Wekiva High

2014-15 School Improvement Plan

Wekiva High

2501 N HIAWASSEE RD, Apopka, FL 32703

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	No	69%

Alternative/ESE Center	Charter School	Minority
No	No	71%

School Grades History

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

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

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	3	Ella Thompson

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead students to success with the support and involvement of families and the community.

Provide the school's vision statement

To be the top producer of successful students in the nation.

School Environment

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

Members of the Student Services Team comprised of guidance counselors, the SAFE Coordinator, the ELL Staff Specialist, the ESE Staffing Specialist, and the Registrar meet with new students and parents to welcome and introduce them to our school. Through these initial meetings Student Services personnel gather a wide variety of information about the student, his/her family, background experiences, and his/her cultural background. Frequently much of this information is shared with those instructors who will become the student's teachers. Clubs and special activities have been initiated to respect ethnic backgrounds and various cultures as well as to celebrate our rich diversity as a school community. Some of these include our Spanish Club, French Club, Black Student Union, and our special cultural heritage assembly programs that are presented to the student body. Many of our teachers are extracurricular club sponsors or athletic coaches and work with students on various activities outside the normal school day. These connections help to intensify the relationships that teachers build with students.

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

The school has a comprehensive SAFE School Plan which outlines to staff specifically a supervision schedule with noted designated locations, emergency plans including evacuations due to fire or severe weather, lock-down and modified lock-down procedures, crisis situations, and campus evacuations. Our policy is to provide adequate supervision of students at all times whenever they are on campus. By having an adult nearby the safety of students is not compromised. Policies are in place concerning any type of harassment, bullying, or hazing. School personnel are updated on these policies and the SAFE School Plan at various times of the year to ensure that the safety of our students and staff is a primary goal for everyone.

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

Each teacher is required to develop and submit a copy of his/her Classroom Management Plan. This plan outlines the specific strategies and steps that the teacher will take in dealing with potential problems in his/her classroom. Each teacher develops a set of class rules that establishes the expectations for students in the classroom with instructional engagement as the goal. Teachers utilize their Classroom Management Plan to monitor for appropriate classroom behaviors conducive to instruction. Behaviors have been classified by the school district ranging from Level 1-4 based upon

the severity and intensity of the offense. Teachers utilize their Classroom Management Plan for compliance with Level 1 offenses. Some of the consequences that teachers utilize in their Plans include the following: seat change in the classroom, one-on-one conference with a student, detention, phone call or email to parent, or a working lunch session with the student. When disciplinary incidents beyond Level 1 infractions occur, teachers are instructed to contact the office to request an escort for the offending student to be accompanied to the disciplinary office. The teacher completes a discipline referral on line and submits it to the respective Dean. Serious infractions that require immediate interventions by either the Deans, the SAFE Coordinator, or the Behavior Specialist are communicated to the office so that the offending student is removed from the classroom or respective hallway at once. These incidents include some of the following: fighting, verbal altercations, possession and/or distribution of alcohol or any other drug, or possession of a weapon.

The school has established a set of basic expectations that are communicated to students in their student planner, via PA announcements, and frequent reminders by school personnel in the cafeteria, at school assemblies, and in classrooms. These expectations, entitled Mustang Manners, include the following: thinking responsibly, coming prepared, having respect, and showing self control. The school has established a PBS (Positive Behavior System) this school year to acknowledge and reward those students caught in the act of doing something good which supports our Mustang Manners. Prior to each event that takes place in the auditorium either during the school day or at night, appropriate audience etiquette is shared with students and community members attending the event. During the school event the appropriate audience etiquette is practiced and monitored closely by the administrative staff on duty.

New teachers and teachers new to the school are offered the opportunity to receive training on classroom management prior to the start of the school year. Teachers who develop consistent non-compliance issues are required to participate in further training during the year. Discipline data is gathered,monitored, and analyzed frequently to determine how to decrease disciplinary infractions and to implement more appropriate interventions for non-compliance of policies and procedures. The Deans are required to mentor teachers who develop a significant pattern of disciplinary referrals. The goal is to develop rapport with the teachers and provide suggestions for improvements in classroom management. An Assistant Principal supervises the implementation of disciplinary procedures and monitors closely the effectiveness of the actions of the Deans. He meets with the Deans as a professional learning community team weekly to set goals, redirect actions, and monitor consistency in implementation of appropriate consequences for behavioral infractions.

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

Counselors meet with students individually and in groups to provide guidance regarding a variety of topics in addition to academic planning. These topics include goal-setting, time management, dealing with emotions, dealing with difficult or challenging circumstances, pregnancy and preparation for parenting, and networking with others for assistance. Frequently the SAFE Coordinator along with the counselor serve as triage to determine the best course of action in providing assistance to individual students. Depending upon the specific circumstances, either the SAFE Coordinator or the counselor contacts one of the following to assist the student: the School Social Worker, School Psychologist, Behavior Specialist, ELL Specialist, ESE Coach, School Resource Officer, school nurse, faith-based personnel who work closely with the family, the Department of Children & Families, or outside counselors or therapists working with the family. A special activity is the implementation of a voluntary parenting program for prospective moms and dads conducted by one of the counselors.

The Safe Coordinator has organized several mentoring programs involving adult volunteers who are willing to support and advocate for students. Some of these include the following: the P.O.P.S. program (Professional Opportunities Program),

The school also has programs that support students with an adult or peer mentor. These include the "Adopt a Football Player Program" and "Best Buddies".(a program in which other students support students with special needs).

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

Wekiva has several safeguard measures in place that serve as part of the school's early warning system. Teachers are asked to track the attendance of their students and to notify the Deans when students accumulate three or more unexcused absences or establish a pattern of excused or unexcused absences. All teachers maintain student grades and attendance in an electronic gradebook system entitled "ProgressBook". Parents, students, counselors, and administrators have access and can easily track student performance. Whenever a student's grade drops two or more letter grades, teachers are required to contact the parent (although, in reality, ongoing communication regarding the performance is noted through ProgressBook). Our Deans track both the attendance and disciplinary consequences of the students in their caseload. Interventions include conferences with students, parents, the SAFE Coordinator and other internal personnel, and our Social Worker, and any mentors. Letters are sent to parents of all students with an accumulation of five or more absences; separate letters are sent to parents of students with an accumulation of 10 or more absences. The Deans refer those students with 10 or more absences to our Social Worker who then intervenes with the families and, depending upon the age of the student, with law enforcement. The Deans establish goals with students for improvement in one or more areas and track their progress. Counselors meet with students in their caseload in small groups or individually as part of monitoring student progress and planning for future goals. Counselors map out alternatives for students with course failures in English Language Arts or Mathematics so that students can recover from the failure and continue pursuing graduation within their same cohort. These alternatives may include a credit recovery class, summer school, a virtual school class, or retaking the course. All 9th and 10th students who earn a level 1 on the statewide standardized assessment in English Language Arts the previous year are placed in a Intensive Reading class; those receiving a Level 1 in the statewide standardized assessment in mathematics in grade 8 are placed in a double block Algebra 1 in grade 9. Remedial programs that are infused within the Intensive Reading and
Algebra 1 classes include Read 180, Achieve 3000, System 44, and Algebra Nation. These programs provide students focused practice based upon their specific deficiencies.

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	145	113	125	117	500
One or more suspensions	158	112	105	64	439
Course failure in ELA or Math	108	54	15	18	195
Level 1 on statewide assessment	188	144	44	1	377

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

Indicator	Grade Level				Total
	9	**10**	**11**	**12**	
Students exhibiting two or more indicators	168	109	61	28	366

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

The following intervention strategies are used by Wekiva to improve the academic performance of students identified by the early warning system:
*tutoring available with teachers before school, after school, and at times during lunch
*tutoring available through the National Honor Society and Mu Alpha Theta
*use of Algebra Nation both in class, online, and in tutoring sessions
*infusion of focused Reading programs: Read 180, Achieve 3000, System 44
*use of formative assessments and mini-assessments followed by focused reteaching using alternative methods
*use of benchmark assessment data for grouping and instructional interventions
*conferences with students and parents
*letters to parents with copies to critical personnel
*use of credit recovery and virtual school courses
*referrals to Social Worker with possible legal ramifications to parents of truant students
*use of alternative interventions prior to implementing out-of-school suspensions(detention, Saturday School, In-House Suspension program)
*use of double block classes for intensive remediation
*purposeful teacher assignment in Algebra 1 based upon teacher performance
*use of OC Writes mock writing practice tests
*exploration of other educational alternatives for students with significant disciplinary or attendance problems
*special tutoring sessions or pull-out reinforcement sessions in preparing for the ELA or Algebra 1 assessments
*use of Summer School and Algebra Camp to prepare for state assessments

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

We want to increase communication with parents so that they are informed about events in a timely manner through various methods. We make a concerted effort to communicate with parents in various ways that include the following: weekly newsletters emailed to parents, recorded messages sent to parents by phone, email, and text about upcoming events and important information, teacher use of an electronic gradebook, ProgressBook, in which up-to-date grades and attendance are posted along with messages to parents, use of school marquee near the road in the front of the school, phone calls, email messages, the school website, use of social media (Facebook & Twitter for Athletic news), and letters. We host several special programs for parents and students in which our vision, mission, and expectations are shared with those in attendance. These include our Mustang Charge before school begins in August, Open House, PSAT Night (to review data and what it means for students and parents), Future Freshmen Parent Information Night (for course selection), the Laser Photonics Magnet Academy Open House, and Financial Aid and College Planning Night. We

encourage parent and student participation on our Business Advisory Boards for Laser Photonics and Agritechnology, the P.T.S.A., our School Advisory Council, and our Band Booster organization.

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

We maintain a Partners in Education program in which we reach out to local businesses to support our efforts Through these partnerships we acquire monetary support, assistance in implementing programs such as Campus Beautification, and mentoring connections with students. We have had two Business Advisory Boards in place for the past four years with our Laser Photonics Magnet Academy and our Agritechnology program. Business representatives are active members of both groups. We have established field trip opportunities for students, job shadowing experiences, professional internships for students, and even future employment opportunities. We maintain these purposeful connections by including our partners in planning opportunities for students. We welcome and view our business partners as critical in our mission of maximizing student achievement and success.

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
Erickson, Michele	Principal
Kispert, George	Assistant Principal
Wilson, Demetria	Assistant Principal
Schmidt, David	Assistant Principal
Santana, Kimberly	Assistant Principal
Brown, AskiMelik	Dean
Williams, Keith	Dean
Vitulli, Emilio	Dean
Carman, Edward	Other
Costello, Ellen	Instructional Coach
Ellison, Gwendolyn	Instructional Coach
John, Steve	Attendance/Social Work
Mindermann, Johnathan	Instructional Coach
Miyares, Valerie	Other
Richardson, Christian	Other
Shepherd, Valerie	Instructional Coach
Young, Rhonda	Instructional Coach

Duties

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

The leadership team examines the data from the previous school year and determines appropriate goals for the school improvement plan. Each assistant principal supports specific curricular areas, and works with department chairpersons and PLC leaders, administrative deans, and instructional coaches to develop an appropriate plan of action to support students. Assistant Principals provide prescriptive feedback to teachers through conducting classroom walk-throughs, informal observations, and formal observations to improve instructional practices that, ultimately, impact student achievement. Members of the team also work in conjunction with the school advisory council to monitor the progress of the school improvement plan.

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

Each assistant principal is the liaison to specific curricular areas at the school, and is supported by instructional coaches, Staffing Specialist, ELL Coordinator, Behavior Specialist, ESE Coach, Safe Coordinator, Guidance Counselors and Deans. The leadership team meets to discuss specific topics as needed. Department chairs work with school PLCs to gather and interpret data, and monitor tiered differentiation where needed. Team members pose questions as they examine the data to gain further insight into what the data suggests, and work together to recommend appropriate plans of action. Findings are reported to their building level administrator. The Guidance team tracks students' progress towards their academic plan to ensure students are on track to graduate and makes recommendations for appropriate interventions to support students to the team. In addition, data is collected for students in Intensive Reading/Math. Identified students participate in targeted intervention support during the school day in small group instruction.

Funds from the school budget and from facility rental income will be used to support professional development activities targeted toward building rigorous instruction to align with state standards and school wide writing improvement. We want to engage students in critical thinking through the implementation of rigorous instructional tasks in which students apply their knowledge and skills and communicate in speech and writing based upon the common core state standards. Our FCAT Writes scores from last year continue to show a need to improve our students' writing skills. The focus of our professional development program with teachers is building rigor within instruction. We envision teachers having opportunities to conduct focused peer observations on the implementation of rigorous instructional activities and to engage in professional dialogue based upon reflections of the learning experience. Teachers will also have the opportunity to attend workshops and training linked to rigorous instruction. Funds for the use of substitute teachers will be allocated for both of these efforts. Students will be participating in four mock writing tests entitled OC Writes, which may parallel the design of the FSA Writing Assessment. Funds will be allocated to provide teacher stipends for evaluating these writing assignments and for compiling summary commendations and recommendations based upon the writing results so that informed instructional decisions can be made. These compilations will be forwarded to each PLC Team so that specific content-based plans can be made to support these findings and to support incremental student success.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Jackie Boornazian	Parent
Laura Peavey	Parent
K C Weller	Parent
Christine Whitlow	Teacher
Michele Erickson	Principal
Felicia Presely	Parent
Geraldine Williams	Parent
Katie Whitlow	Student
Vivian Lyte-Johnson	Parent
Nell Akoon	Education Support Employee
Iris Rosa	Parent
Lenin Vazquez	Teacher
Ahn Nguyen	Teacher
Cynthia Mercer	Parent
Michele Ivill	Parent
Valerie Shepherd	Teacher
Rebekka Senzee	Parent
Marta Acosta	Education Support Employee
Ann Meeks	Business/Community
Gwendolynn Ellison	Education Support Employee

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 Advisory Council examined the released FCAT Reading and Writing scores from last year and discussed the degree and fidelity of implementation of the action steps in supporting the targeted goals. Despite the fact that there were no gains in reading and an increase in writing proficiency, SAC felt that the specific action steps were both appropriate and needed. SAC recommended the continued use of these actions with further emphasis on consistency in implementation for fidelity. SAC had an extended discussion about the value of the rotational model in intensive reading classes. It was felt that this provides a comfortable environment for struggling readers where they can focus on targeted deficiencies. SAC noted that teacher use of rigorous writing tasks should continue into the upcoming school year in further preparing for the new FSA Writing Assessment.

Development of this school improvement plan

The School Advisory Council helps identify problem areas, and makes recommendations that support the vision and mission of the school. SAC reviews the school improvement plan and helps support the monitoring of the plan.

Preparation of the school's annual budget and plan

The Principal finalizes her proposed budget for the upcoming school year in April. The budget includes funds to devote to the attainment of school improvement goals. The Principal monitors the

budget monthly to ensure that spending is within means. The Principal adjusts budgetary allocations based upon needs and recent resources that may become available to support school improvement goals.

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

$26,000 was budgeted to purchase and implement the Achieve 3000 program with 9th and 10th grade single block intensive reading classes along with coordinating assessments.
$8,000 was allocated for the purchase of the Next Generation upgrade of the Scholastic Read 180 program for 9th grade double block classes including on-line resources and the initial placement assessment.

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
Costello, Ellen	Instructional Coach
Schmidt, David	Assistant Principal
Erickson, Michele	Principal
Young, Rhonda	Instructional Coach
Shepherd, Valerie	Instructional Coach
Mindermann, Johnathan	Other

Duties

Describe how the LLT promotes literacy within the school

The LLT will engage teachers during professional development time in examining the use of close reading, text dependent questions, and the comparison of two texts in formulating a written perspective citing textual evidence for support. Teachers will be asked to incorporate one or more of these techniques within their instruction based upon linkages with their curriculum and content area. The LLT will monitor implementation through classroom walk-throughs and observations. Noteworthy efforts will be shared with the staff so that these may be replicated throughout the school.

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

The majority of teachers have common planning time with other peers who teach the same course. Teachers are organized in PLC Teams which actively meet weekly for planning. PLC Teams establish a common course syllabus, build common formative and summative assessments, engage in data analysis of test results, and plan additional instructional interventions based upon the generated data.

Several PLC Teams share and/or create instructional tasks that are used during specific units. As a result of teacher commitment within their PLC Teams, they have become more co-dependent on one another and work closely to compliment the targeted implementation timeline. PLC Teams vary in their approach toward remediation. Some share after school tutoring hours while other teams create remedial interventions within class time

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

The principal and at times designated assistant principals attend district and state recruiting events. Additionally, teachers are oriented to the school through a "Wekivaize" program, facilitated by the school's Curriculum Resource Teacher (CRT) and instructional coaches. This is designed to orient teachers to the school and provide on going support. The school also works with the district to offer certification classes on campus in which many teachers enroll. Professional Development continues to be focused upon the professional learning community concept with a key component being teacher collaboration and support during common planning time. In school support is provided through a variety of additional professional development activities based on the needs of the staff.

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

New teachers as well as those new to the school are paired with an experienced teacher who teaches the same content area. The teachers generally also have the same planning period to allow for collaboration opportunities. Activities include: peer observations, and monthly meetings with the CRT. Coaches also provide opportunities for informal observations with coaching and feedback sessions designed to help teachers implement best practices, obtain guidance on lesson planning and support in other specific areas as needed. Teachers will also participate in deliberate practice with teachers throughout the school, learning and supporting each other in the process.

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

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

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

Each PLC Team constructs both common formative and summative assessments and , at times, mini-assessments, based upon the standards within each unit of instruction. Instructional coaches assist with inputting the assessments and their results into Performance Matters, a program which tabulates the data in report form. PLC Teams analyze the results of formative assessments and mini-assessments with the intention of modifying instruction during the remainder of the designated unit so that students can attain mastery of the standards. Through examining the item analysis report by

teacher and by class period members of the PLC team engage in discussion of instructional strategies which appeared to produce positive results. The PLC Team then makes a determination in terms of needed interventions as they continue with the unit of study. Interventions may include, but are not limited to regrouping students by period with each teacher facilitating a group (remediation or enrichment), focused tutoring sessions geared toward specific concepts after school, small group rotations within each classroom with each group focusing on a particular concept or standard, or use of on-line tutoring with a presentation and accompanying applications through the use of Edmodo. PLC Teams also consider the specific needs of their students. Frequently they collaborate further with ESE Case Manager, the ESE Inclusion Coach, or the ELL Staffing Specialist to obtain advice on what other strategies they could utilize in order for ESE or ELL students to meet success.

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: 3,000

Students participate in tutoring twice a week on Tuesdays and Thursdays after school. This provides opportunities for instruction in math to help students master mathematical content in mathematics courses which range from remedial to accelerated courses.

Strategy Rationale

Teachers are able to tailor their assistance to students based upon their specific needs. One-on-one instruction or a small group format are used.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Mindermann, Johnathan, johnathan.mindermann@ocps.net

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

Scores on summative unit assessments, Benchmark assessments, EOC pass rates, and student grades will be reviewed to determine the effectiveness of this strategy.

Strategy: Summer Program

Minutes added to school year: 10,080

Summer School /Summer Camps

Strategy Rationale

This provides students an opportunity for credit recovery from failed courses and focused preparation to retake EOC's.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Santana, Kimberly, kimberly.santana@ocps.net

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

Student grades, analysis of how many students pass the EOC's

Strategy: Summer Program

Minutes added to school year: 900

Targeted orientation with new teachers on classroom management & PLC team planning

Strategy Rationale

By providing teachers additional time and preparation prior to the start of the school year, new teachers establish a comfort with their expectations and the planning process.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Mindermann, Johnathan, johnathan.mindermann@ocps.net

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

follow-up survey with participants on the effectiveness of the program, individual teacher assessment scores in the area of planning and classroom management.

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

Counselors meet with current 8th graders to finalize their schedules for grade 9. The school sponsors a Future Freshmen Parent Information Night to share information about graduation requirements for the incoming cohort of students, to inform parents of expectations regarding academics and behavior,

to provide parents opportunities to speak with curriculum leaders about the program of study available, and to address concerns that parents may have. The school sponsors a voluntary Freshmen Orientation program facilitated by student leaders to acquaint students with the campus, policies, and procedures. Prior to the official start date for school Wekiva sponsors a Mustang Charge program where parents and students pick up schedules, tour the facility, meet and greet teachers, and attend an informational meeting in which opening day procedures are outlined.

Once school officially begins, counselors meet again with 9th graders and with 12th graders through English classes to address critical information pertaining to each respective cohort and to answer questions they may have. Counselors follow up with the 12th grade cohort by holding individual planning meetings with them to outline their goals for beyond high school, to examine where they are in meeting these goals, and to plan on subsequent activities to assist them in achieving their future goals.

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

Students work with guidance counselors throughout their entire high school course of study to experience courses that will promote academic success in high school and beyond. Students are assigned the same guidance counselor from 9th through 12th grades so that they can make meaningful decisions based on personal goals when developing student plans. Counselors ensure students take all the classes needed to graduate on time, and work with students so they understand the types of classes that will prepare them for college or career choices after graduation. We have a college and career resource room staffed daily so that students can research careers, obtain support in the college application process, or obtain assistance with writing essays. In addition, we offer numerous opportunities where colleges visit the campus. The AVID and Scholar Academy programs encourage students to take advanced placement courses, and offer field trips where students personally visit college campuses. The Career & Technical Education Specialist works closely with teachers who prepare students to meet the standards of state funded industry certification exams. The CTE Specialist and teachers monitor student progress in preparing for the exams. Both the Laser Photonics Magnet Academy and the Agriscience programs have active business advisory boards comprised of representatives from local businesses, Valencia College, The University of Central Florida, parents, staff, and students. These partnerships with businesses through the business advisory boards have resulted in establishing field trip and job shadowing experiences as well as professional internships for our students.

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

We offer a wide variety of Applied Program offerings students can pursue. These include the following: Business Education courses, Drafting, Health Science, AFJROTC, Agri-Science, TV Production, Electronics Technology, and Culinary Arts. Students in our Applied Programs work toward meeting industry standards as measured by their performance on Industry Certification Exams. Within each program are ample opportunities for career exploration and career-linked experiences. Teachers meet quarterly as members of a professional learning community to examine and plan for issues linked to industry certification, scheduling, and real-world connections of their programs. Teachers monitor the performance of students closely to meet these rigorous standards.

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

We understand that rigorous courses are needed to prepare students for post secondary success. One strategy Wekiva uses to improve student readiness is to offer a wide variety of applied and advanced placement courses. The AP Coordinator and Guidance Counselors meet with potential

candidates to review student schedules, interview candidates and answer questions students may have about advanced courses. Over 1/3 of the student population traditionally takes at least one advanced placement course. Our Digital Art and Digital Photography programs incorporate the use of Adobe Photoshop and Dreamweaver in having students create focused projects. Students in our Laser Photonics Magnet Academy, a dual enrollment program in which students earn college credit, study both basic and advanced electronics and take the Associate Electronics Technician Industry Certification Exam. We also provide ACT and SAT preparatory courses for students.

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

The High School Feedback Report for the Class of 2012 indicated that approximately 51% of graduates in both Orange County and across the state took a remedial Math class during their freshman year of college while nearly 80% were enrolled in a remedial English class based upon reading and writing deficiencies. Currently, students in grade 11 in December take the PERT (Post-Secondary Education Readiness Test) Exam which provides each student a score in reading, writing, and mathematics. Students who do not pass the PERT Exam are placed in either English for College Readiness or Math for College Readiness or both in their senior year. The purpose of these courses is to increase the skill set of each student so that he/she may immediately enter college and take college credit-bearing courses. Within English for College Readiness students acquire focused practice on reading and analyzing multiple texts, claim-based writing, and research skills. Students in Math for College Readiness fine tune their skills in algebra, geometry, and basic statistics. Wekiva also offers an ACT/SAT Preparation course so that students can prepare to meet the rigor of these admission exams.

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.   To improve college and career readiness by building a supportive environment for high expectations beyond high school.

G2.   Improve student achievement.

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. To improve college and career readiness by building a supportive environment for high expectations beyond high school. `1a`

Targets Supported `1b`

G054873

Indicator	Annual Target
College Readiness Reading	79.0
College Readiness Mathematics	66.0
4-Year Grad Rate (Standard Diploma)	90.0
Postsecondary Enrollments	60.0

Resources Available to Support the Goal `2`

- Expert Instructional resources

- Rich print/digital resources

- Caring counselors

Targeted Barriers to Achieving the Goal `3`

- Some students score poorly on the PERT Exam because they do not take this test seriously, and, as a result, are placed in College Readiness English/Language Arts and Math in grade 12 or in remedial, non-credit-bearing classes during the first semester at a college or university

Plan to Monitor Progress Toward G1. `8`

PLC teams will review compiled data from teacher-made assessments, benchmark assessments, and OC Writes

Person Responsible

Ellen Costello

Schedule

Biweekly, from 10/13/2014 to 6/3/2015

Evidence of Completion

Data reports displaying student results on teacher-made assessments in comparison to benchmark assessments & tracking of progress on OC Writes

G2. Improve student achievement. [1a]

Targets Supported [1b]

[G043640]

Indicator	Annual Target
Bio I EOC Pass	54.0
Algebra I EOC Pass Rate	43.0
AMO Math - All Students	51.0
Geometry EOC Pass Rate	37.0
AMO Reading - All Students	63.0

Resources Available to Support the Goal [2]

- Expert Instructional Resources

- Rich print/digital resources

- District curriculum tools

- Performance Matters system

- LSI Consultant

- District Coaches

- PLC Teams with common planning time

Targeted Barriers to Achieving the Goal [3]

- We need to ensure a systematic approach to using student data to drive instruction. We need to ensure that our plans are carried through with fidelity.

- Teachers need a deeper understanding of the new standards including focused deconstruction. Teachers need to plan from student learning data based on newly deconstructed standards.

- Our primary method of instruction is teacher-centered rather than student-centered.

Plan to Monitor Progress Toward G2. [8]

PLC team-created Summative assessment and benchmark assessment results

Person Responsible
Michele Erickson

Schedule
Biweekly, from 10/13/2014 to 6/3/2015

Evidence of Completion
PLC team collaboration notes and weekly leadership team meeting agendas and notes

Plan to Monitor Progress Toward G2. 8

Examine i-Observation reports and data

Person Responsible
Michele Erickson

Schedule
Weekly, from 10/13/2014 to 6/3/2015

Evidence of Completion
Principal summary of patterns & trends to curriculum leaders & instructional coaches based upon weekly analyses of i-Observation reports and discussions of lesson plan review by the assistant principals

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. To improve college and career readiness by building a supportive environment for high expectations beyond high school. 1

🔍 G054873

G1.B1 Some students score poorly on the PERT Exam because they do not take this test seriously, and, as a result, are placed in College Readiness English/Language Arts and Math in grade 12 or in remedial, non-credit-bearing classes during the first semester at a college or university 2

🔍 B138320

G1.B1.S1 Plan and implement appropriate instruction based upon the standards linked to the PERT test and supportive of the SAT and ACT Exams 4

🔍 S150309

Strategy Rationale

By building instruction around appropriate standards, students will have a greater chance of meeting success when taking the PERT, SAT, or ACT.

Action Step 1 5

Teachers develop instructional tasks utilizing the ELA, Math, and writing standards.

Person Responsible

Michele Erickson

Schedule

Weekly, from 10/13/2014 to 6/3/2015

Evidence of Completion

lesson plans submitted by teachers in their lesson plan dropbox on SharePoint

Action Step 2 `5`

Teachers utilize digital resources with students for guided and independent practice.

Person Responsible

Ellen Costello

Schedule

Weekly, from 10/13/2014 to 6/3/2015

Evidence of Completion

Computer lab calendar with teacher reservations in SharePoint

Action Step 3 `5`

Teachers provide students practice with close reading activities and real-world word problems.

Person Responsible

Ellen Costello

Schedule

Weekly, from 10/13/2014 to 6/3/2015

Evidence of Completion

documented practice noted in teacher lesson plans in their lesson plan dropbox in SharePoint

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

Assistant Principals will review teacher lesson plans and will document appropriate instruction based upon standards within observation reports in i-Observation.

Person Responsible

Michele Erickson

Schedule

Weekly, from 10/13/2014 to 6/3/2015

Evidence of Completion

Emails to teachers from assistant principals concerning lesson plans and i-Observation reports

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

Teachers will track progress when using digital resources and in comparing teacher-made assessment results over time.

Person Responsible

Ellen Costello

Schedule

Biweekly, from 10/13/2014 to 6/3/2015

Evidence of Completion

teacher tracking sheets linked to PERT Rx practice and PLC team data analysis progress monitoring documentation linked to targeted standards

G2. Improve student achievement. `1`

G043640

G2.B1 We need to ensure a systematic approach to using student data to drive instruction. We need to ensure that our plans are carried through with fidelity. `2`

B106968

G2.B1.S1 Strengthen effective leadership in the area of data-driven instruction. `4`

S145547

Strategy Rationale

If we systematically monitor student data, we will get more information which will give us direction for student instruction.

Action Step 1 `5`

Ensure that each assistant principal and instructional coach can analyze data from assessment results and can facilitate progress monitoring discussions with their PLC teams.

Person Responsible

Michele Erickson

Schedule

On 10/13/2014

Evidence of Completion

sample data used in data analysis meeting with the Leadership Team

Action Step 2 `5`

All assistant principals and instructional coaches meet with assigned PLC teams and conduct progress monitoring sessions based upon student results from assessments and benchmarks.

Person Responsible

Michele Erickson

Schedule

Biweekly, from 10/13/2014 to 6/3/2015

Evidence of Completion

PLC team collaboration notes and copies of compiled data

Action Step 3 `5`

Data-sharing sessions with the Leadership Team

Person Responsible

Michele Erickson

Schedule

Biweekly, from 10/13/2014 to 6/3/2015

Evidence of Completion

compiled data and notes from progress monitoring sessions

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

Include the sharing of progress monitoring sessions as a regular agenda item at weekly Leadership Team meetings.

Person Responsible

Michele Erickson

Schedule

Weekly, from 10/13/2014 to 6/3/2015

Evidence of Completion

Gather compiled data that is shared along with notes which summarize the PLC team discussion and instructional decisions.

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

PLC teams will track data over time to determine growth; assistant principals and instructional coaches will apprise the Leadership Team of patterns of growth.

Person Responsible

Michele Erickson

Schedule

Monthly, from 10/13/2014 to 6/3/2015

Evidence of Completion

Compiled data over time tracking student results on assessments and benchmarks

G2.B2 Teachers need a deeper understanding of the new standards including focused deconstruction. Teachers need to plan from student learning data based on newly deconstructed standards. `2`

`🔧 B133666`

G2.B2.S1 Ensure that all teachers understand how to deconstruct a standard and plan instruction based upon this analysis. `4`

`🔧 S150179`

Strategy Rationale

Understanding the dimensions and limits of a standard focuses teacher attention to what is important in planning instruction.

Action Step 1 `5`

Implement professional development training with PLC teams on deconstructing standards.

Person Responsible

Ellen Costello

Schedule

On 10/29/2014

Evidence of Completion

instructional resources used for the deconstruction activities (PowerPoint presentation, handouts, etc.)

Action Step 2 `5`

Provide follow-up training in deconstructing standards and utilizing the textbook to plan instruction based upon the targeted standards

Person Responsible

Michele Erickson

Schedule

On 10/30/2014

Evidence of Completion

handouts & ELA instructtional resources

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Deconstruction planning meeting of all leadership team members & follow-up debriefing of two professional development programs

Person Responsible

Michele Erickson

Schedule

On 11/10/2014

Evidence of Completion

completion of debriefing session and planning for future professional development for teachers

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Assistant Principals will review teacher lesson plans and note the correlation of the instruction to the standards.

Person Responsible

Michele Erickson

Schedule

Weekly, from 11/3/2014 to 6/3/2015

Evidence of Completion

Weekly discussion of lesson plan development at leadership team meetings and emails generated by assistant principals to teachers regarding lesson planning

G2.B2.S2 PLC teams need to create formative and summative assessments with items that are directly linked to the standards and their component parts. 4

Strategy Rationale

🔑 S150180

By linking assessment items to the standards teachers will have the ability to determine student strengths and deficiencies and can plan for instructional enhancements and interventions based upon the data.

Action Step 1 5

Instructional coaches input assessment items directly linked to the components of the standards in Performance Matters.

Person Responsible

Ellen Costello

Schedule

Biweekly, from 11/3/2014 to 6/3/2015

Evidence of Completion

Performance Matters reports of assessment results

Action Step 2 5

PLC teams compare results by standards from PLC team-created assessments and benchmark assessments

Person Responsible

Ellen Costello

Schedule

Every 6 Weeks, from 11/3/2014 to 6/3/2015

Evidence of Completion

data analysis reports comparing assessment results to benchmark results & collaboration notes from PLC team meetings

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

ongoing agenda item at weekly leadership team meetings and instructional coaches meetings

Person Responsible

Michele Erickson

Schedule

Weekly, from 11/3/2014 to 6/3/2015

Evidence of Completion

discussions noted on the agenda for all meetings with follow-up notes/emails

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Assistant Principals and instructional coaches will provide data reports that are used as the basis of discussion at PLC team meetings

Person Responsible

Michele Erickson

Schedule

Weekly, from 11/3/2014 to 6/3/2015

Evidence of Completion

Weekly agendas from leadership team and instructional coaches meetings

G2.B3 Our primary method of instruction is teacher-centered rather than student-centered. 2

🔧 B127143

G2.B3.S4 Teachers incorporate cooperative learning strategies and small group instruction that includes the use of rotational rounds. 4

🔧 S150197

Strategy Rationale

By incorporating instructional practices that include student interaction instruction should become more student-centered and engaging.

Action Step 1 5

Provide teachers the opportunity to observe other teachers utilizing rotational rounds and other small group instructional practices.

Person Responsible

George Kispert

Schedule

Monthly, from 10/13/2014 to 6/3/2015

Evidence of Completion

PLC team collaboration notes & requests for TDY substitute time

Action Step 2 5

Provide teachers the opportunity to obtain training on cooperative learning

Person Responsible

George Kispert

Schedule

Semiannually, from 10/13/2014 to 6/3/2015

Evidence of Completion

professional development requests for TDY substitute time

Action Step 3 [5]

Teachers utilize rotational rounds and other small group instructional practices within their lessons as noted in their lesson plans

Person Responsible

Michele Erickson

Schedule

Weekly, from 10/13/2014 to 6/3/2015

Evidence of Completion

Documented lesson plans in SharePoint and teacher observation reports in i-Observation

Plan to Monitor Fidelity of Implementation of G2.B3.S4 [6]

Principal, assistant principals, & instructional coaches will discuss patterns and trends in reviewing teacher lesson plans and observed classes.

Person Responsible

Michele Erickson

Schedule

Weekly, from 10/13/2014 to 6/3/2015

Evidence of Completion

summary information based upon lesson plan review and i-Observation report data

Plan to Monitor Effectiveness of Implementation of G2.B3.S4 [7]

keep the discussion of student-centered instruction as observed and noted in lesson plans as part of the weekly leadership team meetings

Person Responsible

Michele Erickson

Schedule

Weekly, from 10/13/2014 to 6/3/2015

Evidence of Completion

agendas and summary i-observation data from weekly leadership team meetings

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
G2.B1.S1.A1	Ensure that each assistant principal and instructional coach can analyze data from assessment results and can facilitate progress monitoring discussions with their PLC teams.	Erickson, Michele	10/13/2014	sample data used in data analysis meeting with the Leadership Team	10/13/2014 one-time
G2.B2.S1.A1	Implement professional development training with PLC teams on deconstructing standards.	Costello, Ellen	10/29/2014	instructional resources used for the deconstruction activities (PowerPoint presentation, handouts, etc.)	10/29/2014 one-time
G2.B2.S2.A1	Instructional coaches input assessment items directly linked to the components of the standards in Performance Matters.	Costello, Ellen	11/3/2014	Performance Matters reports of assessment results	6/3/2015 biweekly
G2.B3.S4.A1	Provide teachers the opportunity to observe other teachers utilizing rotational rounds and other small group instructional practices.	Kispert, George	10/13/2014	PLC team collaboration notes & requests for TDY substitute time	6/3/2015 monthly
G1.B1.S1.A1	Teachers develop instructional tasks utilizing the ELA, Math, and writing standards.	Erickson, Michele	10/13/2014	lesson plans submitted by teachers in their lesson plan dropbox on SharePoint	6/3/2015 weekly
G2.B1.S1.A2	All assistant principals and instructional coaches meet with assigned PLC teams and conduct progress monitoring sessions based upon student results from assessments and benchmarks.	Erickson, Michele	10/13/2014	PLC team collaboration notes and copies of compiled data	6/3/2015 biweekly
G2.B2.S1.A2	Provide follow-up training in deconstructing standards and utilizing the textbook to plan instruction based upon the targeted standards	Erickson, Michele	10/30/2014	handouts & ELA instructtional resources	10/30/2014 one-time
G2.B2.S2.A2	PLC teams compare results by standards from PLC team-created assessments and benchmark assessments	Costello, Ellen	11/3/2014	data analysis reports comparing assessment results to benchmark results & collaboration notes from PLC team meetings	6/3/2015 every-6-weeks
G2.B3.S4.A2	Provide teachers the opportunity to obtain training on cooperative learning	Kispert, George	10/13/2014	professional development requests for TDY substitute time	6/3/2015 semiannually
G1.B1.S1.A2	Teachers utilize digital resources with students for guided and independent practice.	Costello, Ellen	10/13/2014	Computer lab calendar with teacher reservations in SharePoint	6/3/2015 weekly
G2.B1.S1.A3	Data-sharing sessions with the Leadership Team	Erickson, Michele	10/13/2014	compiled data and notes from progress monitoring sessions	6/3/2015 biweekly
G2.B3.S4.A3	Teachers utilize rotational rounds and other small group instructional practices within their lessons as noted in their lesson plans	Erickson, Michele	10/13/2014	Documented lesson plans in SharePoint and teacher observation reports in i-Observation	6/3/2015 weekly
G1.B1.S1.A3	Teachers provide students practice with close reading activities and real-world word problems.	Costello, Ellen	10/13/2014	documented practice noted in teacher lesson plans in their lesson plan dropbox in SharePoint	6/3/2015 weekly
G1.MA1	PLC teams will review compiled data from teacher-made assessments, benchmark assessments, and OC Writes	Costello, Ellen	10/13/2014	Data reports displaying student results on teacher-made assessments in comparison to benchmark assessments & tracking of progress on OC Writes	6/3/2015 biweekly
G1.B1.S1.MA1	Teachers will track progress when using digital resources and in comparing teacher-made assessment results over time.	Costello, Ellen	10/13/2014	teacher tracking sheets linked to PERT Rx practice and PLC team data analysis progress monitoring documentation linked to targeted standards	6/3/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1	Assistant Principals will review teacher lesson plans and will document appropriate instruction based upon standards within observation reports in i-Observation.	Erickson, Michele	10/13/2014	Emails to teachers from assistant principals concerning lesson plans and i-Observation reports	6/3/2015 weekly
G2.MA1	PLC team-created Summative assessment and benchmark assessment results	Erickson, Michele	10/13/2014	PLC team collaboration notes and weekly leadership team meeting agendas and notes	6/3/2015 biweekly
G2.MA2	Examine i-Observation reports and data	Erickson, Michele	10/13/2014	Principal summary of patterns & trends to curriculum leaders & instructional coaches based upon weekly analyses of i-Observation reports and discussions of lesson plan review by the assistant principals	6/3/2015 weekly
G2.B1.S1.MA1	PLC teams will track data over time to determine growth; assistant principals and instructional coaches will apprise the Leadership Team of patterns of growth.	Erickson, Michele	10/13/2014	Compiled data over time tracking student results on assessments and benchmarks	6/3/2015 monthly
G2.B1.S1.MA1	Include the sharing of progress monitoring sessions as a regular agenda item at weekly Leadership Team meetings.	Erickson, Michele	10/13/2014	Gather compiled data that is shared along with notes which summarize the PLC team discussion and instructional decisions.	6/3/2015 weekly
G2.B2.S1.MA1	Assistant Principals will review teacher lesson plans and note the correlation of the instruction to the standards.	Erickson, Michele	11/3/2014	Weekly discussion of lesson plan development at leadership team meetings and emails generated by assistant principals to teachers regarding lesson planning	6/3/2015 weekly
G2.B2.S1.MA1	Deconstruction planning meeting of all leadership team members & follow-up debriefing of two professional development programs	Erickson, Michele	11/10/2014	completion of debriefing session and planning for future professional development for teachers	11/10/2014 one-time
G2.B2.S2.MA1	Assistant Principals and instructional coaches will provide data reports that are used as the basis of discussion at PLC team meetings	Erickson, Michele	11/3/2014	Weekly agendas from leadership team and instructional coaches meetings	6/3/2015 weekly
G2.B2.S2.MA1	ongoing agenda item at weekly leadership team meetings and instructional coaches meetings	Erickson, Michele	11/3/2014	discussions noted on the agenda for all meetings with follow-up notes/emails	6/3/2015 weekly
G2.B3.S4.MA1	keep the discussion of student-centered instruction as observed and noted in lesson plans as part of the weekly leadership team meetings	Erickson, Michele	10/13/2014	agendas and summary i-observation data from weekly leadership team meetings	6/3/2015 weekly
G2.B3.S4.MA1	Principal, assistant principals, & instructional coaches will discuss patterns and trends in reviewing teacher lesson plans and observed classes.	Erickson, Michele	10/13/2014	summary information based upon lesson plan review and i-Observation report data	6/3/2015 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 Opportuntities

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

G2. Improve student achievement.

G2.B1 We need to ensure a systematic approach to using student data to drive instruction. We need to ensure that our plans are carried through with fidelity.

G2.B1.S1 Strengthen effective leadership in the area of data-driven instruction.

PD Opportunity 1

Ensure that each assistant principal and instructional coach can analyze data from assessment results and can facilitate progress monitoring discussions with their PLC teams.

Facilitator

Johnathan Mindermann

Participants

all assistant principals and instructional coaches

Schedule

On 10/13/2014

PD Opportunity 2

Data-sharing sessions with the Leadership Team

Facilitator

Michele Erickson

Participants

Principal, assistant principals, deans, & instructional coaches

Schedule

Biweekly, from 10/13/2014 to 6/3/2015

G2.B2 Teachers need a deeper understanding of the new standards including focused deconstruction. Teachers need to plan from student learning data based on newly deconstructed standards.

G2.B2.S1 Ensure that all teachers understand how to deconstruct a standard and plan instruction based upon this analysis.

PD Opportunity 1

Implement professional development training with PLC teams on deconstructing standards.

Facilitator

Ellen Costello

Participants

leadership team members facilitating the training & PLC teams

Schedule

On 10/29/2014

PD Opportunity 2

Provide follow-up training in deconstructing standards and utilizing the textbook to plan instruction based upon the targeted standards

Facilitator

MIchele Erickson

Participants

ELA 9th and 10th grade teachers

Schedule

On 10/30/2014

G2.B3 Our primary method of instruction is teacher-centered rather than student-centered.

G2.B3.S4 Teachers incorporate cooperative learning strategies and small group instruction that includes the use of rotational rounds.

PD Opportunity 1

Provide teachers the opportunity to obtain training on cooperative learning

Facilitator

George Kispert

Participants

teachers requesting the opportunity for training to share with members of their PLC teams

Schedule

Semiannually, from 10/13/2014 to 6/3/2015

Technical Assistance Items

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

G1. To improve college and career readiness by building a supportive environment for high expectations beyond high school.

G1.B1 Some students score poorly on the PERT Exam because they do not take this test seriously, and, as a result, are placed in College Readiness English/Language Arts and Math in grade 12 or in remedial, non-credit-bearing classes during the first semester at a college or university

G1.B1.S1 Plan and implement appropriate instruction based upon the standards linked to the PERT test and supportive of the SAT and ACT Exams

PD Opportunity 1

Teachers develop instructional tasks utilizing the ELA, Math, and writing standards.

Facilitator

Michele Erickson

Participants

assistant principals & teachers

Schedule

Weekly, from 10/13/2014 to 6/3/2015

PD Opportunity 2

Teachers utilize digital resources with students for guided and independent practice.

Facilitator

Ellen Costello

Participants

ELA and Math teachers

Schedule

Weekly, from 10/13/2014 to 6/3/2015

PD Opportunity 3

Teachers provide students practice with close reading activities and real-world word problems.

Facilitator

Ellen Costello

Participants

ELA and Math teachers

Schedule

Weekly, from 10/13/2014 to 6/3/2015

G2. Improve student achievement.

G2.B1 We need to ensure a systematic approach to using student data to drive instruction. We need to ensure that our plans are carried through with fidelity.

G2.B1.S1 Strengthen effective leadership in the area of data-driven instruction.

PD Opportunity 1

All assistant principals and instructional coaches meet with assigned PLC teams and conduct progress monitoring sessions based upon student results from assessments and benchmarks.

Facilitator

Johnathan Mindermann

Participants

all assistant principals, instructional coaches, and PLC teams

Schedule

Biweekly, from 10/13/2014 to 6/3/2015

G2.B2 Teachers need a deeper understanding of the new standards including focused deconstruction. Teachers need to plan from student learning data based on newly deconstructed standards.

G2.B2.S2 PLC teams need to create formative and summative assessments with items that are directly linked to the standards and their component parts.

PD Opportunity 1

Instructional coaches input assessment items directly linked to the components of the standards in Performance Matters.

Facilitator

Ellen Costello

Participants

all instructional coaches & PLC team members

Schedule

Biweekly, from 11/3/2014 to 6/3/2015

PD Opportunity 2

PLC teams compare results by standards from PLC team-created assessments and benchmark assessments

Facilitator

Ellen Costello

Participants

all instructional coaches and PLC team members

Schedule

Every 6 Weeks, from 11/3/2014 to 6/3/2015

G2.B3 Our primary method of instruction is teacher-centered rather than student-centered.

G2.B3.S4 Teachers incorporate cooperative learning strategies and small group instruction that includes the use of rotational rounds.

PD Opportunity 1

Provide teachers the opportunity to observe other teachers utilizing rotational rounds and other small group instructional practices.

Facilitator

George Kispert

Participants

PLC team members, assistant principals, & instructional coaches

Schedule

Monthly, from 10/13/2014 to 6/3/2015

PD Opportunity 2

Teachers utilize rotational rounds and other small group instructional practices within their lessons as noted in their lesson plans

Facilitator

Michele Erickson

Participants

Principal, assistant principals, all teachers & instructional coaches

Schedule

Weekly, from 10/13/2014 to 6/3/2015

Budget Rollup

Summary	
Description	**Total**
Goal 2: Improve student achievement.	2,400
Grand Total	**2,400**

Goal 2: Improve student achievement.		
Description	**Source**	**Total**
B2.S1.A2 - TDY Substitute Day for ELA 9th & 10th grade teachers	General Fund	800
B3.S4.A1	General Fund	800
B3.S4.A2	General Fund	800
Total Goal 2		**2,400**