

Sarasota County Schools

Venice Senior High School



2018-19 School Improvement Plan

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Venice Senior High School

1 INDIAN AVE, Venice, FL 34285

www.sarasotacountyschools.net/venicehigh

School Demographics

School Type and Grades Served
 (per MSID File)

High School
 9-12

2018-19 Title I School

No

2018-19 Economically Disadvantaged (FRL) Rate
 (As Reported on Survey 3)

37%

Primary Service Type
 (per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
 (Reported as Non-white on Survey 2)

18%

School Grades History

Year
Grade

2017-18
 A

2016-17
 A

2015-16
 A

2014-15
 A*

School Board Approval

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

SIP Authority

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Leadership Team

Membership

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

Name	Title
Jackson, Eric	Principal
Jones, Kathleen	Teacher, K-12
Myers, Gretchen	Teacher, Career/Technical
Corso, Monique	Teacher, K-12
Wheatley, Brian	Teacher, K-12
Case, Jonathan	Teacher, K-12
Kerpchar, Jo-Ann	Teacher, K-12
Baker, LeeAnne	Teacher, K-12
Lash, Robert	Teacher, K-12
Schmidt, Rosemary	Assistant Principal
Terry, Trenton	Assistant Principal
Tanaka, Danielle	Assistant Principal
Gallof, Lindsay	Assistant Principal
Therrien, Deborah	Teacher, K-12
Moore, Jeanette	Teacher, K-12
DeVries, Samantha	Teacher, K-12
Fletcher, Valerie	Teacher, K-12
Slaton, Mia	Guidance Counselor

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, teachers and school based administration. Administrators at Venice High School work collaboratively with department chairs to establish academic and school improvement goals for the subsequent year. This year the VHS Administrators and Department Chairs established goals by analyzing relevant data, identifying instructional needs, designing plans of differentiation and intervention support and then planning for professional development.

The School Leadership team in collaboration with the Instructional Leadership Team will develop and implement professional learning opportunities. Professional Days will include 60-minute learning groups scheduled for 10/19, 12/21, and 3/15 and will include: Data Analysis, Interventional Supports; ESE, ESOL (Instructional Support for Teachers and Aides); Positive Relationships, Mindset; Standards-Based Lesson Planning Differentiated Classroom Discussion for the Novice and Established Teacher; Peer Coaching/Microteaching Differentiated Integrated Technology for the Novice and Established Teacher; and Process Oriented Guided Inquiry Learning (POGIL).

This year, additional planning time has been allocated for teachers to engage in a deeper examination of curricular standards that properly aligns learning tasks and assessments with intended outcomes and best prepares our students to be “assessment-capable learners”. Led by school leadership team members data-driven decision use a progress-monitoring approach to increase student learning by aligning standards, instruction, assessment, and data analysis. To help all students achieve, we need to more systematically and routinely use select data to guide instructional decisions and meet students’ learning needs. Teams of teachers will be able to receive and analyze on-going feedback about the effects of instruction and give students timely information about their current performance in relation to the learning target or goal. Additionally, collaboration among teachers through a data-driven process provides opportunities for teachers to share effective practices, adopt collective expectations for students’ performance, gain a deeper understanding of students’ needs, and develop effective strategies to better serve students.

Data-team meetings have been scheduled to support on-going collaboration as it will take considerable time and energy to properly deconstruct standards, develop common assessments and lessons, analyze and monitor results, and plan for academic support. Therefore the following times have be provided: VHS Connects- in six-week cycles; department meetings, data-teams will be provided the opportunity to report progress and seek guidance and support from colleagues; In lieu of most regularly-scheduled faculty meetings, data-teams will meet on a day of their choosing, before or after school, during the months of September, October, November, January, February, and March; and In lieu of common planning time, teachers may work towards accomplishing tasks associated with data-team goals.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	107	105	134	205	551
One or more suspensions	0	0	0	0	0	0	0	0	0	16	12	17	8	53
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	56	29	38	3	126
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	79	58	52	18	207

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators		0	0	0	0	0	0	0	0	0	35	31	24	0	90

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	17	13	15	0	45
Retained Students: Previous Year(s)	37	25	17	25	2	2	1	3	2	8	6	0	0	128

Date this data was collected

Tuesday 9/18/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	106	102	138	129	475
One or more suspensions	0	0	0	0	0	0	0	0	0	28	20	43	17	108
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	14	36	39	13	102
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	52	64	25	20	161

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators		0	0	0	0	0	0	0	0	0	10	16	6	1	33

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	106	102	138	129	475
One or more suspensions	0	0	0	0	0	0	0	0	0	28	20	43	17	108
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	14	36	39	13	102
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	52	64	25	20	161

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	10	16	6	1	33

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data indicates that the area that performed the lowest was the ELA Proficiency and ELA Learning Gains. The trend at VHS for both ELA Proficiency and for ELA Learning Gains can best be described as flat. ELA Proficiency has remained at or near 70% over the last three years. The ELA Learning Gains for Bottom Quartile students have been at 46% in each of the last two years.

Which data component showed the greatest decline from prior year?

The data element that demonstrated the greatest decline in the last year was the ELA Learning gains which declined 3%.

Which data component had the biggest gap when compared to the state average?

Venice High School outperformed the state averages in all components.

Which data component showed the most improvement? Is this a trend?

The math learning gains for the bottom quartile component at Venice High School demonstrated the most improvement. The math learning gains for bottom quartile students increased 22% from 46% to 68%.

Describe the actions or changes that led to the improvement in this area

VHS provides a great deal of support to students through its master scheduling process. Students are provided with support in Algebra IA/IB Block of instruction, Algebra IA full year of instruction, Algebra IB full year of instruction and Liberal Arts Math to help students in need of support after Algebra I or its equivalent.

VHS also offers math lab after school for remedial and more intensive support for tier 2 and 3 students.

Teachers modify lesson plans for re-teaching the Major Mathematics Standards of Concern

- 1) Test corrections
- 2) Math Lab before school
- 3) After school support with current math teacher
- 4) Using Big Ideas videos and practice problems for areas of concern
- 5) Master Scheduling of students to support academic needs

Geometry and Algebra PLC's working on a content review before the EOC based on their students' data (benchmarks and assessments).

Provide small group instruction for level 1 students in whole year Algebra 1A. Provide small group instruction for students who have not passed the Algebra EOC.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	70%	67%	56%	71%	63%	53%
ELA Learning Gains	57%	57%	53%	60%	53%	49%
ELA Lowest 25th Percentile	46%	47%	44%	46%	43%	41%
Math Achievement	83%	69%	51%	77%	62%	49%
Math Learning Gains	63%	52%	48%	58%	46%	44%
Math Lowest 25th Percentile	68%	53%	45%	46%	41%	39%
Science Achievement	78%	77%	67%	76%	68%	65%
Social Studies Achievement	90%	79%	71%	87%	76%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	107 (106)	105 (102)	134 (138)	205 (129)	551 (475)
One or more suspensions	16 (28)	12 (20)	17 (43)	8 (17)	53 (108)
Course failure in ELA or Math	56 (14)	29 (36)	38 (39)	3 (13)	126 (102)
Level 1 on statewide assessment	79 (52)	58 (64)	52 (25)	18 (20)	207 (161)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	72%	66%	6%	53%	19%
	2017	68%	64%	4%	52%	16%
Same Grade Comparison		4%				
Cohort Comparison						
10	2018	68%	65%	3%	53%	15%
	2017	72%	62%	10%	50%	22%
Same Grade Comparison		-4%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	77%	75%	2%	65%	12%
2017	75%	69%	6%	63%	12%
Compare		2%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	89%	76%	13%	68%	21%
2017	86%	73%	13%	67%	19%
Compare		3%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	76%	77%	-1%	62%	14%
2017	75%	71%	4%	60%	15%
Compare		1%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	83%	71%	12%	56%	27%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2017	75%	70%	5%	53%	22%
Compare		8%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	71	58	47	83	62	68	78	90		91	62
BLK	40	46		70							
HSP	63	56	52	85	68	68	74	89		85	61
ASN	89	65		91						100	58
MUL	70	51	38	84	65		86	100			
SWD	27	29	23	53	65	61	36	58		79	28
FRL	63	57	50	77	62	64	73	86		83	47
ELL		42	40								

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	71	60	47	78	59	47	76	89		93	53
BLK	33	46		50	27						
HSP	65	57	46	75	52	45	76	85		97	38
ASN	88	86		78	50			92			
MUL	74	57	30	83	62	64	91	64		79	60
SWD	14	32	30	29	41	37	22	61		76	21
FRL	58	54	42	72	56	43	66	79		87	37
ELL	36	57									

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Biology Proficiency
Rationale	Based on the most recent assessment results, 78% of VHS students achieved a score of 3 or better on the Biology FSA.
Intended Outcome	The percentage of VHS Students scoring level 3 and above on the Biology End of Course Assessment will increase 4% to 82% for the 2018-2019 school year.
Point Person	Rosemary Schmidt (rosemary.schmidt@sarasotacountyschools.net)
Action Step	
Description	<p>1) Data Driven Decision Making Teams - This year, additional planning time has been allocated for teachers to engage in a deeper examination of curricular standards that properly aligns learning tasks and assessments with intended outcomes and best prepares our students to be "assessment-capable learners". Data-team meetings have been scheduled to support on-going collaboration as it will take considerable time and energy to properly: deconstruct priority standards, develop common common pre-assessments, post assessments and formative assessments to measure progress toward an intended target. Teams will also work to design lessons, analyze and monitor results, and plan for academic support.</p> <p>2) Increase Knowledge of Teacher through School Based Professional Development - Science Teachers began the school year with Professional Development on Teacher Clarity facilitated by the Corwin Group. This work will focus primarily on aspects of Teacher Clarity to include: Deconstruction of Standards, Learning Intentions, Purpose, Success Criteria, and Data Driven Assessment.</p> <p>3) Teachers will seeks ways to change the role of the student in the classroom by implementing Accountable Talk/Student Discourse in all Biology classrooms.</p> <p>4) District Science Curriculum Specialist will implement full day professional development for all biology teachers at VHS. Biology and environmental science teachers collaborate using the IFG and science standards (CPalms) to reduce content overlap in the areas of ecosystems, evolution and population within the two curriculums. The teachers will also work to design standard based, common lessons, assessments, and experiments unique to each discipline that maximizes the learning progression. As a follow up to the first portion of the Professional Development, teachers will also engage in a day in which they will conduct peer observation of like content area teachers classrooms.</p> <p>5) Through the Master Scheduling process, VHS created Biology and Environmental Science classes with reduced class sizes to best support struggling learners. Teachers will have no more than 15 students in specific classes so that they can provide individualized feedback and support to maximize student learning.</p> <p>6) VHS also offers Extended School Day opportunities for students. Students have the opportunity to participate in Science Fair where they must apply Scientific Theory, Conduct Research, Test Results and Write Lab Reports. VHS students are provided opportunity for enrichment in any of the science offerings by being provided with the opportunity to participate in the Science Olympiad and Envirothon.</p>

7) All Biology teachers will progress monitor student achievement utilizing USA Test Prep. Teachers will make instructional decisions regarding next steps for individuals to include intervention supports. Intervention supports may be entire class (reteaching), small flexible grouping or one to one support.

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

Plan to Monitor Effectiveness

Description

- 1) Teacher created common formative and common summative assessments will be administered.
- 2) Data derived from the teacher created common assessments will be analyzed by classroom teachers and administrators.
- 3) District Benchmark assessments will be administered to all Biology students.
- 4) Data derived from the District Benchmarks assessments will be analyzed by teachers and administrators.
- 5) Lesson Plans will be reviewed by administrators to monitor standards based planning, student task(s), assessment practices, and intervention supports.

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

Activity #2

Title Accelerated Learning

Rationale

Venice High School wants to graduate all of its students as college and/or career ready as evidenced by the completion passing of an AP, IB, or DE course and subsequent test or by completing an Industry Certification exam.

Intended Outcome

All graduating seniors will demonstrate college readiness by successful completion at least one AP, IB or DE course. For students enrolled in AP or IB, successful completion includes passing the subject area tests to earn college credit. For students enrolled in DE, students will demonstrate college readiness by earning a C or better in one or more courses in which they have enrolled. Career readiness will be determined by the successful completion of at least one Industry Certification Exam.

Point Person

Danielle Tanaka (danielle.tanaka@sarasotacountyschools.net)

Action Step

Description

- 1) Master Scheduling Process - where all students are provided opportunities to enroll in courses that lead to College Credit or Industry Certification. All students meet with their individual counselor to select courses for the subsequent school year. The counselors meet individually with each student and review the student academic history to identify courses the student needs to meet graduation requirements and also to determine if the student has earned an Industry Certification, completed an AP, IB or DE course. If the student has yet to meet this requirement, the student is scheduled into an accelerated course.
- 2) Created IBCP and College/Career Acceleration Coordinator. The IBCP and College/Career Acceleration coordinator meets regularly with administrators and other support staff as part of the VHS Accelerated Learning Committee. The IBCP and College/Career Acceleration Coordinator is responsible for analyzing current student enrollment in courses that lead to Industry Certification and then designing a plan to assist teachers and students in achieving the goals for Industry Certification. Plans may include, regrouping of students in like content area classrooms, utilizing VHS Connects time period for remediation or providing opportunities in an extended day format.
- 3) Realigned counselors to support students beginning in 9th Grade. The counselor supporting 9th grade students will assist in individual goal setting to assist students in meeting accelerated criteria. Additionally the realignment offers additional support to students in their senior year. The counselor supporting 12th grade students will assist in individual goal setting to assist students in meeting accelerated criteria.
- 5) Adding Additional Sections of DIT. Venice High School has added six new sections of Digital Information Technology to the Master Schedule for students in the last two academic years. This provides opportunities for increased enrollment for students in 9th grade to access a course leading to Industry Certification.
- 6) Adding Additional Advanced Placement Courses/Offerings to Master Schedule. VHS continues to add Advanced Placement course offerings to the Master Schedule to increase access and opportunity for all students to earn a credit that also leads to college credit.
- 7) Adding Additional International Baccalaureate Course Offerings to Master Schedule VHS continues to add International Baccalaureate course offerings

to the Master Schedule to increase access and opportunity for all students to earn a credit that also leads to college credit.

8) Offering support interventions to students attempting courses that lead to Industry Certification, Advanced Placement and/or International Baccalaureate Credit who have not reached success.

9) Students are provided with the opportunity to enhance their learning by participating in activities

that are aligned with Science, Technology, Engineering and Mathematics related occupational

fields. This enhances and enriches the students daily experience in their career academy of

choice by providing them with additional opportunities not specifically entrenched in their daily

classroom routines.

10) 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.

Person Responsible

Danielle Tanaka (danielle.tanaka@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description

1) Monthly meetings with district support to monitor enrollment, course completion and Industry Certification Data.

2) Monthly CTE teachers will be provided with data regarding student progress towards certification goals.

3) Weekly CTE teachers will provide data driven interventional support to students working towards industry certification.

4) Private meetings utilizing goal setting strategies with students not in CTE classes who desire to completion of industry certification.

5) Private goal setting meetings with students recently enrolled at VHS regarding their industry certification goals.

6) Quarterly analysis of industry certification test data to driven lesson planning and interventional support.

Person Responsible

Danielle Tanaka (danielle.tanaka@sarasotacountyschools.net)

Activity #3	
Title	ELA Bottom Quartile
Rationale	46% of VHS Students made learning gains on the Florida Standards Assessment administered in the spring of 2018. Additionally, 46% represents one percent less than the district average and two percent more than the state average for students in the Bottom Quartile. The state and district average each rose 4 percentage points while VHS remained at 46%.
Intended Outcome	By the end of 2019 50% of our Lowest Quartile Students will make learning gains on the FSA Reading Assessment.
Point Person	Trenton Terry (trenton.terry@sarasotacountyschools.net)
Action Step	
Description	<p>1) Data Driven Decision Making Teams - This year, additional planning time has been allocated for teachers to engage in a deeper examination of curricular standards that properly aligns learning tasks and assessments with intended outcomes and best prepares our students to be "assessment-capable learners". Data-team meetings have been scheduled to support on-going collaboration as it will take considerable time and energy to properly: deconstruct priority standards, develop common pre-assessments, post assessments and formative assessments to measure progress toward an intended target. Teams will also work to design lessons, analyze and monitor results, and plan for academic support.</p> <p>2) Increase Knowledge of Teacher through Professional Development - English and Language Arts Teachers began the school year with Professional Development on Teacher Clarity facilitated by the Corwin Group. This work will focus primarily on aspects of Teacher Clarity to include: Deconstruction of Standards, Learning Intentions, Purpose, Success Criteria, and Data Driven Assessment.</p> <p>3) Teachers will seeks ways to change the role of the student in the classroom by implementing Accountable Talk/Student Discourse in all English and Language Arts classrooms.</p> <p>4) World History and Biology teachers will also incorporate reading strategies to assist with Integration of knowledge and Ideas in their specific content areas to assist students. World History teachers will focus on FSA writing creating a prompt from the theme of Tragedy and Triumph.</p> <p>5) Students in the VHS Bottom Quartile are scheduled into Intensive Language Arts and an ELA Class. We integrate the Standard English I curriculum (as outlined in the District's IFG) with remedial instruction based on the Florida Standards of reading, writing, speaking, and listening.</p> <p>6) VHS students enrolled in Intensive Language Arts access Achieve 3000 as a supplemental educational resource to provide support and Lexile level growth. The goal for each student enrolled in Intensive Language Arts is to complete three articles per week, one of which is a "stretch" article to maximize student Lexile Growth.</p> <p>7) VHS has partnered with Barancik Foundation to re-imagine Intensive Language Arts. Classroom design will change as will opportunities provided for student learning.</p> <p>8) VHS has created a 9th grade transition academy which has worked to identify students who are in need of additional academic support to meet the standards on state assessments. Transition Academy teachers meet on a</p>

weekly basis to discuss: attendance, grades and behavior of students enrolled in the academy. Teachers have also worked to design a Positive Behavior Support model specific to the program to recognize and honor the work of our Academy students.

9) 9th and 10th Grade ELA teachers will participate in professional development facilitated by the school district curriculum specialist. The focus of the Professional Development will be Standards-Based Lesson Design and Collaborative Planning with Topics that will be addressed:

- Standards-Based Lesson Planning
 - o Teacher Clarity
 - o Learning Purpose
 - o Common Assessments
- Data Driven instruction
- Test Specifications
- Interventions and Strategies for Support
- Accountable Tasks and Talk
- Academic Vocabulary

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

Plan to Monitor Effectiveness

Description

- 1) Teacher created common formative and common summative assessments will be administered.
- 2) Data derived from the teacher created common assessments will be analyzed by classroom teachers and administrators. Administrators have regularly scheduled meetings with individual teachers to review and progress monitor their work based on artifacts they have produced e.g. common formative and summative assessments, data derived from assessments and interventional support for struggling learners.
- 3) District Benchmark assessments will be administered to all 9th and 10th grade ELA students.
- 4) Data derived from the District Benchmarks assessments will be analyzed by teachers and administrators.
- 5) Lesson Plans will be reviewed by administrators to monitor standards based planning, student task(s), assessment practices, and intervention supports.
- 6) Achieve 3000 Lexile Level growth will be monitored regularly during the school year.
- 7) World History teachers will collaboratively look at samples of the student works and use the FSA rubric to calibrate the student papers.

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

Activity #4	
Title	Algebra and Geometry Proficiency
Rationale	Based on the most recent assessment results, 83% of VHS students achieved a score of 3 or better on the FSA Mathematics tests - Algebra and Geometry.
Intended Outcome	By 2019 85% of all Venice High School Students will demonstrate proficient in the Florida Standards Assessment on the Geometry or Algebra I Test.
Point Person	Eric Jackson (eric.jackson@sarasotacountyschools.net)
Action Step	

Description	<p>1) Data Driven Decision Making Teams - This year, additional planning time has been allocated for teachers to engage in a deeper examination of curricular standards that properly aligns learning tasks and assessments with intended outcomes and best prepares our students to be "assessment-capable learners". Data-team meetings have been scheduled to support on-going collaboration as it will take considerable time and energy to properly: deconstruct priority standards, develop common common pre-assessments, post assessments and formative assessments to measure progress toward an intended target. Teams will also work to design lessons, analyze and monitor results, and plan for academic support.</p> <p>2) Increase Knowledge of Teacher through Professional Development - Math Teachers began the school year with Professional Development on Teacher Clarity facilitated by the Corwin Group. This work will focus primarily on aspects of Teacher Clarity to include: Deconstruction of Standards, Learning Intentions, Purpose, Success Criteria, and Data Driven Assessment.</p> <p>3) Teachers will seeks ways to change the role of the student in the classroom by implementing Accountable Talk/Student Discourse in all Mathematics classrooms.</p> <p>4) District Math Curriculum Specialist will implement full day professional development for all Geometry and Algebra I teachers at VHS. Student Centered Lesson Design focus points: Learning Intentions/Success Criteria Gradual Release (We do).</p> <p>5) VHS offers students the opportunity to attend either a before and after school Math Lab. Teachers work individually and in small groups with students to provide direct instruction as needed. Peer tutors, through Mu Alpha Theta (Math club), are utilized to provide additional individualized help to meet student needs.</p>
Person Responsible	Eric Jackson (eric.jackson@sarasotacountyschools.net)

Plan to Monitor Effectiveness	
Description	<p>1). Teachers are focusing on areas of need on a student to student basis utilizing USA Test Prep, Algebra Nation, All Things Algebra I, Geometry or Algebra II for remediation.</p> <p>2). Offering Math Lab as an interventional strategy to support students after school and before school.</p> <p>3). Teachers will be re-teaching those standards, using Kahoot activities, additional word problems, adding those types of questions to chapter assessments.</p> <p>40. Teachers are also adding questions to their assessments. Teachers during their PLC time will be discussing and creating assessments of areas are that</p>

still need re-teaching.

5)Retake of Assessments below the class averag

**Person
Responsible**

Eric Jackson (eric.jackson@sarasotacountyschools.net)

Activity #5	
Title	Algebra I and Geometry Bottom Quartile Learning Gains
Rationale	Based on the most recent assessment, 63% of VHS students achieved learning gains on mathematics assessments in Algebra I and Geometry.
Intended Outcome	By the year 2019 73% of Lower Quartile students will make learning gains on the FSA Algebra and Geometry tests.
Point Person	Eric Jackson (eric.jackson@sarasotacountyschools.net)
Action Step	

Description	<p>1) Data Driven Decision Making Teams - This year, additional planning time has been allocated for teachers to engage in a deeper examination of curricular standards that properly aligns learning tasks and assessments with intended outcomes and best prepares our students to be "assessment-capable learners". Data-team meetings have been scheduled to support on-going collaboration as it will take considerable time and energy to properly: deconstruct priority standards, develop common pre-assessments, post assessments and formative assessments to measure progress toward an intended target. Teams will also work to design lessons, analyze and monitor results, and plan for academic support.</p> <p>2) Increase Knowledge of Teacher through Professional Development - Math Teachers began the school year with Professional Development on Teacher Clarity facilitated by the Corwin Group. This work will focus primarily on aspects of Teacher Clarity to include: Deconstruction of Standards, Learning Intentions, Purpose, Success Criteria, and Data Driven Assessment.</p> <p>3) Teachers will seek ways to change the role of the student in the classroom by implementing Accountable Talk/Student Discourse in all Mathematics classrooms.</p> <p>4) District Math Curriculum Specialist will implement full day professional development for all Geometry and Algebra I teachers at VHS. Student Centered Lesson Design focus points: Learning Intentions/Success Criteria Gradual Release (We do).</p> <p>5) VHS has created a 9th grade transition academy which has worked to identify students who are in need of additional academic support to meet the standards on state assessments. Transition Academy teachers meet on a weekly basis to discuss: attendance, grades and behavior of students enrolled in the academy. Teachers have also worked to design a Positive Behavior Support model specific to the program to recognize and honor the work of our Academy students.</p> <p>6) Through the Master Scheduling process, students with disabilities will have the opportunity to take a year long Algebra I B course.</p> <p>7) Through the Master Scheduling process, students with disabilities that did not achieve proficiency on the Algebra I FSA will be provided a Liberal Arts Mathematics course designed to assist in acquiring necessary skills needed to access Geometry.</p> <p>8) VHS offers students the opportunity to attend either a before and after school Math Lab. Teachers work individually and in small groups with students to provide direct instruction as needed. Peer tutors, through Mu Alpha Theta (Math club), are utilized to provide additional individualized help to meet student needs.</p>
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Person Responsible Eric Jackson (eric.jackson@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description

- 1) Provide Intensive Math courses for students who have not passed the Algebra EOC or need intensive support.
- 2) Offer math lab after school for remedial and more intensive support for tier 2 and 3 students.
- 3) Modify lesson plans for re-teaching the Major Mathematics Standards of Concern
- 4) Geometry and Algebra PLC's working on a content review before the EOC based on their students' data (benchmarks and assessments).
- 5) Provide small group instruction for level 1 students in whole year Algebra 1A. Provide small group instruction for students who have not passed the Algebra EOC.
- 6) Algebra 1B students and Liberal Arts and Math for College Readiness students who still need to pass the Algebra End of Year Exam will also be assessed on the PERT test for concordant score purposes.

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

Activity #6	
Title	ELA Proficiency
Rationale	Based on the most recent assessment results, 70% of Venice High School's students scored a 3 or better on the ELA FSA.
Intended Outcome	74% of VHS students will achieve a 3 or better on the ELA FSA administered in May of 2019.
Point Person	Trenton Terry (trenton.terry@sarasotacountyschools.net)
Action Step	

Description	<p>1) Data Driven Decision Making Teams - This year, additional planning time has been allocated for teachers to engage in a deeper examination of curricular standards that properly aligns learning tasks and assessments with intended outcomes and best prepares our students to be "assessment-capable learners". Data-team meetings have been scheduled to support on-going collaboration as it will take considerable time and energy to properly: deconstruct priority standards, develop common common pre-assessments, post assessments and formative assessments to measure progress toward an intended target. Teams will also work to design lessons, analyze and monitor results, and plan for academic support.</p> <p>2) Increase Knowledge of Teacher through School and District Based Professional Development - English and Language Arts Teachers began the school year with Professional Development on Teacher Clarity facilitated by the Corwin Group. This work will focus primarily on aspects of Teacher Clarity to include: Deconstruction of Standards, Learning Intentions, Purpose, Success Criteria, and Data Driven Assessment. District Level Professional Development will focus on standards based lesson design and collaborative planning. Topics that will be addressed in all session include: Standards Based Lesson Design (Teacher Clarity, Learning Purpose, Common Assessments), Data Driven Decision Making, Test Specifications, Interventions and Strategies for Support, Accountable Task and Talk, Academic Vocabulary.</p> <p>3) ELA Teachers will seek ways to change the role of the student in the classroom by continuing to provide opportunities for Accountable Talk/Student Discourse in all English and Language Arts classrooms.</p> <p>4) World History and Biology teachers will also incorporate reading strategies to assist with Integration of knowledge and Ideas in their specific content areas to assist students. World History teachers will focus on FSA writing creating a prompt from the theme of Tragedy and Triumph.</p> <p>5) Sarasota County Schools will administer a district benchmark assessment to all 9th and 10th grade students. Data derived from that assessment will be analyzed by school based teams to plan for intervention and support.</p> <p>6) 9th and 10th Grade ELA teachers will participate in professional development facilitated by the school district curriculum specialist. The focus of the Professional Development will be Standards-Based Lesson Design and Collaborative Planning with Topics that will be addressed:</p> <ul style="list-style-type: none"> • Standards-Based Lesson Planning <ul style="list-style-type: none"> o Teacher Clarity o Learning Purpose o Common Assessments • Data Driven instruction • Test Specifications
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- Interventions and Strategies for Support
- Accountable Tasks and Talk
- Academic Vocabulary

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

Plan to Monitor Effectiveness

Description

- 1) Teacher created common formative and common summative assessments will be administered.
- 2) Data derived from the teacher created common assessments will be analyzed by classroom teachers and administrators.
- 3) District Benchmark assessments will be administered to all 9th and 10th grade ELA students.
- 4) Data derived from the District Benchmarks assessments will be analyzed by teachers and administrators.
- 5) Lesson Plans will be reviewed by administrators to monitor standards based planning, student task(s), assessment practices, and intervention supports.

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

Activity #7	
Title	US History Proficiency
Rationale	Based on the most recent assessment results, 90% of Venice High School's students taking the US History EOC demonstrated proficiency
Intended Outcome	By the year 2019, 92% of the students taking the US History EOC will demonstrate proficiency.
Point Person	Lindsay Gallof (lindsay.gallof@sarasotacountyschools.net)
Action Step	

Description	<p>1) Data Driven Decision Making Teams - This year, additional planning time has been allocated for teachers to engage in a deeper examination of curricular standards that properly aligns learning tasks and assessments with intended outcomes and best prepares our students to be "assessment-capable learners". Data-team meetings have been scheduled to support on-going collaboration as it will take considerable time and energy to properly: deconstruct priority standards, develop common common pre-assessments, post assessments and formative assessments to measure progress toward an intended target. Teams will also work to design lessons, analyze and monitor results, and plan for academic support.</p> <p>2)The Social Studies department will continue to work collaboratively on the development of common assessments for EOC/LEOC's.</p> <p>3)Teachers will analyze student data derived from assessments to drive instruction (e.g. USA Test Prep, Common Assessments).</p> <p>4)Data Team will meet with district support staff to analyze benchmark assessments and create school specific actions plans to address needs.</p> <p>5) US History teachers will receive Professional Development support through our district Curriculum specialist.</p> <p>US History teachers will develop a collaborative lesson using the UDL principles shared in this session. After completion of the first session, US History Teachers will engage in a half day of peer observation and feedback.</p> <p>6) Increase Knowledge of Teacher through School Based Professional Development - Science Teachers began the school year with Professional Development on Teacher Clarity facilitated by the Corwin Group. This work will focus primarily on aspects of Teacher Clarity to include: Deconstruction of Standards, Learning Intentions, Purpose, Success Criteria, and Data Driven Assessment.</p> <p>7) Through the master scheduling process, VHS created sections to support Students with disabilities by capping class sizes in US History classes at 15 students or less that are taught by ESE and ELA Certificated personnel.</p>
Person Responsible	Lindsay Gallof (lindsay.gallof@sarasotacountyschools.net)

Plan to Monitor Effectiveness	
Description	<p>1)Teacher created common formative and common summative assessments will be administered (USA Test Prep)</p> <p>2) Data derived from the teacher created common assessments will be analyzed by classroom teachers and administrators.</p> <p>3) District Benchmark assessments will be administered to all US History students</p> <p>4) Data derived from the District Benchmarks assessments will be analyzed</p>

by teachers and administrators.

5) Lesson Plans will be reviewed by administrators to monitor standards based planning, student task(s), assessment practices, and intervention supports.

**Person
Responsible**

Lindsay Gallof (lindsay.gallof@sarasotacountyschools.net)

Activity #8	
Title	Graduation Rate
Rationale	For the senior cohort of 2018, 95% of students will earn their high school diploma
Intended Outcome	Students in their 4th year of high school will demonstrate completion of the graduation requirement in order to earn a standard high school diploma.
Point Person	Danielle Tanaka (danielle.tanaka@sarasotacountyschools.net)
Action Step	<ol style="list-style-type: none"> 1) Assignment of guidance counselor to specifically monitor at-risk seniors. 2) Extra period for interventional teacher to support students failing to meet State testing specifically FSA ELA. 3) Increase support for credit retrieval program (APEX). 4) Registrars will track new students to Venice High School and provide information to the appropriate school counselors. 5) Monthly progress monitoring of PROJECT 10 report to identify and intervene with at-risk seniors 6) Weekly SWST meetings (School Wide Support Team) where teachers and support members can discuss and plan interventions for at-risk seniors. 7) The first two weeks of summer are reserved for seniors who missed meeting graduation requirements or other students who are academically behind to participate in the APEX program (computer based instruction). During these two weeks, students are provided with 3 hours a day, 4 days a week to complete or finish credits. 8) Venice High School has established a weekly activity/advisory program that will be built into the bell schedule. The intention of VHS Connects is for students to discover something and/or someone that motivates them to get connected to school with activities that nurture their interest, love, or passion for a positive aspect of school life. <p>The intentions of this program are for all students to:</p> <ul style="list-style-type: none"> • Cultivate positive student to student and student to teacher relationships • Gain exposure to qualities essential to good character, citizenship, and personal responsibility • Support and promote a physically and emotionally safe school environment • Increase self-efficacy, self-perception, confidence, and motivation • Improve student attendance and attitudes towards learning • Decrease problem behaviors • Increase academic achievement and graduation rate <p>What will this plan look like in action? Logistics</p> <p>A VHS Connects activity/advisory program is intended to be approximately forty minutes in length and will take place once a week between two class periods. Students may select from a range of offerings such as:</p> <ul style="list-style-type: none"> • Teacher-sponsored clubs • Activities or hobbies
Description	

- Co-curricular and extracurricular academic work
- Student government
- Principal's Cabinet
- Student advising
- Student mentoring (peer)
- Case managing/counseling
- College and career exploration
- Academic

Person Responsible Danielle Tanaka (danielle.tanaka@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description 1.) Graduation report available through the SIS system will be monitored monthly by the alpha guidance counselors.
2.) Monthly progress monitoring with district support of PROJECT 10 data to identify increase in students on target to reach graduation.
3.) Weekly SWST meetings minutes will reflect interventions provided to at-risk seniors and well as progress towards goals.

Person Responsible Danielle Tanaka (danielle.tanaka@sarasotacountyschools.net)

Activity #9	
Title	ELA Learning Gains
Rationale	Based on the most recent FSA results, 57% of VHS students achieved learning gains in 9th and 10th grade.
Intended Outcome	62% of VHS students will achieve learning gains on the FSA ELA Assessment in the spring of 2019.
Point Person	Trenton Terry (trenton.terry@sarasotacountyschools.net)
Action Step	
Description	<p>1) Data Driven Decision Making Teams - This year, additional planning time has been allocated for teachers to engage in a deeper examination of curricular standards that properly aligns learning tasks and assessments with intended outcomes and best prepares our students to be "assessment-capable learners". Data-team meetings have been scheduled to support on-going collaboration as it will take considerable time and energy to properly: deconstruct priority standards, develop common common pre-assessments, post assessments and formative assessments to measure progress toward an intended target. Teams will also work to design lessons, analyze and monitor results, and plan for academic support.</p> <p>2) Increase Knowledge of Teacher through School and District Based Professional Development - English and Language Arts Teachers began the school year with Professional Development on Teacher Clarity facilitated by the Corwin Group. This work will focus primarily on aspects of Teacher Clarity to include: Deconstruction of Standards, Learning Intentions, Purpose, Success Criteria, and Data Driven Assessment. District Level Professional Development will focus on standards based lesson design and collaborative planning. Topics that will be addressed in all session include: Standards Based Lesson Design (Teacher Clarity, Learning Purpose, Common Assessments), Data Driven Decision Making, Test Specifications, Interventions and Strategies for Support, Accountable Task and Talk, Academic Vocabulary.</p> <p>3) ELA Teachers will seek ways to change the role of the student in the classroom by continuing to provide opportunities for Accountable Talk/Student Discourse in all English and Language Arts classrooms.</p> <p>4) World History and Biology teachers will also incorporate reading strategies to assist with Integration of knowledge and Ideas in their specific content areas to assist students. World History teachers will focus on FSA writing creating a prompt from the theme of Tragedy and Triumph.</p> <p>5) Sarasota County Schools will administer a district benchmark assessment to all 9th and 10th grade students. Data derived from that assessment will be analyzed by school based teams to plan for intervention and support.</p> <p>6) VHS offers students the opportunity to attend either a before and after school ELA Lab. Teachers work individually and in small groups with students to provide direct instruction as needed. Peer tutors, are utilized to provide additional individualized help to meet student needs.</p> <p>7) 9th and 10th Grade ELA teachers will participate in professional development facilitated by the school district curriculum specialist. The focus of the Professional Development will be Standards-Based Lesson Design and Collaborative Planning with Topics that will be addressed:</p> <ul style="list-style-type: none"> • Standards-Based Lesson Planning o Teacher Clarity

- o Learning Purpose
- o Common Assessments
 - Data Driven instruction
 - Test Specifications
 - Interventions and Strategies for Support
 - Accountable Tasks and Talk
 - Academic Vocabulary

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

Plan to Monitor Effectiveness

Description

- 1)Teacher created common formative and common summative assessments will be administered.
- 2) Data derived from the teacher created common assessments will be analyzed by classroom teachers and administrators.
- 3) District Benchmark assessments will be administered to all 9th and 10th grade ELA students.
- 4) Data derived from the District Benchmarks assessments will be analyzed by teachers and administrators.
- 5) Lesson Plans will be reviewed by administrators to monitor standards based planning, student task(s), assessment practices, and intervention supports.

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

Activity #10

Title	Algebra and Geometry Learning Gains
Rationale	Algebra I teachers will be focusing in 2 priority standards: Creating equations and inequalities and interpret the parameters in a linear function. These two major areas our students scored the least amount correct. Teachers are reviewing and assessing these types of questions as bell work, adding these types of questions to chapter assessments and quizzes, also utilizing them as exit and entrance tickets. Geometry students scored low in two areas: Use permutations and combinations to find probabilities of events; describe a sequence of transformations between two congruent figures.
Intended Outcome	By the year 2019 68% of Math students will make learning gains on the FSA Algebra and Geometry tests.
Point Person	Eric Jackson (eric.jackson@sarasotacountyschools.net)

Action Step

Description	1) Data Driven Decision Making Teams - Data-team meetings have been scheduled to support on-going collaboration as it will take considerable time and energy to properly deconstruct standards, develop common assessments and lessons, analyze and monitor results, and plan for academic support. 2) Increase Knowledge of Teacher through Professional Development - Math Teachers began the school year with Professional Development on Teacher Clarity facilitated by the Corwin Group. This work will focus primarily on aspects of Teacher Clarity to include: Deconstruction of Standards, Learning Intentions, Purpose, Success Criteria, and Data Driven Assessment. 3) Teachers will seeks ways to change the role of the student in the classroom by implementing Accountable Talk/Student Discourse in all Mathematics classrooms. 4) District Math Curriculum Specialist will implement full day professional development for all Geometry and Algebra I teachers at VHS. 5) Through the Master Scheduling process, students with disabilities will have the opportunity to take a yea long Algebra I B course. 6) Through the Master Scheduling process, students with disabilities that did not achieve proficiency on the Algebra I FSA will be provided a Liberal Arts Mathematics course designed to assist in acquiring necessary skills needed to access Geometry. 7) Math Lab is offered to students both before and after school to provide individualized attention to students in need of additional support.
Person Responsible	Eric Jackson (eric.jackson@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description	1).Provide Intensive Math courses for students who have not passed the Algebra EOC or need intensive support. 2).Offer math lab after school for remedial and more intensive support for tier 2 and 3 students. 3).Modify lesson plans for re-teaching the Major Mathematics Standards of Concern 4) Geometry and Algebra PLC's working on a content review before the EOC
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based on their students' data (benchmarks and assessments).

5) Provide small group instruction for level 1 students in whole year Algebra 1A. Provide small group instruction for students who have not passed the Algebra EOC.

6). Algebra 1B students and Liberal Arts and Math for College Readiness students who still need to pass the Algebra End of Year Exam will also be assessed on the PERT test for concordant score purposes.

**Person
Responsible**

Eric Jackson (eric.jackson@sarasotacountyschools.net)

Activity #11

Title	ELA Proficiency for Students with Disabilities
Rationale	27% of VHS Students with Disabilities scored a 3 or better on the FSA ELA in the spring of 2018. In comparison, 70% of all students at VHS earned a 3 or better on the FSA ELA in the spring of 2018.
Intended Outcome	35% of VHS Students with Disabilities will score a 3 or better on the FSA ELA administered in the spring of 2019.
Point Person	Trenton Terry (trenton.terry@sarasotacountyschools.net)

Action Step

Description	<p>1) Data Driven Decision Making Teams - Data-team meetings have been scheduled to support on-going collaboration as it will take considerable time and energy to properly deconstruct standards, develop common assessments and lessons, analyze and monitor results, and plan for academic support. Examples of interventional support include; re-teaching (whole class), modifying student grouping to provide small group standards based instructional support, one to one teaching/support.</p> <p>2) Increase Knowledge of Teacher through Professional Development - English and Language Arts Teachers began the school year with Professional Development on Teacher Clarity facilitated by the Corwin Group. This work will focus primarily on aspects of Teacher Clarity to include: Deconstruction of Standards, Learning Intentions, Purpose, Success Criteria, and Data Driven Assessment.</p> <p>3) Teachers will seeks ways to change the role of the student in the classroom by implementing Accountable Talk/Student Discourse in all English and Language Arts classrooms.</p> <p>5) World History and Biology teachers will also incorporate reading strategies to assist with Integration of knowledge and Ideas in their specific content areas to assist students.</p> <p>6) Students in the VHS Bottom Quartile are scheduled into Intensive Language Arts and an ELA Class. We integrate the Standard English I curriculum (as outlined in the District's IFG) with remedial instruction based on the Florida Standards of reading, writing, speaking, and listening.</p> <p>7) VHS students enrolled in Intensive Language Arts access Achieve 3000 as a supplemental educational resource to provide support and Lexile level growth. Students are progress monitored on a monthly basis. The progress monitoring data is shared at Data Team meetings with ELA teachers. Based on data, teachers will provide opportunities for flexible grouping, small group instruction, and individualized direct instruction.</p> <p>8) VHS has created a 9th grade transition academy which has worked to identify students who are in need of additional academic support to meet the standards on state assessments.</p> <p>9) Through the master scheduling process, VHS created sections to support Students with disabilities by capping class sizes in ELA 9 and ELA 10 at 15 students or less that are taught by ESE and ELA Certificated personnel.</p> <p>10) VHS realigned its guidance department and has assigned one guidance counselor to specifically work with our students in the greatest need of support to include our Students with Disabilities.</p> <p>11) VHS has over 60 teachers who have participated in a "Growth Mindset" professional development. Teachers who have participated in the Growth</p>
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Mindset professional development are working to implement strategies for all learners to meet and achieve FLDOE standards.

12) VHS offers students the opportunity to attend either a before and after school ELA Lab. Teachers work individually and in small groups with students to provide direct instruction as needed.

13) 9th and 10th Grade ELA teachers will participate in professional development facilitated by the school district curriculum specialist. The focus of the Professional Development will be Standards-Based Lesson Design and Collaborative Planning with Topics that will be addressed:

- Standards-Based Lesson Planning
 - o Teacher Clarity
 - o Learning Purpose
 - o Common Assessments
- Data Driven instruction
- Test Specifications
- Interventions and Strategies for Support
- Accountable Tasks and Talk
- Academic Vocabulary

Person Responsible [no one identified]

Plan to Monitor Effectiveness

Description

1) Teacher created common formative and common summative assessments will be administered.

2) Data derived from the teacher created common assessments will be analyzed by classroom teachers and administrators. Administrators have regularly scheduled meetings with individual teachers to review and progress monitor their work based on artifacts they have produced e.g. common formative and summative assessments, data derived from assessments and interventional support for struggling learners.

3) District Benchmark assessments will be administered to all 9th and 10th grade ELA students.

4) Data derived from the District Benchmarks assessments will be analyzed by teachers and administrators.

5) Lesson Plans will be reviewed by administrators to monitor standards based planning, student task(s), assessment practices, and intervention supports.

6) Achieve 3000 Lexile Level growth will be monitored regularly during the school year.

Person Responsible [no one identified]

Activity #12	
Title	ELA Learning Gains for Students with Disabilities
Rationale	29% of VHS Students with Disabilities achieved Learning Gains on the FSA ELA in the spring of 2018. In comparison, 67% of all students at VHS achieved Learning Gains on the FSA ELA in the spring of 2018.
Intended Outcome	35% of VHS Students with Disabilities with achieve Learning Gains on the FSA ELA in the spring of 2019.
Point Person	Trenton Terry (trenton.terry@sarasotacountyschools.net)
Action Step	
Description	<p>1) Data Driven Decision Making Teams - Data-team meetings have been scheduled to support on-going collaboration as it will take considerable time and energy to properly deconstruct standards, develop common assessments and lessons, analyze and monitor results, and plan for academic support. Examples of interventional support include; re-teaching (whole class), modifying student grouping to provide small group standards based instructional support, one to one teaching/support.</p> <p>2) Increase Knowledge of Teacher through Professional Development - English and Language Arts Teachers began the school year with Professional Development on Teacher Clarity facilitated by the Corwin Group. This work will focus primarily on aspects of Teacher Clarity to include: Deconstruction of Standards, Learning Intentions, Purpose, Success Criteria, and Data Driven Assessment.</p> <p>3) Teachers will seeks ways to change the role of the student in the classroom by implementing Accountable Talk/Student Discourse in all English and Language Arts classrooms.</p> <p>5) World History and Biology teachers will also incorporate reading strategies to assist with Integration of knowledge and Ideas in their specific content areas to assist students.</p> <p>6) Students in the VHS Bottom Quartile are scheduled into Intensive Language Arts and an ELA Class. We integrate the Standard English I curriculum (as outlined in the District’s IFG) with remedial instruction based on the Florida Standards of reading, writing, speaking, and listening.</p> <p>7) VHS students enrolled in Intensive Language Arts access Achieve 3000 as a supplemental educational resource to provide support and Lexile level growth.</p> <p>8) VHS has created a 9th grade transition academy which has worked to identify students who are in need of additional academic support to meet the standards on state assessments.</p> <p>9) Through the master scheduling process, VHS created sections to support Students with disabilities by capping class sizes in ELA 9 and ELA 10 at 15 students or less that are taught by ESE and ELA Certificated personnel.</p> <p>10) VHS realigned its guidance department and has assigned one guidance counselor to specifically work with our students in the greatest need of support to include our Students with Disabilities.</p> <p>11) 9th and 10th Grade ELA teachers will participate in professional development facilitated by the school district curriculum specialist. The focus of the Professional Development will be Standards-Based Lesson Design and Collaborative Planning with Topics that will be addressed:</p> <ul style="list-style-type: none"> • Standards-Based Lesson Planning o Teacher Clarity

- o Learning Purpose
- o Common Assessments
 - Data Driven instruction
 - Test Specifications
 - Interventions and Strategies for Support
 - Accountable Tasks and Talk
 - Academic Vocabulary

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

Plan to Monitor Effectiveness

Description

- 1) Teacher created common formative and common summative assessments will be administered.
- 2) Data derived from the teacher created common assessments will be analyzed by classroom teachers and administrators. Administrators have regularly scheduled meetings with individual teachers to review and progress monitor their work based on artifacts they have produced e.g. common formative and summative assessments, data derived from assessments and interventional support for struggling learners.
- 3) District Benchmark assessments will be administered to all 9th and 10th grade ELA students.
- 4) Data derived from the District Benchmarks assessments will be analyzed by teachers and administrators.
- 5) Lesson Plans will be reviewed by administrators to monitor standards based planning, student task(s), assessment practices, and intervention supports.
- 6) Achieve 3000 Lexile Level growth will be monitored regularly during the school year.

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

Activity #13	
Title	Biology Proficiency for Students with Disabilities
Rationale	36% of VHS Biology Students with Disabilities achieved a 3 or better on the Biology End of Course Assessment during the spring administration of the Biology End of Course Assessment.
Intended Outcome	41% of VHS Biology Students with Disabilities will earn a 3 or better on the Spring of 2019 Biology EOC exam.
Point Person	Rosemary Schmidt (rosemary.schmidt@sarasotacountyschools.net)
Action Step	
Description	<p>1) Data Driven Decision Making Teams - This year, additional planning time has been allocated for teachers to engage in a deeper examination of curricular standards that properly aligns learning tasks and assessments with intended outcomes and best prepares our students to be "assessment-capable learners". Data-team meetings have been scheduled to support on-going collaboration as it will take considerable time and energy to properly: deconstruct priority standards, develop common pre-assessments, post assessments and formative assessments to measure progress toward an intended target. Teams will also work to design lessons, analyze and monitor results, and plan for academic support. Examples of interventional support include; re-teaching (whole class), modifying student grouping to provide small group standards based instructional support, one to one teaching/ support.</p> <p>2) Increase Knowledge of Teacher through Professional Development - English and Language Arts Teachers began the school year with Professional Development on Teacher Clarity facilitated by the Corwin Group. This work will focus primarily on aspects of Teacher Clarity to include: Deconstruction of Standards, Learning Intentions, Purpose, Success Criteria, and Data Driven Assessment.</p> <p>3) Teachers will seeks ways to change the role of the student in the classroom by implementing Accountable Talk/Student Discourse in all Biology and Environmental Science classrooms.</p> <p>4) Biology teachers will also incorporate reading strategies to assist with Integration of knowledge and Ideas in their specific content areas to assist students.</p> <p>5) VHS has created a 9th grade transition academy which has worked to identify students who are in need of additional academic support to meet the standards on state assessments.</p> <p>6) Through the master scheduling process, VHS created sections to support Students with disabilities by capping class sizes in Environmental Science and Biology classes at 15 students or less that are taught by ESE and ELA Certificated personnel.</p> <p>7) VHS realigned its guidance department and has assigned one guidance counselor to specifically work with our students in the greatest need of support to include our Students with Disabilities.</p> <p>8) VHS has over 60 teachers who have participated in a "Growth Mindset" professional development. Teachers who have participated in the Growth Mindset professional development are working to implement strategies for all learners to meet and achieve FLDOE standards.</p> <p>9) VHS offers students the opportunity to attend either a before and after</p>

school Social Studies Lab. Teachers work individually and in small groups with students to provide direct instruction as needed. Peer tutors, are utilized to provide additional individualized help to meet student needs.

10) Students are progress monitored on a monthly basis utilizing USA Test Prep. The progress monitoring data is shared at Data Team meetings. Based on data, teachers will provide opportunities for flexible grouping, small group instruction, and individualized direct instruction. Based on the individual needs of the student, intervention supports will vary in duration, frequency and intensity.

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

Plan to Monitor Effectiveness

Description

- 1)Teacher created common formative and common summative assessments will be administered.
- 2) Data derived from the teacher created common assessments will be analyzed by classroom teachers and administrators. Administrators have regularly scheduled meetings with individual teachers to review and progress monitor their work based on artifacts they have produced e.g. common formative and summative assessments, data derived from assessments and interventional support for struggling learners.
- 3) District Benchmark assessments will be administered to all 10th Grade Biology students.
- 4) Data derived from the District Benchmarks assessments will be analyzed by teachers and administrators.
- 5) Lesson Plans will be reviewed by administrators to monitor standards based planning, student task(s), assessment practices, and intervention supports.

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

Activity #14

Title	Social Studies Proficiency for Students with Disabilities
Rationale	58% of Students with Disabilities earned a 3 or better on the US End of Course Exam. In comparison, 90% of VHS students earned a 3 or better on the End of Course Exam.
Intended Outcome	62% of Students with Disabilities will earn a 3 or better on the US End of Course Exam.
Point Person	Lindsay Gallof (lindsay.gallof@sarasotacountyschools.net)

Action Step

Description

- 1) Data Driven Decision Making Teams - Data-team meetings have been scheduled to support on-going collaboration as it will take considerable time and energy to properly deconstruct standards, develop common assessments and lessons, analyze and monitor results, and plan for academic support. Examples of interventional support include; re-teaching (whole class), modifying student grouping to provide small group standards based instructional support, one to one teaching/support.
- 2) Increase Knowledge of Teacher through Professional Development - English and Language Arts Teachers began the school year with Professional Development on Teacher Clarity facilitated by the Corwin Group. This work will focus primarily on aspects of Teacher Clarity to include: Deconstruction of Standards, Learning Intentions, Purpose, Success Criteria, and Data Driven Assessment.
- 3) Teachers will seeks ways to change the role of the student in the classroom by implementing Accountable Talk/Student Discourse in all World History and US History classes.
- 4) Through the master scheduling process, VHS created sections to support Students with disabilities by capping class sizes in US History classes at 15 students or less that are taught by ESE and ELA Certificated personnel.
- 5) VHS realigned its guidance department and has assigned one guidance counselor to specifically work with our students in the greatest need of support to include our Students with Disabilities.
- 6) VHS has over 60 teachers who have participated in a "Growth Mindset" professional development. Teachers who have participated in the Growth Mindset professional development are working to implement strategies for all learners to meet and achieve FLDOE standards.
- 7) US History teachers will receive Professional Development support through our district Curriculum specialist.
US History teachers will develop a collaborative lesson using the UDL principles shared in this session. After completion of the first session, US History Teachers will engage in a half day of peer observation and feedback.
- 8) Through the master scheduling process, VHS created sections to support Students with disabilities by capping class sizes in US History classes at 15 students or less that are taught by ESE and ELA Certificated personnel.
- 9) Students are progress monitored on a monthly basis utilizing USA Test Prep. The progress monitoring data is shared at Data Team meetings. Based on data, teachers will provide opportunities for flexible grouping, small group instruction, and individualized direct instruction. Based on the individual needs of the student, intervention supports will vary in duration, frequency and intensity.

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

Plan to Monitor Effectiveness

Description

- 1)Teacher created common formative and common summative assessments will be administered.
- 2) Data derived from the teacher created common assessments will be analyzed by classroom teachers and administrators. Administrators have regularly scheduled meetings with individual teachers to review and progress monitor their work based on artifacts they have produced e.g. common formative and summative assessments, data derived from assessments and interventional support for struggling learners.
- 3) District Benchmark assessments will be administered to all 11th Grade US History students.
- 4) Data derived from the District Benchmarks assessments will be analyzed by teachers and administrators.
- 5) Lesson Plans will be reviewed by administrators to monitor standards based planning, student task(s), assessment practices, and intervention supports.

Person Responsible [no one identified]

Activity #15	
Title	Algebra I and Geometry Proficiency for Students with Disabilities
Rationale	58% of Algebra I and Geometry Students with Disabilities earned a 3 or better on the FSA Algebra I and Geometry End Of Course Assessments during the spring of 2018. 83% of all VHS students earned a 3 or better on the Algebra I and Geometry assessments.
Intended Outcome	62% of Algebra I and Geometry Students with Disabilities will earn a 3 or better on the Algebra I and Geometry End of Course exams.
Point Person	[no one identified]
Action Step	
Description	<p>1) Data Driven Decision Making Teams - This year, additional planning time has been allocated for teachers to engage in a deeper examination of curricular standards that properly aligns learning tasks and assessments with intended outcomes and best prepares our students to be "assessment-capable learners". Data-team meetings have been scheduled to support on-going collaboration as it will take considerable time and energy to properly: deconstruct priority standards, develop common pre-assessments, post assessments and formative assessments to measure progress toward an intended target. Teams will also work to design lessons, analyze and monitor results, and plan for academic support. Examples of interventional support include; re-teaching (whole class), modifying student grouping to provide small group standards based instructional support, one to one teaching/ support.</p> <p>2) Increase Knowledge of Teacher through Professional Development - Math Teachers began the school year with Professional Development on Teacher Clarity facilitated by the Corwin Group. This work will focus primarily on aspects of Teacher Clarity to include: Deconstruction of Standards, Learning Intentions, Purpose, Success Criteria, and Data Driven Assessment.</p> <p>3) Teachers will seeks ways to change the role of the student in the classroom by implementing Accountable Talk/Student Discourse in all Mathematics classrooms.</p> <p>4) District Math Curriculum Specialist will implement full day professional development for all Geometry and Algebra I teachers at VHS. Student Centered Lesson Design focus points: Learning Intentions/Success Criteria Gradual Release (We do).</p> <p>5) Through the Master Scheduling process, Students with Disabilities will be provided support in Algebra I in a 90 minute block setting (Algebra IA/IB). These courses will be taught by a dual certified instructor in ESE and Mathematics 6-12.</p> <p>6) Through the Master Scheduling process, students with disabilities will have the opportunity to take a year long Algebra I B course.</p> <p>7) Through the Master Scheduling process, students with disabilities that did not achieve proficiency on the Algebra I FSA will be provided a Liberal Arts Mathematics course designed to assist in acquiring necessary skills needed to access Geometry.</p> <p>8) VHS offers students the opportunity to attend either a before and after school Math Lab. Teachers work individually and in small groups with students to provide direct instruction as needed. Peer tutors, through Mu Alpha Theta (Math club), are utilized to provide additional individualized help to meet</p>

student needs.

9) VHS has over 60 teachers who have participated in a "Growth Mindset" professional development. Teachers who have participated in the Growth Mindset professional development are working to implement strategies for all learners to meet and achieve FLDOE standards.

10) Students are progress monitored on a monthly basis utilizing USA Test Prep. The progress monitoring data is shared at Data Team meetings. Based on data, teachers will provide opportunities for flexible grouping, small group instruction, and individualized direct instruction. Based on the individual needs of the student, intervention supports will vary in duration, frequency and intensity.

Person Responsible [no one identified]

Plan to Monitor Effectiveness

Description

- 1) Provide Intensive Math courses for students who have not passed the Algebra EOC or need intensive support.
- 2) Offer math lab after school for remedial and more intensive support for tier 2 and 3 students.
- 3) Modify lesson plans for re-teaching the Major Mathematics Standards of Concern
- 4) Geometry and Algebra PLC's working on a content review before the EOC based on their students' data (benchmarks and assessments).
- 5) Provide small group instruction for level 1 students in whole year Algebra 1A. Provide small group instruction for students who have not passed the Algebra EOC.
- 6) Algebra 1B students and Liberal Arts and Math for College Readiness students who still need to pass the Algebra End of Year Exam will also be assessed on the PERT test for concordant score purposes.

Person Responsible [no one identified]

Activity #16	
Title	College and Career Acceleration for Students with Disabilities
Rationale	28% of VHS Students with Disabilities graduate high school having earned a credit that leads to college credit or passed an exam indicating that they have met an industry recognized credential. 62% of all VHS students met this goal in 2017.
Intended Outcome	35% of VHS Students with Disabilities will pass earn a credit towards high school graduation and college credit or pass an industry certification during the 2018-2019 school year.
Point Person	Danielle Tanaka (danielle.tanaka@sarasotacountyschools.net)
Action Step	
Description	<p>1) Master Scheduling Process - where all students are provided opportunities to enroll in courses that lead to College Credit or Industry Certification. All students meet with their individual counselor to select courses for the subsequent school year. The counselors meet individually with each student and review the student academic history to identify courses the student needs to meet graduation requirements and also to determine if the student has earned an Industry Certification, completed an AP, IB or DE course. If the student has yet to meet this requirement, the student is scheduled into an accelerated course.</p> <p>2) Created IBCP and College/Career Acceleration Coordinator. The IBCP and College/Career Acceleration coordinator meets regularly with administrators and other support staff as part of the VHS Accelerated Learning Committee. The IBCP and College/Career Acceleration Coordinator is responsible for analyzing current student enrollment in courses that lead to Industry Certification and then designing a plan to assist teachers and students in achieving the goals for Industry Certification. Plans may include, regrouping of students in like content area classrooms, utilizing VHS Connects time period for remediation or providing opportunities in an extended day format.</p> <p>3) Added an additional counselor to support students beginning in 9th Grade. The counselor supporting 9th grade students will assist in individual goal setting to assist students in meeting accelerated criteria.</p> <p>4) Added an additional counselor to support students in their senior year. The counselor supporting 12th grade students will assist in individual goal setting to assist students in meeting accelerated criteria.</p> <p>5) Adding Additional Sections of DIT. Venice High School has added six new sections of Digital Information Technology to the Master Schedule for students in the last two academic years. This provides opportunities for increased enrollment for students in 9th grade to access a course leading to Industry Certification.</p> <p>6) Adding Additional Advanced Placement Courses/Offerings to Master Schedule. VHS continues to add Advanced Placement course offerings to the Master Schedule to increase access and opportunity for all students to earn a credit that also leads to college credit.</p> <p>7) Adding Additional International Baccalaureate Course Offerings to Master Schedule VHS continues to add International Baccalaureate course offerings to the Master Schedule to increase access and opportunity for all students to earn a credit that also leads to college credit.</p> <p>8) Offering support interventions to students attempting courses that lead to</p>

Industry Certification, Advanced Placement and/or International Baccalaureate Credit who have not reached success.

9) Students are provided with the opportunity to enhance their learning by participating in activities that are aligned with Science, Technology, Engineering and Mathematics related occupational fields. This enhances and enriches the students daily experience in their career academy of choice by providing them with additional opportunities not specifically entrenched in their daily classroom routines.

10) 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.

Person Responsible Danielle Tanaka (danielle.tanaka@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description

- 1) Monthly meetings with district support to monitor enrollment, course completion and Industry Certification Data.
- 2) Monthly CTE teachers will be provided with data regarding student progress towards certification goals.
- 3.) Weekly CTE teachers will provide data driven interventional support to students working towards industry certification.
- 4.) Private meetings utilizing goal setting strategies with students not in CTE classes who desire to completion of industry certification.
- 5.) Private goal setting meetings with students recently enrolled at VHS regarding their industry certification goals.
- 6.) Quarterly analysis of industry certification test data to driven lesson planning and interventional support.

Person Responsible Danielle Tanaka (danielle.tanaka@sarasotacountyschools.net)

Part V: Budget

Total:	\$17,400.00
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