator and Testing
Tanaka, Danielle	Assistant Principal	CTE/Performing and Fine Arts
Gruhl, Mathew	Assistant Principal	Social Studies - Physical Education
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
Kerpchar, Jo-Ann	Teacher, K-12	Social Studies Department Chair
Baker, LeeAnne	Teacher, K-12	Performance Based Diploma
Lash, Robert	Teacher, K-12	Math Department Chair
Therrien, Deborah	Teacher, K-12	ILA Department Chair
Moore, Jeanette	Teacher, K-12	Performing Fine Arts Department Chair
Slaton, Mia	School Counselor	School Counselor Department Chair
DeVries, Samantha	Teacher, K-12	Science Department Chair

Demographic Information

Principal start date
Wednesday 6/16/2021, 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.*

16

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.*

4

Total number of teacher positions allocated to the school

116

Total number of students enrolled at the school

2,477

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

Identify the number of instructional staff who joined the school during the 2021-22 school year.

7

Demographic Data

Early Warning Systems

2021-22

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	616	679	631	551	2477
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	219	184	188	167	758
One or more suspensions	0	0	0	0	0	0	0	0	0	43	18	11	7	79
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 FSA ELA assessment	0	0	0	0	0	0	0	0	0	71	59	48	50	228
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	40	15	0	0	55
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	58	44	35	25	162

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	5	13	10	11	39
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	5	5	1	15

Date this data was collected or last updated

Wednesday 8/25/2021

2020-21 - 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	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

2020-21 - 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	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	58	44	35	25	162

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

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				67%	67%	56%	70%	67%	56%
ELA Learning Gains				50%	53%	51%	57%	57%	53%
ELA Lowest 25th Percentile				39%	46%	42%	46%	47%	44%
Math Achievement				72%	63%	51%	83%	69%	51%
Math Learning Gains				49%	51%	48%	63%	52%	48%
Math Lowest 25th Percentile				47%	48%	45%	68%	53%	45%
Science Achievement				82%	78%	68%	78%	77%	67%
Social Studies Achievement				88%	81%	73%	90%	79%	71%

Grade Level Data Review - State Assessments
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	2021					
	2019	67%	65%	2%	55%	12%
Cohort Comparison						
10	2021					
	2019	64%	63%	1%	53%	11%
Cohort Comparison		-67%				

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
2021					
2019	81%	77%	4%	67%	14%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	86%	77%	9%	70%	16%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	64%	73%	-9%	61%	3%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	72%	69%	3%	57%	15%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Benchmark Assessment Data

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	45	53	
	Economically Disadvantaged			
	Students With Disabilities	39		
	English Language Learners	36		
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	40		
	Economically Disadvantaged			
	Students With Disabilities	31		
	English Language Learners	26		
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	45		
	Economically Disadvantaged			
	Students With Disabilities	40		
	English Language Learners	29		

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	29	39	39	53	36	39	43	50		82	33
ELL	32	60	58	57	45		38			75	
ASN	50	38					75				
BLK								42		100	36
HSP	48	49	54	67	47	69	72	75		86	45

2021 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 2019-20	C & C Accel 2019-20
MUL	62	62	23	56	35		76	75		92	65
WHT	65	56	47	69	38	51	82	84		97	72
FRL	48	44	39	61	45	59	71	71		92	61
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	33	31	21	28	28	15	45	56		89	17
ELL	23	37	45	64	62					73	
ASN	86	40		86	54		92			100	64
BLK	53	35		60						100	40
HSP	56	43	45	64	41	39	71	83		91	49
MUL	57	56	36	63	39		79	72		96	56
WHT	69	51	39	73	50	48	84	89		93	57
FRL	56	44	37	62	43	42	74	83		89	46
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	27	29	23	53	65	61	36	58		79	28
ELL		42	40								
ASN	89	65		91						100	58
BLK	40	46		70							
HSP	63	56	52	85	68	68	74	89		85	61
MUL	70	51	38	84	65		86	100			
WHT	71	58	47	83	62	68	78	90		91	62
FRL	63	57	50	77	62	64	73	86		83	47

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	696
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

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

Asian Students	
Federal Index - Asian Students	54
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	61
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

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

White Students	
Federal Index - White Students	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	59
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The SWD had the lowest percentage of pass rates for all categories, except ELA. The ELL subgroup had the lowest percentage for ELA scores.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

VHS mathematics data demonstrated the most significant decline for SY 2019. VHS Math students demonstrated a 5% decline and almost 15% points from SY 2018. One factor that potentially impacted performance was a change in math progression.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

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. Pre-assessments were done to ensure proper placement. JumpStart funds have been allocated to support level 1 and level 2 students in Algebra through small group and pullout sessions. We will consider offering whole year Algebra 1a and on level Algebra, and doing away with a majority of the block Algebra 1a/1b sections, as we have not seen gains in the the data.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The ELA learning gains increased by 5 %. The Learning gains for the lowest 25% of students had a 7 % increase from 2019 to 2020 for ELA and Math.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Teacher and school leader participation in lesson planning efforts. Teachers planned collaboratively with their colleagues through the data-team/PLC process. The weekly minutes submitted by all PLCs

shed light on their work to date in support of their students to produce a positive impact on student growth and achievement.

What strategies will need to be implemented in order to accelerate learning?

High-performing lower socioeconomic students are identified and encouraged to take more rigorous courses on the VHS campus. They will be identified by the potential list generated by PSAT scores. They are also encouraged to attend SCF or USF by their school counselor. We will also adopt courses for 9th grade students to take within the AP and IB track.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will be trained in learning walks. This professional development will provide the opportunity for experienced teachers to provide research based strategies to new teachers and teachers in cross curricular settings. Teachers will also take part in professional development on the MTSS process and be made aware of Tier I, II and III interventions and supports that focus on literacy across content areas. ILT co-constructs professional development to maximize our effect on student achievement. Teachers draw upon evidence-based practices to enhance outcomes. Teachers will stretch professionally through reflective practice.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The MTSS process must have clear expectations for remediation and plans. This process is clearly defined in text, yet teachers will need to be made aware of the interventions and flow of remediation and interventions specific to students at Venice High. Through professional development opportunities and school-wide communication, teachers will develop their ability to identify need and fluidly implement Tier I, II and III interventions. This will create institutional memory on campus for the MTSS process and what teachers need to do to ensure all students are making gains.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Mathematics achievement is an area of focus due to a five percent decrease in math proficiency from 72% in 2019 to 67% in 2021.
Measurable Outcome:	Venice High School's mathematics proficiency will increase from 67% to 72% in SY 2022.
Monitoring:	Teachers will meet in PLC groups to discuss common assessment data, benchmark data and weekly lesson plans.
Person responsible for monitoring outcome:	Ryan Shurley (ryan.shurley@sarasotacountyschools.net)
Evidence-based Strategy:	Utilize a Math tutoring to offer one on one explicit instruction with teachers. Utilize formative assessment of and for learning to guide curricular progression and adjustment. Teachers will focus on pre-assessment, formative assessment and summative assessment through USA Test Prep to provide direct and timely feedback of student learning. This data and discussion will be analyzed during PLC meetings and monthly data meetings.
Rationale for Evidence-based Strategy:	Three main types of assessment 1. Pre-Assessment- learning about your students background, academic readiness, cognitive skills and personal interests. The purpose of these assessments are to learn about our students readiness, design instruction that meets students needs and determine entry points into the curriculum. These can be done as surveys, quizzes, observations, and class work. 2. Formative Assessment – "A Planned process in which assessment-elicited evidence of students' status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics" (Popham, 2008, p. 6). The purpose of these assessments are to diagnose students learning needs or preconceptions, monitor progress, provide feedback, planning, and student goals. These can be done by activators (warm ups), Probes, Summarizers, Goal-Setting, Quick Sorts, Student displays, and exit tickets etc. Formative Assessment should be done at beginning of learning, middle, and end. 3. Summative Assessment-The process of documenting individual or group achievement or mastery of standards. These assessments are done for reporting, accountability, grades, and determining if students are ready to move on to next unit. These can be done by unit tests, midterms, and final exams. Sources: W. James Popham. 2008. Transformative Assessment. Alexandria, VA:ASCD Research for Better Teaching. Web www.RBTeach.com

Action Steps to Implement

Teachers gave pre-assessment to gain information regarding learning lost due to Covid Slide. Teachers use data to assist in appropriately scheduling students and create a remediation plan.

Person Responsible	Ryan Shurley (ryan.shurley@sarasotacountyschools.net)

Any students that were quarantined will access the curriculum using a teachers online platform. The students quarantined will be monitored and any student that struggles academically due to time out of school will be contacted and tier II interventions will be initiated by our Quarantine Coordinator.

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

Teachers will analyze classroom and common assessment data in their PLCs and data teams to monitor student proficiency. Utilizing a Multi-Tiered System of Support, teachers will provide appropriate academic interventions to meet individual student needs.

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

Teachers will identify students to participate in math lab before and after school in preparation for the Algebra and Geometry EOC.

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

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	ELA achievement is an area of focus due to a five percent decrease in ELA proficiency from 67% in 2019 to 62% in 2021.
Measurable Outcome:	Venice High School's ELA proficiency will increase from 62% to 67% in SY 2022.
Monitoring:	Teachers will meet to discuss data from common assessments, formative, and summative assessments in PLC meetings. Teachers will also monitor data at monthly data meetings. Monthly review of Achieve 3000 and APM data; finalized review of year end- Achieve 3000 data
Person responsible for monitoring outcome:	Lindsay Gallof (lindsay.gallof@sarasotacountyschools.net)
Evidence-based Strategy:	ELA Teachers integrate the Florida's BEST Standards (as outlined in the District's IFG) and use FSA Data, USA Test Prep and other common assessment data as a progress monitoring tool. Students that are identified as struggling learners based on FSA and Common Assessment data will receive intensive remediation. These services are provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. Intensive Language Arts ILA provides for remedial instruction through ACHIEVE3000 based on the Florida Standards of reading, writing, speaking, and listening. Students with a score of 1 on the Florida Standards Assessment for Reading and Writing are to be scheduled into an ILA and an ELA Class.
Rationale for Evidence-based Strategy:	A study involving suburban and urban districts across the U.S. compared students who used Achieve3000 and those who did not. The study found significant positive effects for the combined sample of sixth graders (effect size =+0.22) and ninth graders (effect size = +0.44) for a weighted average of +0.29 on Total Reading Scores. This qualifies Achieve3000 for the ESSA "Strong" category.
Action Steps to Implement	

Teachers are trained to use the Teacher Dash in department meetings to identify at risk students in need.

Person Responsible	Deborah Therrien (deborah.therrien@sarasotacountyschools.net)

District Intervention Specialist meets with teachers to review data and determine appropriate interventions to meet individual student needs.

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

Students identified as a level 1 on the FSA Reading will be placed into an Intensive Language Arts class and an ELA class with a reading endorsed/certified teacher.

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

Ninth and tenth grade students who scored a level 2 on the FSA Reading will be placed with an ELA teacher certified in Reading.

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

Teachers will analyze classroom and common assessment data in their PLCs and data teams to monitor student proficiency. Utilizing a Multi-Tiered System of Support, teachers will provide appropriate academic interventions to meet individual student needs.

Person Responsible Kathleen Jones (kathleen.jones@sarasotacountyschools.net)

#3. 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. For the most recent year 2020-2021 the pass rate for SWD was 29%
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 41% for SY 2021.
Monitoring:	We will use the multi-tiered system of support model to support and monitor the progress of students with disabilities. Tier I will include all SWD students. In ELA, they will take the Pre-assessment and benchmark assessments throughout the year to monitor progress. Student data will be discussed in PLC groups, and interventions for remediation will be developed by the department for students in need of Tier 2 support. Students who continue to struggle will be referred to SWST to receive additional support beyond the general classroom as a Tier 3 intervention. Source: The response to Intervention Action Network, www. Rtinetwork.org, The National Center for Learning Disabilities, Inc. The instruction given during these interventions times must be responsive, it will be based on pre-assessment and ongoing assessment of progress.
Person responsible for monitoring outcome:	Lindsay Gallof (lindsay.gallof@sarasotacountyschools.net)
Evidence-based Strategy:	Students with disabilities at Venice High will receive a multi-tiered system of support. A ESE/Reading certified teacher will focus on components of reading to include, reading comprehension, vocabulary, fluency, phonics, and phonemic awareness. Students will receive systemic and explicit reading interventions and activities in the areas of phonology, sound-symbol association, syllable instruction, morphology, syntax an semantics in intensive language arts class. Level 1 students will receive the intervention through intensive language arts while level 2 students will be served through a Reading endorsed ELA teacher.
Rationale for Evidence-based Strategy:	A documented monitoring process for student growth increases chances for academic success by helping to identify which skills may be in need of being reviewed and retaught. Walberg states that we must use summative and formative assessment in our monitoring phase. Teams should meet and review summative data, and formative assessment data to modify and validate instruction. Source: Herbert J. Walber, Changing and Monitoring Instruction, Restructuring and Substantial School Improvement, 2007. Based on the data students enrolled in both ILA and English show growth in comparison with their peers enrolled only in English. The RAE team for the county utilized FSA data for level 1 and 2 students with a disability who were enrolled and not enrolled. The RAE team compared the students proficiency rates and learning gains to determine that students showed growth that were in ILA and English.

Action Steps to Implement

Students with disabilities who score a level 1 on the FSA reading will be placed into Intensive Language Arts and an English class with an ESE/Reading Certified support teacher.

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

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   Lindsay Gallof (lindsay.gallof@sarasotacountyschools.net)

9th and 10th grade students with disabilities who score a level 2 on the FSA Reading will be placed into and English Language Arts class with a reading certified teacher.

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

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   Lindsay Gallof (lindsay.gallof@sarasotacountyschools.net)

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

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

Teachers are utilizing Reflective Guiding Questions in Data Teams to activate greater discussion and collaboration based upon student results.

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

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

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

#4. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Mathematics learning gains is an area of focus due to a ten percent decrease from 49% in 2019 to 39% in 2021.
Measurable Outcome:	Venice High School's mathematics learning gains will increase from 39% to 49% in 2022.
Monitoring:	Teachers will review common assessments, benchmarks, and formative assessments in weekly PLC meetings and monthly data meetings.
Person responsible for monitoring outcome:	Ryan Shurley (ryan.shurley@sarasotacountyschools.net)
Evidence-based Strategy:	Students are supported through appropriate scheduling and interventions through a Multi-Tiered System of Support. Personalized education allows students to be engaged and enables them to become empowered to take responsibility for their learning. We utilize co-teaching models for struggling SWD students in Algebra. Consistent level 1 students are scheduled into a year-long Algebra 1a course with an ESE teacher. Level 2 students are scheduled into a Algebra 1a/b block. Geometry SWD students are also scheduled with an ESE math teacher.
Rationale for Evidence-based Strategy:	Three main types of assessment 1. Pre-Assessment- learning about your students background, academic readiness, cognitive skills and personal interests. The purpose of these assessments are to learn about our students readiness, design instruction that meets students needs and determine entry points into the curriculum. These can be done as surveys, quizzes, observations, and class work. 2. Formative Assessment – "A Planned process in which assessment-elicited evidence of students' status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics" (Popham, 2008, p. 6). The purpose of these assessments are to diagnose students learning needs or preconceptions, monitor progress, provide feedback, planning, and student goals. These can be done by activators (warm ups), Probes, Summarizers, Goal-Setting, Quick Sorts, Student displays, and exit tickets etc. Formative Assessment should be done at beginning of learning, middle, and end. 3. Summative Assessment-The process of documenting individual or group achievement or mastery of standards. These assessments are done for reporting, accountability, grades, and determining if students are ready to move on to next unit. These can be done by unit tests, midterms, and final exams. Sources: W. James Popham. 2008. Transformative Assessment. Alexandria, VA:ASCD Research for Better Teaching. Web www.RBTeach.com

Action Steps to Implement
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	Ryan Shurley (ryan.shurley@sarasotacountyschools.net)

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 Ryan Shurley (ryan.shurley@sarasotacountyschools.net)

Students scoring a level 1 on the Algebra I FSA will be placed in a Geometry class cotaught by two instructors certified in Mathematics.

Person Responsible Ryan Shurley (ryan.shurley@sarasotacountyschools.net)

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)

Teachers utilize PLCs and data teams for curriculum design, planning, data analysis and planning for intervention.

Person Responsible Ryan Shurley (ryan.shurley@sarasotacountyschools.net)

Additional certified math teacher will be brought it to pull small groups of struggling students as a Tier 2 intervention using Jump Start Funding.

Person Responsible Ryan Shurley (ryan.shurley@sarasotacountyschools.net)

#5. Instructional Practice specifically relating to Collaborative Planning	
Area of Focus Description and Rationale:	Focus on Professional Learning Communities that focus on a quality curriculum. Holding students to high academic standards through a rigorous, relevant, and coherent progression of learning. The intention of planning is for teachers to link curriculum and instruction to ongoing assessment so that they create rich environments where all students are challenged and learn.
Measurable Outcome:	PLC groups will review benchmark scores, common assessments, and formative assessments given during class lessons.
Monitoring:	Benchmark scores and PLC notes will be reviewed by Assistant Principal.
Person responsible for monitoring outcome:	Lindsay Gallof (lindsay.gallof@sarasotacountyschools.net)
Evidence-based Strategy:	Teachers In PLC groups should ask 1. What is it we want student to know? What knowledge, skills, and dispositions must all student acquire as a result of this grade level, this course, and this unit we are about to teach? What systems have we put in place to ensure we are providing every student with access to a guaranteed and viable curriculum regardless of the teacher to whom that student might be assigned? 2. How will we know if our students are learning? How can we check for understanding on an ongoing basis in our individual classrooms? How will we gather evidence of each student's proficiency as a team? What criteria will we establish to assess the quality of student work? How can we be certain we can apply the criteria consistently? 3. How will we respond when students do not learn? What steps can we put in place to provide students who struggle with additional time and support for learning in a way that is timely, directive, and systematic rather than invitational and random? How can we provide students with multiple opportunities to demonstrate learning? 4. How will we enrich and extend the learning for students who are proficient? How can we differentiate instruction among us so that the needs of all students are being met without relying on rigid tracking? 5. How will we engage in relevant pedagogy and professional development to ensure that we are collectively answering these questions? Job-embedded PD, research-based strategies, develop shared knowledge before making decisions, make decisions based on research and evidence not opinion.
Rationale for Evidence-based Strategy:	Effective PLCs share six core principles: shared values and goals; collective responsibility; authentic assessment; self-directed reflection; stable settings; and strong leadership support. The focus of a PLC should be developing teachers' 'Knowledge of Practice' around the issue of student learning. (Hanover Research, 2012)

Action Steps to Implement

Students with a record of absenteeism will receive more intensive, individualized support to improve their attendance and discipline. Monitoring attendance and discipline will occur through a weekly school-wide support team (SWST) meeting. School counselors and administrators meet weekly to introduce new students for review and progress monitor those who have been addressed in the past.

Teachers create online platforms that students can use to access the curriculum and course work if they are home for multiple days.

Students that are contact traced are tracked by a quarantine coordinator. This person tracks the students

and ensures that they are able to access teacher online platforms.

Interventions are created to help students that need extra support. Students are offered after school tutoring.

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

PLC groups will review benchmark scores, common assessments, and formative assessments given during class lessons.

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

PLCs will meet weekly and agree on priorities within the curriculum, identify standards that are prevalent on FSA, clarify how the curriculum translates into student knowledge and skills, and collaboratively create lessons. Each PLC will submit weekly notes from their meeting.

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

#6. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	Due to the ongoing number of students being contact traced, many students have multiple absences throughout the year. This creates a need for a strong Multi-Tiered System of Support for our school to support learners that fall behind due to absences. Teachers review and support struggling students. Student data is collected to make meaningful decisions regarding which level of supports and interventions are needed to assist the student in reaching his/her academic and behavioral potential. SWST determines how to allocate resources to improve learning for all students brought up for review through integrated academic and behavioral supports. Students are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity.
Measurable Outcome:	The school level student achievement on benchmark scores for tested areas will increase, ultimately leading to increased achievement on end of year FSA scores.
Monitoring:	The area will monitored as teachers discuss best practices for students during PLC meetings. Students will also be tracked that are out of school. This coordinator will monitor student achievement and offer supports and also refer students to a school wide student support team.
Person responsible for monitoring outcome:	Lindsay Gallof (lindsay.gallof@sarasotacountyschools.net)
Evidence-based Strategy:	MTSS is a term used to describe an evidence-based model of educating students that uses data and problem solving to integrate academic, behavior, and social emotional instruction and intervention to maximize the success of all students. Instruction and intervention is provided to students across multiple tiers of intensity based on need. Staff make data-based decisions in order for resources (e.g., time, staff, and evidence-based strategies) to reach the students at the appropriate levels to increase the performance of ALL students with the goal of achieving and/or exceeding proficiency.
Rationale for Evidence-based Strategy:	Teachers will need to help all students and meet them where they are during lessons and the school year. Instruction and intervention is provided to students across multiple tiers of intensity based on need. Staff make data-based decisions in order for resources (e.g., time, staff, and evidence-based strategies) to reach the students at the appropriate levels to increase the performance of ALL students with the goal of achieving and/or exceeding proficiency. Florida's Problem-Solving/Response to Intervention Project – http://www.floridarti.usf.edu/

Action Steps to Implement

Team completes Self-Assessment of MTSS (SAM) is a research and evidence-based instrument for measuring the school-level implementation of MTSS

Person Responsible Zoltan Kerestely (zoltan.kerestely@sarasotacountyschools.net)

ILT will collaborate with Student Services to design and present professional development for VHS staff on the MTSS process.

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

Instructional Continuity Plan created for students that are quarantined or must stay home due to Covid. Teachers create an online platform for school work. Quarantine Coordinator monitors students that are absent and ensures they receive support or interventions if they fall behind in school work

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

School leadership team will collaborate with district support staff to identify action steps and create a flow chart for interventions to help with the implementing a Multi-Tiered System of Support.

Person Responsible   Ryan Shurley (ryan.shurley@sarasotacountyschools.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Our rate of violent incidents per 100 students was .61. Property incidents rated at 0 for 100 students. Drug and public order incidents per 100 students rated at 5. Drugs and public order incidents will be a primary concern area for us. The school culture and environment will be monitored monthly through the lens of discipline data reviewed. We will review infraction codes, especially looking at drug and public order incidents.

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.

Focusing on positive behaviors and interventions for students especially considering our current school year and dealing with the Covid Crisis is needed to support students and create a healthy school culture and environment. Currently Venice has a PBIS structure that utilizes a model that promotes the tenants of Respect, Responsible, and Safe.
Venice High School first launched our Positive Behavioral Interventions and Supports program (PBIS) in 2017 to teach students desired social and emotional behaviors resulting in reductions of reported bullying, student suspension, and chronic absenteeism through our message: Be responsible, respectful, and safe.

At VHS our PBIS team and leadership class has embraced diversity throughout the school year. We have had many guest speakers share experiences showcasing their diversity, life experience, and overall knowledge to enhance the leadership curriculum. This will help our leadership students accept others and

share their gained knowledge by actionable items in the community and around the school. The Leadership students have also endured a challenging curriculum with monthly subtopics to enhance their knowledge on overall leadership values. They have planned several events for the IND students and have formed friendships by participating in weekly team-building exercises.

Additionally, our PBIS and Leadership course created a district-wide video promotion in conjunction with the initiatives from the Civility Squad to Accept Others. In these videos, students share how they accept others and why it is important to display civility characteristics. Finally, our PBIS team worked with our Social Committee to create staff spirit days. During these spirit days, teachers wore different items from travels and even family heirlooms to engage an open dialogue with students about diversity and culture. Lastly, our students found creative ways to celebrate successes among students and staff by small tokens of appreciation, recognition, and awards. This year Venice High School added a leadership class. Identification of students by Instructional staff to enroll in the Leadership class on campus and be a part of PBIS.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Our tiered systems of support through Project 10, SWST team meetings, and PBIS teams. The project 10 team and SWST, use evidence based strategies such as student mentoring, check ins, and one on one tutoring. Our PBIS team creates clear expectations for all learners and helps promote positive behaviors by creating rewards for and incentives for students that exhibit positive behaviors on campus. Or administrators, teachers, and counselors help facilitate our Project 10 and SWST interventions. These teams work together to identify students that need tier II and III supports.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math				$13,284.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		120-Classroom Teachers	0221 - Venice Senior High School	Other Federal		$13,284.00
			Notes: Certified math teachers provide academic support in math during lunch, before and after school to struggling students.			
2	III.A.	Areas of Focus: Instructional Practice: ELA				$17,964.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		100-Salaries	0221 - Venice Senior High School	Other		$17,964.00
			Notes: Certified ELA teachers provide academic support in ELA instruction during lunch, before and after school to struggling students.			
3	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				$0.00
4	III.A.	Areas of Focus: Instructional Practice: Math				$6,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		100-Salaries	0221 - Venice Senior High School	General Fund		$6,300.00

		Notes: Implementation of Co-teach models for Algebra.	
5	**III.A.**	**Areas of Focus: Instructional Practice: Collaborative Planning**	**$0.00**
6	**III.A.**	**Areas of Focus: Instructional Practice: Differentiation**	**$0.00**
		Total:	**$37,548.00**