

Venice Senior High School



2014-15 School Improvement Plan

Venice Senior High School

1 INDIAN AVE, Venice, FL 34285

www.sarasotacountyschools.net/venicehigh

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

36%

Alternative/ESE Center

No

Charter School

No

Minority

15%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	B	B	B

School Board Approval

This plan was approved by the Sarasota County School Board on 11/18/2014.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. 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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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. 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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Venice High School empowers all students to work at their highest potential.

Provide the school's vision statement

Maximum Skills = Maximum Success

*All students can learn

*A safe, secure and physically comfortable environment promotes student learning.

*Students learn in different ways and will be provided with a variety of instructional approaches to support their learning.

*Each student is a valued individual with unique physical, social, emotional and intellectual needs.

*Students learn best when they have appropriate opportunities for success.

*Student learning is the chief priority of this school.

*All students will develop post-secondary plans.

*A student's self-esteem is enhanced by positive relationships and mutual respect among and between student, staff, parents and members of the community.

*Assessments of student learning will provide students with a variety of opportunities to demonstrate mastery.

*Students' learning needs will be the primary focus of all decisions.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Venice High School's student population is not the most diverse, therefore our administration and staff is sensitive to celebrating cultural differences. VHS is proud to offer a wide variety of clubs, extracurricular activities and organizations that honor both our student population and the community as a whole. VHS administration believes strongly in relationship building as it is grounded and emphasized in all professional development activities and highlighted in our mission statement.

Describe how the school creates an environment where students feel safe and respected before, during and after school

School supervision is paramount at Venice High School. Students, parents and campus visitors are regularly greeted by administration, support staff and security. This continuous visibility by our staff provides all stakeholders with a high level of comfort and safety. Besides safety, this approach to supervision fosters relationships with students and parents. At Venice High School supervision begins 45 minutes before the first bell rings and continues between all class transitions, lunch periods and after school. The security staff is comprised of four security monitors and two Venice Police Department School Resource Officers. All club sponsors and coaches have supervision plans and designated areas for students to meet them. Venice High School has high supervision expectations for our students at all times.

Besides supervision, the school has an emergency plan on file and staff have been made familiar with the plan. To ensure familiarity with the procedures, Venice High School conducts monthly fire drills and once a semester a code white drill.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Venice High School employs a "Steps to Success" philosophy. The "Steps to Success" are embedded in the Venice High School student handbook provided to every student during the first week of school. These steps are: Be on Time, Be Prepared for Class, Be on Task, Be Respectful of Teachers & Students, Use Appropriate Language, Dress Appropriately, Turn Electronic Devices Off. The school also uses a Positive Behavior Support system which identifies and honors students for both their academic and behavioral successes.

To support students who are demonstrating disciplinary concerns, the school uses the School Wide Support Team to implement and monitor a multi-tiered support system.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Through Venice High School's School Wide Support Team students social-emotional and educational needs are met. The team, with input from teachers, school counselors, school psychologist, social-worker, truancy officer and administrator provides students with resources to address various needs. The resources provided include, but are not limited to: one-on-one counseling from the school counselor, referral to mentor organizations, social worker interaction with student and their family, group counseling and meeting with the school psychologist.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Venice High School's identifies early warning indicators throughout the year. Student attendance data is reviewed on a weekly basis via attendance reports. Students with 5 or more absences in 30 day period and 15 or more in a 90 day period are identified. Discipline data is reviewed on a case by case basis by teachers, counselors and administrators. Teachers regularly communicate with counselors and administrators regarding student progress in all classes, including ELA, math, social studies, science and electives. Student performance on state assessments are used to provide interventions through the students class schedule. Venice High School identifies students who are below proficiency in both ELA and math standardized assessments and provides these students with intervention classes. Student performance on national assessments including PSAT, SAT, ACT and PERT are used to provide direction for appropriate placement in academic courses.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	46	44	39	66	195
One or more suspensions	22	23	11	9	65
Course failure in ELA or Math	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Students who are identified as exhibiting two or more of the aforementioned indicators are presented at the School Wide Support Team (SWST) to explore how the school can provide interventions and support through the Multi-tiered Support System (MTSS). SWST is comprised of school administrators, counselors, social worker, nurse, truancy officer, behavior specialist, psychologist and ESE Liaisons. The team reviews relevant student data, including, but not limited to, the student's previous evaluations, attendance history, discipline history, academic performance, state assessment performance, teacher observations and parental concerns. Intervention strategies provided for students include math lab that is available both before and after school, intensive reading classes, intensive math classes and a mentor program in conjunction with Big Brothers & Big Sisters.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Venice High School continuously seeks ways to increase parent involvement. We sustain a high level of parent involvement through the 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, Venice Performing Arts Center advisory board.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Venice High School pursues & maintains community partnerships through communication and invitations to school events, parent meetings, board meetings, booster meetings and advisory meetings. Throughout the year there is on-going volunteer recruiting for a variety of opportunities at the school, both inside and outside the classroom. We are also proud of our internship program which provides over 50 students with internship opportunities within the community with multiple business partners, including STEM related opportunities in both the medical and engineering fields.

All students are encouraged to visit the Rotary Futures office on campus to find support for post-secondary opportunities. This program, housed on campus, is fully funded by the community.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Turgeon, Jack	Principal
Burns, Paul	Assistant Principal
Burke, Lawrence	Teacher, K-12
Case, Stephen	Teacher, K-12
Farrar, Barbara	Teacher, K-12
Johns, Stephen	Teacher, K-12
Jones, Kathleen	Teacher, K-12
Jones, Seth	Teacher, ESE
Leinweber, Joshua	Assistant Principal
Myers, Gretchen	Teacher, Career/Technical
Robertson, Wayne	Teacher, K-12
Ruthardt, Marilyn	Teacher, K-12
Tanaka, Danielle	Assistant Principal
Wheatley, Brian	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The School Leadership Team is comprised of department chairs and school based administration. Administration works collaboratively with department chairs to establish expectations and goals for the year. Department chairs act as instructional leaders and experts in their content and help determine meaningful professional development in their content area. Department chairs often attend district and state level professional development, and upon return to the school site share strategies for implementation.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Resources are aligned to support students in myriad areas. Data, including, but not limited to, FCAT reading scores, FCAT Math scores (for incoming 9th grade students), Algebra EOC scores, discipline data, average daily attendance data and anecdotal data collected from staff drives the allocation of the school's resources.

Federal funding is earmarked for the support of specific students such as Students With Disabilities and Limited Language Proficiency students. Based on the needs of these students, staffing and additional resources are allocated. Administration, in conjunction with the ESE Liaisons, ESOL Liaison & staff determine appropriate level of support, accommodations, modifications and resources to help make students successful. These needs are reviewed on going throughout the school year through progress monitoring.

The school determines the distribution of personnel through the review of test data and graduation needs. Personnel shifts are made during the 1st quarter of school to ensure student needs are met. Weekly the master scheduler, guidance counselor and administration meet to review student and class status and make adjustments as necessary.

The School Wide Support Team (SWST) meets weekly, under the supervision administration, and includes guidance counselors, liaisons, truancy officer, school psychologist, behavior specialist, social worker and teachers when available. During these meetings, students are identified who are struggling in academics or behaviors. The team reviews the available inventory and suggests how these resources can be used to support student success.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Jack Turgeon	Principal
Angela Alexander	Teacher
Andy Britton	Business/Community
Karen Blackburn	Education Support Employee
Lisa Callaghan	Parent
James Hanks	Business/Community
Greg Miller	Business/Community
Jeanette Gates	Business/Community
Ken Gerhls	Business/Community
Caryl Pennell	Business/Community
Charles Powell	Teacher
Steve Dembinski	Business/Community
Jose Velez	Parent
Victoria Stultz	Parent
Robyn Jones	Parent
Andrea Stultz	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The school improvement plan was presented and reviewed by the SAC. The SAC actively participated in questions and recommendations for changes. Overall, SAC believed the SIP was appropriate and implemented effectively during the 2013 - 2014 school year.

Venice High School was the overall top performing comprehensive high school in our school district for the 2013 - 2014 school year.

Development of this school improvement plan

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.

Preparation of the school's annual budget and plan

The school's budget is presented to SAC and an explanation is provided regarding student enrollment, projections and staffing. The principal has dialogue with SAC in regard to school needs and district funding allocations. SAC must approve the use of Title II funds, other recommendations for school budget and staffing.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

SIP funds were used to support the visual & performing arts department, STEM program and math lab.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Burke, Lawrence	Teacher, K-12
Leinweber, Joshua	Assistant Principal
Myers, Gretchen	Teacher, Career/Technical
Turgeon, Jack	Principal
Bowen, Debra	Teacher, K-12
Delgado, Coti	Teacher, K-12
Foster, Tarin	Teacher, K-12
Frimmel, LuAnn	Teacher, K-12
Gambo, Mary	Teacher, K-12
Harris, Charalise	Teacher, K-12
Lash, Robert	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Venice High School's LLT is focusing on providing teachers with professional development opportunities with a focus on Differentiated Instruction. Through the year the LLT will provide at least 8 PD opportunities for staff. During the training, teachers will learn how to address the various levels of students within their classroom and provide literacy support for these multiple levels. The team is actively involved in supporting teachers as they fully implement the New Florida State Standards in English / Language Arts and Mathematics. This includes assisting content area teachers (Social Studies, Science, CTE, World Language, Performing & Fine Arts) in implementing the literacy standards within their classrooms.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Venice High School provides teachers with common planning times. During the creation of the master schedule, it is paramount that teachers are provided common planning time based either on primarily content area and grade level. These Professional Learning Communities are required to meet weekly, and minutes of these PLC meetings are kept and highlighted in monthly department meetings to share best practices.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

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.

Describe the school's teacher mentoring program, including the rationale for pairings and 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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Venice High School supports its teachers, and in turn instructional programs, and their alignment to Florida's standards. During the 2013 - 2014 school year, district curriculum specialists, met with departments individually to review the Florida standards.

During the pre-planning week of 2014-2015, administration provided professional development on reviewing cognitive complexity (Depth of Knowledge) and how to apply in the classroom. Teachers were shown how to access the new standards via the CPALMS website and were provided hard

copies of the standards.

Lesson plans, which are submitted weekly, include Florida standards, depth of knowledge, formative / summative assessments and differentiated instruction.

The English Language Arts department has adopted a new textbook that is directly aligned with the Florida standards providing multiple, complex texts and resources to support the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The use of data to differentiate begins prior to school year begins. FCAT reading scores are used to provide differentiated instruction via support classes such as a FUSION homogeneous grouping by student performance data including ESE, ESOL and regular ed students by grade level (Intensive Reading & English I or II).

Algebra EOC scores are used to schedule students into an Intensive Math class where students are identified by both graduation needs, academic levels, and EOC criteria.

Students are further enrolled in the APEX program (alternative, self-paced computer instruction) based on data gathered by reviewing transcripts including GPA, EOC criteria and credits required for graduation.

Within classrooms, teachers use various formative assessments to differentiate their instruction.

Assessments range from FAIR, district created benchmark assessments and teacher created formative and summative assessments. Teachers will also use feedback gathered from state and district EOCs to modify future instruction.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

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 Rationale

Based on data analysis, the majority of students who are struggling to meet graduation requirements are behind in either math credit or are lacking passing End of Course math scores.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Turgeon, Jack, jack.turgeon@sarasotacountyschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

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

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 Rationale

STEM encompasses content areas that students struggle with: science & math. The camp provides students with the opportunity to see how science & math play a role in "real world" experiences including activities in technology & engineering. The opportunity to see math & science applied provides students with the understanding of "why" we learn.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the 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.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Venice High School provides incoming students with an orientation day prior to the start of school. During this day, new students are placed in small groups lead by a current student. The current students are part of VHS's Link Crew, veteran students who take on a mentor role to new students. These groups tour the campus to become familiar with the facility and classroom locations as well as teachers and staff. Student leaders build relationships with their groups, so that the new students feel comfortable with their new learning environment.

Ninth grade students are also part of the 9th Grade Academy. This Academy is comprised of Math, English and HOPE (Health Opportunities through Physical Education) teachers. These teachers are strategically located on one floor, in one hallway. The proximity these teachers have with each other allows for supervision and support of our new students. In addition, the teachers share a common planning time and meet weekly as a 9th Grade PLC. During this time, teachers address needs of struggling students and celebrate student successes.

As students prepare to exit VHS, we provide multiple opportunities for transition. The Rotary Futures College Resource Center provides multiple tiers of resources to help students reach their post secondary goals. These resources include, but are not limited to, career interest inventories, financial aid information, scholarship information, college application assistance, multiple parent information night, an on-campus college night with over 60 colleges and universities.

College and Career Readiness

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

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.

The 2014 - 2015 school year has Venice High School in the final stages of International Baccalaureate (IB) authorization. We are providing 9th & 10th grade students with Preparatory IB classes so they are prepared for the programme next year. This program prepares students for the post secondary direction of their choice.

Also, VHS has a relationship with Sarasota County Technical Institute's Outreach Program. This program identifies students that would benefit from a post-secondary experience that focuses on a student's continued vocational education.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

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.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

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.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Venice High School continues to encourage and prepare students for Level 3 math and science courses. Incoming 9th grade students are provided with a "block" of math instruction allowing them to earn more than the four credits required for graduation, and preparing them for the post-secondary level. Math success is further supported by the before and after school math labs.

Students, through both STEM programs, Engineering & Medical Academies, are encouraged to pursue rigorous level 3 sciences such as biology honors, anatomy & physiology honors, physics honors, AP Biology and AP Physics. This is continually supported by the school's summer bridge program and the real life experiences students have within the academies.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** By the year 2015, 87% of students will demonstrate proficiency on the US History EOC.
- G2.** By the year 2015, 80% of Hispanic students will demonstrate proficiency on the Florida math assessment.
- G3.** By the year 2015, 60% of Students with Disabilities will demonstrate proficiency on state math assessments.
- G4.** By the year 2015, 51% of Students With Disabilities will demonstrate proficiency on the reading portion of the Florida Standard Assessment.
- G5.** By the year 2015, 78% of all students will demonstrate proficiency on the writing portion of the Florida Standard Assessment.
- G6.** For the school year 2014-15, there will be a 0.2% reduction in the percent of students who drop-out of school.
- G7.** For the school year 2014-2015, there will be a 2% increase in the percentage of students graduating from Venice High School.
- G8.** For the school year 2014-2015, there will be a 4% reduction of suspensions from the previous year.
- G9.** By the year 2015, 75% of students will demonstrate proficiency on the reading portion of the Florida Standard Assessment.
- G10.** By the year 2015, 79% of all students will demonstrate a learning gain as reflected on the reading portion of the Florida Standards Assessment.
- G11.** By the year 2015, 83% of students taking state assessed math exams will demonstrate proficiency.

- G12.** By the year 2015, 75% of students taking the Geometry EOC will demonstrate proficiency.
- G13.** By the year 2015, 81% of students taking the Biology EOC will demonstrate proficiency.
- G14.** By the year 2015, 79% of students taking the Florida Standards Assessment will demonstrate a learning gain on the reading portion of the exam.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. By the year 2015, 87% of students will demonstrate proficiency on the US History EOC. 1a

 G052911

Targets Supported 1b

Indicator	Annual Target
	87.0

Resources Available to Support the Goal 2

- District Instructional Focus Guides
- Document Based Questioning Workshop

Targeted Barriers to Achieving the Goal 3

- Student Attendance

Plan to Monitor Progress Toward G1. 8

Student attendance records.

Person Responsible

Joshua Leinweber

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

There will be a decline in student absences once identified and interventions implemented.

G2. By the year 2015, 80% of Hispanic students will demonstrate proficiency on the Florida math assessment. 1a

G050853

Targets Supported 1b

Indicator	Annual Target
AMO Math - Hispanic	80.0

Resources Available to Support the Goal 2

- Math Lab
- Block Scheduling
- TI Inspire calculators
- PLCs

Targeted Barriers to Achieving the Goal 3

- Students not possessing prerequisite math skills to be ready for Algebra.

Plan to Monitor Progress Toward G2. 8

Student data, specifically benchmark and teacher created assessments.

Person Responsible

Jack Turgeon

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Student data.

G3. By the year 2015, 60% of Students with Disabilities will demonstrate proficiency on state math assessments. 1a

G050850

Targets Supported 1b

Indicator	Annual Target
AMO Math - SWD	60.0

Resources Available to Support the Goal 2

- Math lab
- TI Inspire calculators
- Scheduling
- PLCs

Targeted Barriers to Achieving the Goal 3

- Students not possessing prerequisite math knowledge to be successful in Algebra I.

Plan to Monitor Progress Toward G3. 8

Benchmark and teacher created assessments.

Person Responsible

Danielle Tanaka

Schedule

Quarterly, from 8/19/2014 to 8/19/2014

Evidence of Completion

Benchmark and teacher created assessments will demonstrate growth.

G4. By the year 2015, 51% of Students With Disabilities will demonstrate proficiency on the reading portion of the Florida Standard Assessment. 1a

G050835

Targets Supported 1b

Indicator	Annual Target
AMO Reading - SWD	51.0

Resources Available to Support the Goal 2

- Instructional Focus Guides
- Lesson planning shifting away from NGSSS to new Florida Standards.
- Progress monitoring of students using new FAIR assessments.
- Continued implementation of PLCs with the purpose of working on curriculum, common assessments, lesson planning and progress monitoring.
- CPALMS - Collaborate Plan Align Learn Motivate Share - to support lesson alignment standards.

Targeted Barriers to Achieving the Goal 3

- The Florida Standards are still relatively new to staff, so there is a need for continuous professional development & exploration.

Plan to Monitor Progress Toward G4. 8

FAIR data, teacher generated assessments

Person Responsible

Joshua Leinweber

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Increase in FAIR data and teacher generated assessments will demonstrate growth.

G5. By the year 2015, 78% of all students will demonstrate proficiency on the writing portion of the Florida Standard Assessment. 1a

G038342

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	78.0

Resources Available to Support the Goal 2

- Experienced and successful teaching staff.
- Professional development in writing instruction provided by the district.

Targeted Barriers to Achieving the Goal 3

- Writing assessment is new for the 2014 - 2015 school year.
- Writing standards have shifted.

Plan to Monitor Progress Toward G5. 8

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

Person Responsible

Joshua Leinweber

Schedule

Semiannually, from 10/13/2014 to 6/2/2015

Evidence of Completion

Minutes of meetings and observation.

G6. For the school year 2014-15, there will be a 0.2% reduction in the percent of students who drop-out of school. 1a

G038343

Targets Supported 1b

Indicator	Annual Target
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Dropout Rate

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G6. 8

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

Person Responsible

Danielle Tanaka

Schedule

Weekly, from 8/11/2014 to 6/2/2015

Evidence of Completion

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

G7. For the school year 2014-2015, there will be a 2% increase in the percentage of students graduating from Venice High School. 1a

G038344

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	

Resources Available to Support the Goal 2

- 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 3

- Time

Plan to Monitor Progress Toward G7. 8

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

Person Responsible

Danielle Tanaka

Schedule

Weekly, from 8/11/2014 to 6/2/2015

Evidence of Completion

Master at-risk list.

G8. For the school year 2014-2015, there will be a 4% reduction of suspensions from the previous year.

1a

G038345

Targets Supported 1b

Indicator	Annual Target
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One or More Suspensions

Resources Available to Support the Goal 2

- 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 3

- Identifying troubled youth before a suspendable action takes place.

Plan to Monitor Progress Toward G8. 8

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 Responsible

Danielle Tanaka

Schedule

Weekly, from 8/11/2014 to 6/2/2015

Evidence of Completion

SWST Minutes

G9. By the year 2015, 75% of students will demonstrate proficiency on the reading portion of the Florida Standard Assessment. 1a

G038346

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	75.0

Resources Available to Support the Goal 2

- Instructional Focus Guides.
- Lesson planning shift away from NGSSS to new Florida Standards.
- 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.
- CPALMS - Collaborate Plan Align Learn Motivate Share - to support lesson alignment with standards.

Targeted Barriers to Achieving the Goal 3

- The new Florida Standards are still relatively new to staff, so there is a need for continuous professional development & exploration.

Plan to Monitor Progress Toward G9. 8

Benchmark data.

Person Responsible

Jack Turgeon

Schedule

Quarterly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Indicators of growth in FAIR, FOCUS & benchmark assessments.

G10. By the year 2015,79% of all students will demonstrate a learning gain as reflected on the reading portion of the Florida Standards Assessment. 1a

G038347

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	79.0

Resources Available to Support the Goal 2

- Implementation of Florida Standards
- Reading Progress Monitoring Documentation
- Intensive Reading "Fusion" Classes
- Instructional Focus Guide
- Professional Learning Communities
- Literacy Leadership Team
- FAIR Assessments

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G10. 8

Benchmark assessments.

Person Responsible

Jack Turgeon

Schedule

Semiannually, from 8/18/2014 to 5/29/2015

Evidence of Completion

Student data and growth.

G11. By the year 2015, 83% of students taking state assessed math exams will demonstrate proficiency.

1a

G038348

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	79.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- Students lacking pre-requisite knowledge of Algebra.

Plan to Monitor Progress Toward G11. 8

Benchmark data will demonstrate student growth.

Person Responsible

Jack Turgeon

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Benchmark data.

G12. By the year 2015, 75% of students taking the Geometry EOC will demonstrate proficiency. 1a

G038349

Targets Supported 1b

Indicator	Annual Target
Geometry EOC Pass Rate	75.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- Student lack of pre-requisite knowledge.

Plan to Monitor Progress Toward G12. 8

Benchmark data will demonstrate student growth.

Person Responsible

Jack Turgeon

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Benchmark data.

G13. By the year 2015, 81% of students taking the Biology EOC will demonstrate proficiency. 1a

G038350

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	81.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- Student attendance.

Plan to Monitor Progress Toward G13. 8

Student attendance reports will show regular attendance.

Person Responsible

Joshua Leinweber

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Attendance reports.

G14. By the year 2015, 79% of students taking the Florida Standards Assessment will demonstrate a learning gain on the reading portion of the exam. 1a

G038351

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	79.0

Resources Available to Support the Goal 2

- "Fusion" Reading Classes
- Instructional Focus Guide
- FAIR assessments
- PLCs
- Townsend Press
- FOCUS
- Bottom Quartile data
- Reading Progress Monitoring
- Mentors for at-risk students
- HMH Textbook and online resources

Targeted Barriers to Achieving the Goal 3

- Implementation of the Florida Standards.

Plan to Monitor Progress Toward G14. 8

FAIR data and teacher created assessments.

Person Responsible

Joshua Leinweber

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Administrative observation and teacher data.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. By the year 2015, 87% of students will demonstrate proficiency on the US History EOC. **1**

 G052911

G1.B1 Student Attendance **2**

 B133314

G1.B1.S1 Attendance will be monitored on a weekly basis. Students demonstrating truancy indicators will be brought to SWST. **4**

 S145207

Strategy Rationale

Students who are not present and missing vital instruction.

Action Step 1 **5**

Weekly monitoring of student attendance.

Person Responsible

Joshua Leinweber

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Reports to guidance counselors and SWST.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Weekly reports reviewed.

Person Responsible

Danielle Tanaka

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

SWST Minutes

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Review of impact of implemented intervention.

Person Responsible

Danielle Tanaka

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Student attendance history since implementation of intervention.

G2. By the year 2015, 80% of Hispanic students will demonstrate proficiency on the Florida math assessment.


1

 G050853

G2.B1 Students not possessing prerequisite math skills to be ready for Algebra. 2

 B127510

G2.B1.S1 Students will be scheduled into block Algebra IA and Algebra IB classes. 4

 S139639

Strategy Rationale

Additional time to master the concepts will help students find success.

Action Step 1 5

Modification of master schedule with an emphasis on 9th grade math students.

Person Responsible

Joshua Leinweber

Schedule

Evidence of Completion

Master schedule has changed.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Review of benchmark data, teacher assessments and student mid-quarter / report card grades.

Person Responsible

Jack Turgeon

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Student data will be reviewed.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Student data.

Person Responsible

Jack Turgeon

Schedule

Quarterly, from 8/18/2014 to 5/29/2015


Evidence of Completion

Increase proficiency as reflected by student data.

G3. By the year 2015, 60% of Students with Disabilities will demonstrate proficiency on state math assessments. 1

 G050850

G3.B1 Students not possessing prerequisite math knowledge to be successful in Algebra I. 2

 B127507

G3.B1.S1 Students will be placed, based on their level, in an Algebra IA class that fits their readiness level - either a block class or a year long class. [copy] 4

 S139647

Strategy Rationale

Students who are struggling mathematically may be overwhelmed by 90 minutes of math, providing a year long alternative will allow for growth.

Action Step 1 5

Modification of master schedule with an emphasis on 9th grade math students.

Person Responsible

Danielle Tanaka

Schedule

On 9/1/2014

Evidence of Completion

Master schedule has changed.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Review of benchmark data, teacher assessments and student mid-quarter / report card grades.

Person Responsible

Danielle Tanaka

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Student data will be reviewed.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Student data.

Person Responsible

Danielle Tanaka

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Increase proficiency as reflected by student data.

G4. By the year 2015, 51% of Students With Disabilities will demonstrate proficiency on the reading portion of the Florida Standard Assessment. 1

G050835

G4.B1 The Florida Standards are still relatively new to staff, so there is a need for continuous professional development & exploration. 2

B127468

G4.B1.S1 Professional Development and PLC collaboration. 4

S139592

Strategy Rationale

Teachers provided with time and support from both district and each other will be better suited to meet the requirements of the new standards.

Action Step 1 5

Professional Development focused on deconstructing the standard and applying Depth of Knowledge.

Person Responsible

Joshua Leinweber

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Lesson plans and shift in classroom instruction.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Lesson plan review and classroom observations.

Person Responsible

Danielle Tanaka

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Lesson plans and classroom observations.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Sign in sheets and lesson plans.

Person Responsible

Joshua Leinweber


Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Sign in sheets will demonstrate teacher participation and lesson plans will reflect implementation of new knowledge.


G5. By the year 2015, 78% of all students will demonstrate proficiency on the writing portion of the Florida Standard Assessment. 1

 G038342

G5.B1 Writing assessment is new for the 2014 - 2015 school year. 2

 B092029

G5.B1.S1 Provide staff opportunities to participate in PLCs to review lesson plans, best practices and scoring calibration professional development. 4

 S102940

Strategy Rationale

Working together teachers can provide support.

Action Step 1 5

Full day professional development to focus on deconstructing standards, application of new standards and integration of these standards with new texts. This will serve to provide topics of growth and exploration during PLC meetings.

Person Responsible

Joshua Leinweber

Schedule

On 10/9/2014

Evidence of Completion

Shift in teacher practice observed in the classroom.

Action Step 2 5

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

Person Responsible

Joshua Leinweber

Schedule

Weekly, from 8/11/2014 to 6/2/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

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

Person Responsible

Joshua Leinweber

Schedule

Weekly, from 8/11/2014 to 6/2/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

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 Responsible

Joshua Leinweber


Schedule

Semiannually, from 8/11/2014 to 6/2/2015

Evidence of Completion

Student writing samples, teacher gradebook.

G5.B1.S2 Professional development opportunities in writing instruction will be offered by Sarasota County School District. 4

 S102941

Strategy Rationale

Teachers, under the direction of district curriculum specialists, will receive additional support and insight about the new test.

Action Step 1 5

Teachers, by grade level, will work together to deconstruct the writing standards and apply their new understanding to lesson planning that incorporates rigorous texts.

Person Responsible

Joshua Leinweber

Schedule

On 10/9/2014

Evidence of Completion

Lesson plans will reflect implementation of new learning.

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

Teacher lesson plans are submitted weekly. Lesson plans will demonstrate a shift in approach to teaching writing.

Person Responsible

Joshua Leinweber

Schedule

Weekly, from 10/13/2014 to 6/2/2015

Evidence of Completion

Teacher lesson plans will reflect implementation of the new learning.

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

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 Responsible

Joshua Leinweber


Schedule

Semiannually, from 10/13/2014 to 6/2/2015

Evidence of Completion

Student writing samples, teacher gradebook.

G5.B2 Writing standards have shifted. 2

 B121268

G5.B2.S1 Deconstruct and apply new writing standards. 4

 S133244

Strategy Rationale

Teachers need to become intimate with new expectations from the state and how these standards are met in practice.

Action Step 1 5

Teachers will participate in a training to deconstruct the standards and application of these standards.

Person Responsible

Joshua Leinweber

Schedule

Quarterly, from 10/13/2014 to 6/2/2015

Evidence of Completion

Lesson plans will reflect understanding of new standards and the implementation of strategies to address these standards.

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Teacher lessons are submitted weekly and reviewed by administration.

Person Responsible

Joshua Leinweber

Schedule

Quarterly, from 10/13/2014 to 6/2/2015

Evidence of Completion

Lesson plans will reflect understanding and implementation.

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Student writing samples will be on-going and the student scores will be reviewed with an eye towards student growth.

Person Responsible

Joshua Leinweber

Schedule

Quarterly, from 10/13/2014 to 6/2/2015

Evidence of Completion

Student writing samples and teacher evaluation of these writing samples.

G6. For the school year 2014-15, there will be a 0.2% reduction in the percent of students who drop-out of school. **1**

G038343

G6.B1 Difficulty in implementing interventions when students at risk of dropping out do not attend school.

2

B092030

G6.B1.S1 Closely monitor students who demonstrate a pattern of combined poor attendance and low GPA. **4**

S102942

Strategy Rationale

Students who are already behind academically will not be able to make growth / improvements if not regularly attending school.

Action Step 1 **5**

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 Responsible

Danielle Tanaka

Schedule

Weekly, from 8/11/2014 to 6/2/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G6.B1.S1 **6**

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

Person Responsible

Danielle Tanaka

Schedule

Weekly, from 8/11/2014 to 6/2/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

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

Person Responsible

Danielle Tanaka

Schedule

Weekly, from 8/11/2014 to 6/2/2015

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.

G7. For the school year 2014-2015, there will be a 2% increase in the percentage of students graduating from Venice High School. 1

G038344

G7.B1 Time 2

B092031

G7.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). 4

S102943

Strategy Rationale

Weekly monitoring allows for staff to continuously monitor students and their progress.

Action Step 1 5

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 Responsible

Danielle Tanaka

Schedule

Weekly, from 8/11/2014 to 6/2/2015

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 G7.B1.S1 6

Administration will be part of weekly meetings.

Person Responsible

Danielle Tanaka

Schedule

Weekly, from 8/11/2014 to 6/2/2015

Evidence of Completion

Update of master at-risk list.

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

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

Person Responsible

Danielle Tanaka

Schedule

Weekly, from 8/11/2014 to 6/2/2015

Evidence of Completion

Master list continuously updated.

G8. For the school year 2014-2015, there will be a 4% reduction of suspensions from the previous year. 1

G038345

G8.B1 Identifying troubled youth before a suspendable action takes place. 2

B092032

G8.B1.S1 Through SWST identify students who are demonstrating a combined pattern of truancy and behavioral referrals. 4

S102944

Strategy Rationale

Action Step 1 5

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

Person Responsible

Danielle Tanaka

Schedule

Weekly, from 8/11/2014 to 6/2/2015

Evidence of Completion

SWST minutes

Plan to Monitor Fidelity of Implementation of G8.B1.S1 6

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

Person Responsible

Danielle Tanaka

Schedule

Weekly, from 8/11/2014 to 6/2/2015

Evidence of Completion

SWST minutes

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 7

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

Person Responsible

Danielle Tanaka

Schedule

Weekly, from 8/11/2014 to 6/2/2015

Evidence of Completion

SWST minutes


G9. By the year 2015, 75% of students will demonstrate proficiency on the reading portion of the Florida Standard Assessment. 1

 G038346

G9.B1 The new Florida Standards are still relatively new to staff, so there is a need for continuous professional development & exploration. 2

 B092033

G9.B1.S1 Program specialists from the county will provide professional development in Florida Standards to each content area, and join monthly department meetings, when possible, to monitor and guide the implementation. 4

 S102945

Strategy Rationale

The Florida Standards are still new to staff, so they will need support in ensuring their instruction aligns to the standards.

Action Step 1 5

Professional development by district experts focused on new Florida standards.

Person Responsible

Jack Turgeon

Schedule

Quarterly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Professional Development Calendar. Teacher lesson plans.

Plan to Monitor Fidelity of Implementation of G9.B1.S1 6

Conversations during PLCs, department meetings & department chair meetings.

Person Responsible

Jack Turgeon

Schedule

Quarterly, from 8/11/2014 to 5/29/2015

Evidence of Completion

PD sign-in sheets. Completed lesson plans.

Plan to Monitor Effectiveness of Implementation of G9.B1.S1 7

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

Person Responsible

Jack Turgeon

Schedule

Quarterly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Lesson plans, student engagement and student work.

G9.B1.S2 PLC focus on the Florida Standards. 4

S102946

Strategy Rationale

Teachers will receive support from their peers on implementing lessons that are aligned with the new standards.

Action Step 1 5

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

Person Responsible

Jack Turgeon

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Minutes

Plan to Monitor Fidelity of Implementation of G9.B1.S2 6

Administrator will attend PLC meetings and review minutes.

Person Responsible

Jack Turgeon

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Minutes of PLC meetings.

Plan to Monitor Effectiveness of Implementation of G9.B1.S2 7

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

Person Responsible

Jack Turgeon

Schedule

Weekly, from 8/11/2014 to 5/29/2015


Evidence of Completion

Lesson plans submitted electronically and teacher observations.

G10. By the year 2015,79% of all students will demonstrate a learning gain as reflected on the reading portion of the Florida Standards Assessment. 1

 G038347

G10.B1 Teachers shifting instruction to include Florida Standards in their planning and delivery of instruction. 2

 B092036

G10.B1.S1 Provide support for lesson plan templates that support the inclusion of Florida Standards. 4

 S102952

Strategy Rationale

Continued emphasis on lesson plans ensures that teachers are planning based on the incorporation of standards.

Action Step 1 5

Teachers will be trained to upload their lessons weekly to the district platform - LEARN.

Person Responsible

Jack Turgeon

Schedule

On 9/10/2014

Evidence of Completion

Teacher lesson plans.

Plan to Monitor Fidelity of Implementation of G10.B1.S1 6

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

Person Responsible

Jack Turgeon

Schedule

Weekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Lesson plans posted on LEARN.

Plan to Monitor Effectiveness of Implementation of G10.B1.S1 7

Lesson plans, observable instruction & teacher feedback.

Person Responsible

Jack Turgeon

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Observation, completed lesson plans.

G10.B1.S2 Continuous professional development. 4

S102953

Strategy Rationale

Teachers can continue to receive support from district and in-house experts.

Action Step 1 5

Ongoing DOK training.

Person Responsible

Paul Burns

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

DOK reflected in teacher lesson plans.

Plan to Monitor Fidelity of Implementation of G10.B1.S2 6

Review of lesson plans & classroom observations.

Person Responsible

Jack Turgeon

Schedule

Weekly, from 8/18/2015 to 8/18/2015

Evidence of Completion

Lesson plans & classroom instruction will reflect DOK.

Plan to Monitor Effectiveness of Implementation of G10.B1.S2 7

Review of lesson plans.

Person Responsible

Jack Turgeon


Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Teacher lesson plans will reflect implementation of professional development.

G10.B1.S3 PLC 4

 S102954

Strategy Rationale

Teachers can share best practices with their colleagues and develop shared lessons and common assessments.

Action Step 1 5

Teachers will meet weekly to collaborate on lessons and formative assessments.

Person Responsible

Jack Turgeon

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Minutes of meeting.

Plan to Monitor Fidelity of Implementation of G10.B1.S3 6

Review of meeting minutes

Person Responsible

Jack Turgeon

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Minutes of weekly meetings will demonstrate focus of meetings.

Plan to Monitor Effectiveness of Implementation of G10.B1.S3 7

Review of minutes

Person Responsible

Jack Turgeon


Schedule

Weekly, from 8/18/2014 to 5/29/2015


Evidence of Completion

Minutes will reflect focus on assessments and pedagogy.


G11. By the year 2015, 83% of students taking state assessed math exams will demonstrate proficiency. 1

 G038348

G11.B1 Students lacking pre-requisite knowledge of Algebra. 2

 B092037

G11.B1.S1 Weekly PLC meetings Algebra teachers to work on curriculum, common assessments, monitoring student progress and Common Core State Standards. 4

 S102955

Strategy Rationale

Action Step 1 5

Teacher will attend weekly PLC meetings with other Algebra teachers.

Person Responsible

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Meeting minutes and observation.

Plan to Monitor Fidelity of Implementation of G11.B1.S1 6

Teacher feedback to administration and administrative observations.

Person Responsible

Jack Turgeon

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

PLC minutes.

Plan to Monitor Effectiveness of Implementation of G11.B1.S1 7

Benchmark assessments, teacher feedback and administrative observations.

Person Responsible


Schedule

Quarterly, from 8/18/2014 to 5/29/2015


Evidence of Completion

PLC minutes, benchmark data and administrative observation.


G12. By the year 2015, 75% of students taking the Geometry EOC will demonstrate proficiency. 1

 G038349

G12.B1 Student lack of pre-requisite knowledge. 2

 B125688

G12.B1.S1 Provide students with before and after school math resource opportunities. 4

 S145209

Strategy Rationale

Students can receive small group and individual support.

Action Step 1 5

Math lab opportunities to students.

Person Responsible

Jack Turgeon

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Student sign in sheets.

Plan to Monitor Fidelity of Implementation of G12.B1.S1 6

Student sign in sheets.

Person Responsible

Jack Turgeon

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Review of sign in sheets will provide evidence of student attendance.

Plan to Monitor Effectiveness of Implementation of G12.B1.S1 7

Student attendance sheets.

Person Responsible

Jack Turgeon


Schedule

Weekly, from 8/18/2014 to 5/29/2015


Evidence of Completion

Sign sheets will provide evidence of student attendance.


G13. By the year 2015, 81% of students taking the Biology EOC will demonstrate proficiency. 1

 G038350

G13.B1 Student attendance. 2

 B125690

G13.B1.S1 Attendance will be monitored on a weekly basis. Students demonstrating truancy indicators will be brought to SWST. 4

 S145211

Strategy Rationale

Students who are not present and missing vital instruction.

Action Step 1 5

Weekly monitoring of student attendance.

Person Responsible

Joshua Leinweber

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Reports to guidance counselors and SWST.

Plan to Monitor Fidelity of Implementation of G13.B1.S1 6

Weekly reports reviewed.

Person Responsible

Danielle Tanaka

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

SWST Minutes

Plan to Monitor Effectiveness of Implementation of G13.B1.S1 7

Review of impact of implemented intervention.

Person Responsible

Danielle Tanaka

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Student attendance history since implementation of intervention.

G14. By the year 2015, 79% of students taking the Florida Standards Assessment will demonstrate a learning gain on the reading portion of the exam. 1

G038351

G14.B2 Implementation of the Florida Standards. 2

B125703

G14.B2.S1 Professional development focusing on deconstructing and implementing the new standards.

4

S137579

Strategy Rationale

Teachers need the opportunity to read, reflect and shift their teaching methods to reflect the standards.

Action Step 1 5

Professional development opportunities throughout the school year.

Person Responsible

Joshua Leinweber

Schedule

Quarterly, from 8/1/2014 to 5/29/2015

Evidence of Completion

Lesson plans will reflect the standards and shifts in pedagogy.

Plan to Monitor Fidelity of Implementation of G14.B2.S1 6

Administration will review teacher lesson plans.

Person Responsible

Jack Turgeon

Schedule

Weekly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Teacher lesson plans will demonstrate integration of the new standards.

Plan to Monitor Effectiveness of Implementation of G14.B2.S1 7

Administration will review lesson plans weekly.

Person Responsible

Jack Turgeon

Schedule

Weekly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Lesson plans will reflect new standards and data will be reviewed to determine if growth is being made.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B1.S1.A1	Full day professional development to focus on deconstructing standards, application of new standards and integration of these standards with new texts. This will serve to provide topics of growth and exploration during PLC meetings.	Leinweber, Joshua	10/7/2014	Shift in teacher practice observed in the classroom.	10/9/2014 one-time
G5.B1.S2.A1	Teachers, by grade level, will work together to deconstruct the writing standards and apply their new understanding to lesson planning that incorporates rigorous texts.	Leinweber, Joshua	10/7/2014	Lesson plans will reflect implementation of new learning.	10/9/2014 one-time
G6.B1.S1.A1	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.	Tanaka, Danielle	8/11/2014	Documentation of student meetings, SWST agendas and correspondence between administrators, counselors & staff.	6/2/2015 weekly
G7.B1.S1.A1	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.	Tanaka, Danielle	8/11/2014	A master list is maintained and updated reflecting progress with our students who are at-risk of not graduating.	6/2/2015 weekly
G8.B1.S1.A1	Weekly the SWST will review attendance data and discipline data to identify students who may be at risk of continued behavioral infractions.	Tanaka, Danielle	8/11/2014	SWST minutes	6/2/2015 weekly
G9.B1.S1.A1	Professional development by district experts focused on new Florida standards.	Turgeon, Jack	8/11/2014	Professional Development Calendar. Teacher lesson plans.	5/29/2015 quarterly
G9.B1.S2.A1	At least once a month PLCs will include Florida standards on their weekly agenda to discuss, review and research.	Turgeon, Jack	8/11/2014	Minutes	5/29/2015 monthly

Sarasota - 0221 - Venice Senior High School - 2014-15 SIP
Venice Senior High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G10.B1.S1.A1	Teachers will be trained to upload their lessons weekly to the district platform - LEARN.	Turgeon, Jack	9/10/2014	Teacher lesson plans.	9/10/2014 one-time
G11.B1.S1.A1	Teacher will attend weekly PLC meetings with other Algebra teachers.		8/18/2014	Meeting minutes and observation.	5/29/2015 weekly
G5.B2.S1.A1	Teachers will participate in a training to deconstruct the standards and application of these standards.	Leinweber, Joshua	10/13/2014	Lesson plans will reflect understanding of new standards and the implementation of strategies to address these standards.	6/2/2015 quarterly
G14.B2.S1.A1	Professional development opportunities throughout the school year.	Leinweber, Joshua	8/1/2014	Lesson plans will reflect the standards and shifts in pedagogy.	5/29/2015 quarterly
G4.B1.S1.A1	Professional Development focused on deconstructing the standard and applying Depth of Knowledge.	Leinweber, Joshua	8/18/2014	Lesson plans and shift in classroom instruction.	5/29/2015 quarterly
G2.B1.S1.A1	Modification of master schedule with an emphasis on 9th grade math students.	Leinweber, Joshua	9/1/2014	Master schedule has changed.	one-time
G3.B1.S1.A1	Modification of master schedule with an emphasis on 9th grade math students.	Tanaka, Danielle	9/1/2014	Master schedule has changed.	9/1/2014 one-time
G1.B1.S1.A1	Weekly monitoring of student attendance.	Leinweber, Joshua	8/18/2014	Reports to guidance counselors and SWST.	5/29/2015 weekly
G12.B1.S1.A1	Math lab opportunities to students.	Turgeon, Jack	8/18/2014	Student sign in sheets.	5/29/2015 weekly
G13.B1.S1.A1	Weekly monitoring of student attendance.	Leinweber, Joshua	8/18/2014	Reports to guidance counselors and SWST.	5/29/2015 weekly
G10.B1.S2.A1	Ongoing DOK training.	Burns, Paul	8/18/2014	DOK reflected in teacher lesson plans.	5/29/2015 quarterly
G10.B1.S3.A1	Teachers will meet weekly to collaborate on lessons and formative assessments.	Turgeon, Jack	8/18/2014	Minutes of meeting.	5/29/2015 weekly
G5.B1.S1.A2	Continuation of PLCs with a focus on writing instruction and scoring.	Leinweber, Joshua	8/11/2014	Minutes of PLC meetings, teacher lesson plans, grade book indicating graded writing samples.	6/2/2015 weekly
G1.MA1	Student attendance records.	Leinweber, Joshua	8/18/2014	There will be a decline in student absences once identified and interventions implemented.	5/29/2015 quarterly
G1.B1.S1.MA1	Review of impact of implemented intervention.	Tanaka, Danielle	8/18/2014	Student attendance history since implementation of intervention.	5/29/2015 quarterly
G1.B1.S1.MA1	Weekly reports reviewed.	Tanaka, Danielle	8/18/2014	SWST Minutes	5/29/2015 weekly
G2.MA1	Student data, specifically benchmark and teacher created assessments.	Turgeon, Jack	8/18/2014	Student data.	5/29/2015 quarterly
G2.B1.S1.MA1	Student data.	Turgeon, Jack	8/18/2014	Increase proficiency as reflected by student data.	5/29/2015 quarterly
G2.B1.S1.MA1	Review of benchmark data, teacher assessments and student mid-quarter / report card grades.	Turgeon, Jack	8/18/2014	Student data will be reviewed.	5/29/2015 quarterly
G3.MA1	Benchmark and teacher created assessments.	Tanaka, Danielle	8/19/2014	Benchmark and teacher created assessments will demonstrate growth.	8/19/2014 quarterly
G3.B1.S1.MA1	Student data.	Tanaka, Danielle	8/18/2014	Increase proficiency as reflected by student data.	5/29/2015 quarterly
G3.B1.S1.MA1	Review of benchmark data, teacher assessments and student mid-quarter / report card grades.	Tanaka, Danielle	8/18/2014	Student data will be reviewed.	5/29/2015 quarterly
G4.MA1	FAIR data, teacher generated assessments	Leinweber, Joshua	8/18/2014	Increase in FAIR data and teacher generated assessments will demonstrate growth.	5/29/2015 quarterly
G4.B1.S1.MA1	Sign in sheets and lesson plans.	Leinweber, Joshua	8/18/2014	Sign in sheets will demonstrate teacher participation and lesson plans will	5/29/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				reflect implementation of new knowledge.	
G4.B1.S1.MA1	Lesson plan review and classroom observations.	Tanaka, Danielle	8/18/2014	Lesson plans and classroom observations.	5/29/2015 weekly
G5.MA1	Data will be reviewed by teachers and administrators to progress monitor student growth.	Leinweber, Joshua	10/13/2014	Minutes of meetings and observation.	6/2/2015 semiannually
G5.B1.S1.MA1	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.	Leinweber, Joshua	8/11/2014	Student writing samples, teacher gradebook.	6/2/2015 semiannually
G5.B1.S1.MA1	Agendas of weekly PLC meetings, monthly Department Meeting & monthly department chair meetings.	Leinweber, Joshua	8/11/2014	Minutes of weekly PLC meetings, montly Department Meetings & montly department chair meetings.	6/2/2015 weekly
G5.B2.S1.MA1	Student writing samples will be on-going and the student scores will be reviewed with an eye towards student growth.	Leinweber, Joshua	10/13/2014	Student writing samples and teacher evaluation of these writing samples.	6/2/2015 quarterly
G5.B2.S1.MA1	Teacher lessons are submitted weekly and reviewed by administration.	Leinweber, Joshua	10/13/2014	Lesson plans will reflect understanding and implementation.	6/2/2015 quarterly
G5.B1.S2.MA1	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.	Leinweber, Joshua	10/13/2014	Student writing samples, teacher gradebook.	6/2/2015 semiannually
G5.B1.S2.MA1	Teacher lesson plans are submitted weekly. Lesson plans will demonstrate a shift in approach to teaching writing.	Leinweber, Joshua	10/13/2014	Teacher lesson plans will reflect implementation of the new learning.	6/2/2015 weekly
G6.MA1	Student GPA data, daily attendance data, FCAT, SAT, ACT, PERT scores.	Tanaka, Danielle	8/11/2014	Updated master list will refelct changes in data points and progress monitoring.	6/2/2015 weekly
G6.B1.S1.MA1	Color coded master list of students at-risk reviewed monthly to determine what progress is being made.	Tanaka, Danielle	8/11/2014	Master list will refelct change in color, from red to green, for students who are no longer in danger of dropping out.	6/2/2015 weekly
G6.B1.S1.MA1	Administration will meet weekly with counselors and SWST meets weekly to gauge progress of working with at-risk students and SWST.	Tanaka, Danielle	8/11/2014	Observation / participation in meetings, communication with parent / student and counseling with student.	6/2/2015 weekly
G7.MA1	Continuous data collection is on-going. When results are not positive alternative interventions will be implemented.	Tanaka, Danielle	8/11/2014	Master at-risk list.	6/2/2015 weekly
G7.B1.S1.MA1	Continuous progress monitoring provided from CrossPointe (gradebook system), teacher feedback and FCAT, SAT, ACT or PERT data.	Tanaka, Danielle	8/11/2014	Master list continuously updated.	6/2/2015 weekly
G7.B1.S1.MA1	Administration will be part of weekly meetings.	Tanaka, Danielle	8/11/2014	Update of master at-risk list.	6/2/2015 weekly
G8.MA1	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.	Tanaka, Danielle	8/11/2014	SWST Minutes	6/2/2015 weekly
G8.B1.S1.MA1	Behavior referrals will be monitored for identified students to determine if interventions are effective.	Tanaka, Danielle	8/11/2014	SWST minutes	6/2/2015 weekly
G8.B1.S1.MA1	Administration will participate in weekly SWST to monitor that students are discussed and interventions are implemented.	Tanaka, Danielle	8/11/2014	SWST minutes	6/2/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G9.MA1	Benchmark data.	Turgeon, Jack	8/11/2014	Indicators of growth in FAIR, FOCUS & benchmark assessments.	5/29/2015 quarterly
G9.B1.S1.MA1	Classroom observation data. Teachers struggling with implementation of standards will be coached by administration.	Turgeon, Jack	8/11/2014	Lesson plans, student engagement and student work.	5/29/2015 quarterly
G9.B1.S1.MA1	Conversations during PLCs, department meetings & department chair meetings.	Turgeon, Jack	8/11/2014	PD sign-in sheets. Completed lesson plans.	5/29/2015 quarterly
G9.B1.S2.MA1	Lesson plans will demonstrate a change with more emphasis on new standards and pedagogy.	Turgeon, Jack	8/11/2014	Lesson plans submitted electronically and teacher observations.	5/29/2015 weekly
G9.B1.S2.MA1	Administrator will attend PLC meetings and review minutes.	Turgeon, Jack	8/11/2014	Minutes of PLC meetings.	5/29/2015 monthly
G10.MA1	Benchmark assessments.	Turgeon, Jack	8/18/2014	Student data and growth.	5/29/2015 semiannually
G10.B1.S1.MA1	Lesson plans, observable instruction & teacher feedback.	Turgeon, Jack	8/11/2014	Observation, completed lesson plans.	5/29/2015 weekly
G10.B1.S1.MA1	Administration will look for completed lesson plans and provide support for teachers who are struggling with implementation of the standards.	Turgeon, Jack	9/15/2014	Lesson plans posted on LEARN.	5/29/2015 weekly
G10.B1.S2.MA1	Review of lesson plans.	Turgeon, Jack	8/18/2014	Teacher lesson plans will reflect implementation of professional development.	5/29/2015 weekly
G10.B1.S2.MA1	Review of lesson plans & classroom observations.	Turgeon, Jack	8/18/2015	Lesson plans & classroom instruction will reflect DOK.	8/18/2015 weekly
G10.B1.S3.MA1	Review of minutes	Turgeon, Jack	8/18/2014	Minutes will reflect focus on assessments and pedagogy.	5/29/2015 weekly
G10.B1.S3.MA1	Review of meeting minutes	Turgeon, Jack	8/18/2014	Minutes of weekly meetings will demonstrate focus of meetings.	5/29/2015 weekly
G11.MA1	Benchmark data will demonstrate student growth.	Turgeon, Jack	8/18/2014	Benchmark data.	5/29/2015 quarterly
G11.B1.S1.MA1	Benchmark assessments, teacher feedback and administrative observations.		8/18/2014	PLC minutes, benchmark data and administrative observation.	5/29/2015 quarterly
G11.B1.S1.MA1	Teacher feedback to administration and administrative observations.	Turgeon, Jack	8/18/2014	PLC minutes.	5/29/2015 weekly
G12.MA1	Benchmark data will demonstrate student growth.	Turgeon, Jack	8/18/2014	Benchmark data.	5/29/2015 quarterly
G12.B1.S1.MA1	Student attendance sheets.	Turgeon, Jack	8/18/2014	Sign sheets will provide evidence of student attendance.	5/29/2015 weekly
G12.B1.S1.MA1	Student sign in sheets.	Turgeon, Jack	8/18/2014	Review of sign in sheets will provide evidence of student attendance.	5/29/2015 weekly
G13.MA1	Student attendance reports will show regular attendance.	Leinweber, Joshua	8/18/2014	Attendance reports.	5/29/2015 weekly
G13.B1.S1.MA1	Review of impact of implemented intervention.	Tanaka, Danielle	8/18/2014	Student attendance history since implementation of intervention.	5/29/2015 quarterly
G13.B1.S1.MA1	Weekly reports reviewed.	Tanaka, Danielle	8/18/2014	SWST Minutes	5/29/2015 weekly
G14.MA1	FAIR data and teacher created assessments.	Leinweber, Joshua	8/18/2014	Administrative observation and teacher data.	5/29/2015 quarterly
G14.B2.S1.MA1	Administration will review lesson plans weekly.	Turgeon, Jack	9/22/2014	Lesson plans will reflect new standards and data will be reviewed to determine if growth is being made.	5/29/2015 weekly
G14.B2.S1.MA1	Administration will review teacher lesson plans.	Turgeon, Jack	9/22/2014	Teacher lesson plans will demonstrate integration of the new standards.	5/29/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G4. By the year 2015, 51% of Students With Disabilities will demonstrate proficiency on the reading portion of the Florida Standard Assessment.

G4.B1 The Florida Standards are still relatively new to staff, so there is a need for continuous professional development & exploration.

G4.B1.S1 Professional Development and PLC collaboration.

PD Opportunity 1

Professional Development focused on deconstructing the standard and applying Depth of Knowledge.

Facilitator

Joshua Leinweber, Paul O. Burns

Participants

All teachers.

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

G5. By the year 2015, 78% of all students will demonstrate proficiency on the writing portion of the Florida Standard Assessment.

G5.B1 Writing assessment is new for the 2014 - 2015 school year.

G5.B1.S1 Provide staff opportunities to participate in PLCs to review lesson plans, best practices and scoring calibration professional development.

PD Opportunity 1

Full day professional development to focus on deconstructing standards, application of new standards and integration of these standards with new texts. This will serve to provide topics of growth and exploration during PLC meetings.

Facilitator

Catherine Coccoza / Joshua Leinweber

Participants

All English Language Arts teachers, grades 9 - 12.

Schedule

On 10/9/2014

G5.B1.S2 Professional development opportunities in writing instruction will be offered by Sarasota County School District.

PD Opportunity 1

Teachers, by grade level, will work together to deconstruct the writing standards and apply their new understanding to lesson planning that incorporates rigorous texts.

Facilitator

Catherine Coccoza / Joshua Leinweber

Participants

All English Language Arts Teachers.

Schedule

On 10/9/2014

G5.B2 Writing standards have shifted.

G5.B2.S1 Deconstruct and apply new writing standards.

PD Opportunity 1

Teachers will participate in a training to deconstruct the standards and application of these standards.

Facilitator

Catherine Coccoza / Joshua Leinweber

Participants

All English Language Arts teachers.

Schedule

Quarterly, from 10/13/2014 to 6/2/2015

G9. By the year 2015, 75% of students will demonstrate proficiency on the reading portion of the Florida Standard Assessment.

G9.B1 The new Florida Standards are still relatively new to staff, so there is a need for continuous professional development & exploration.

G9.B1.S1 Program specialists from the county will provide professional development in Florida Standards to each content area, and join monthly department meetings, when possible, to monitor and guide the implementation.

PD Opportunity 1

Professional development by district experts focused on new Florida standards.

Facilitator

District personnel.

Participants

All staff.

Schedule

Quarterly, from 8/11/2014 to 5/29/2015

G10. By the year 2015, 79% of all students will demonstrate a learning gain as reflected on the reading portion of the Florida Standards Assessment.

G10.B1 Teachers shifting instruction to include Florida Standards in their planning and delivery of instruction.

G10.B1.S1 Provide support for lesson plan templates that support the inclusion of Florida Standards.

PD Opportunity 1

Teachers will be trained to upload their lessons weekly to the district platform - LEARN.

Facilitator

Cameron Parker

Participants

All teachers

Schedule

On 9/10/2014

G10.B1.S2 Continuous professional development.

PD Opportunity 1

Ongoing DOK training.

Facilitator

Paul O. Burns

Participants

All teachers

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

G14. By the year 2015, 79% of students taking the Florida Standards Assessment will demonstrate a learning gain on the reading portion of the exam.

G14.B2 Implementation of the Florida Standards.

G14.B2.S1 Professional development focusing on deconstructing and implementing the new standards.

PD Opportunity 1

Professional development opportunities throughout the school year.

Facilitator

Sarasota County School Board / Joshua Leinweber

Participants

English teacher

Schedule

Quarterly, from 8/1/2014 to 5/29/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Grand Total	0